

Managerial Education at Vitar, s.r.o.

Radek Malina

Bachelor Thesis
2012



Tomas Bata University in Zlín
Faculty of Humanities

Univerzita Tomáše Bati ve Zlíně
Fakulta humanitních studií
Ústav anglistiky a amerikanistiky
akademický rok: 2011/2012

ZADÁNÍ BAKALÁŘSKÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Radek MALINA**
Osobní číslo: **H08343**
Studijní program: **B 7310 Filologie**
Studijní obor: **Anglický jazyk pro manažerskou praxi**

Téma práce: **Formy a metody vzdělávání, příprava pro
manažerské pozice zaměstnanců společnosti Vitar,
s.r.o.**

Zásady pro vypracování:

**Popište manažera jako komplexního jedince.
Zjistěte možnosti, které mají společnosti při vzdělávání svých zaměstnanců.
Analýza společnosti Vitar, s.r.o.
Zhodnoťte, do jaké míry je systém efektivní.
Z analýzy vyvodte obecná a konkrétní doporučení.**

Rozsah bakalářské práce:

Rozsah příloh:

Forma zpracování bakalářské práce: **tištěná/elektronická**

Seznam odborné literatury:

Porvazník, Ján, Janka Ladová, and Veronika Rajošová. 2008. Management 1. Zlín: Univerzita Tomáše Bati ve Zlíně.

Robert, E., Quinn, Sue R. Faerman, Michael P. Thompson, Michael McGrath. 2002. Becoming A Master Manager: A Competency Framework. Wiley.

Šuleř, Oldřich. 1997. Manažerské techniky II. Ostrava: Rubico.

Hroník, František. 2006. Rozvoj a vzdělávání pracovníků. Praha: Grada.

Bartoňková, Hana. 2010. Firemní vzdělávání – Strategický přístup ke vzdělávání pracovníků. Praha: Grada.

Vedoucí bakalářské práce:

Ing. Janka Vydrová, Ph.D.

Ústav managementu a marketingu

Datum zadání bakalářské práce:

30. listopadu 2011

Termín odevzdání bakalářské práce:

4. května 2012

Ve Zlíně dne 6. února 2012



doc. Ing. Anežka Lengálová, Ph.D.
děkanka





doc. Ing. Anežka Lengálová, Ph.D.
ředitelka ústavu

PROHLÁŠENÍ AUTORA BAKALÁŘSKÉ PRÁCE

Beru na vědomí, že

- odevzdáním bakalářské práce souhlasím se zveřejněním své práce podle zákona č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, bez ohledu na výsledek obhajoby ¹⁾;
- beru na vědomí, že bakalářská práce bude uložena v elektronické podobě v univerzitním informačním systému dostupná k nahlédnutí;
- na moji bakalářskou práci se plně vztahuje zákon č. 121/2000 Sb. o právu autorském, o právech souvisejících s právem autorským a o změně některých zákonů (autorský zákon) ve znění pozdějších právních předpisů, zejm. § 35 odst. 3 ²⁾;
- podle § 60 ³⁾ odst. 1 autorského zákona má UTB ve Zlíně právo na uzavření licenční smlouvy o užití školního díla v rozsahu § 12 odst. 4 autorského zákona;
- podle § 60 ³⁾ odst. 2 a 3 mohu užít své dílo – bakalářskou práci - nebo poskytnout licenci k jejímu využití jen s předchozím písemným souhlasem Univerzity Tomáše Bati ve Zlíně, která je oprávněna v takovém případě ode mne požadovat přiměřený příspěvek na úhradu nákladů, které byly Univerzitou Tomáše Bati ve Zlíně na vytvoření díla vynaloženy (až do jejich skutečné výše);
- pokud bylo k vypracování bakalářské práce využito softwaru poskytnutého Univerzitou Tomáše Bati ve Zlíně nebo jinými subjekty pouze ke studijním a výzkumným účelům (tj. k nekomerčnímu využití), nelze výsledky bakalářské práce využít ke komerčním účelům.

Prohlašuji, že

- elektronická a tištěná verze bakalářské práce jsou totožné;
- na bakalářské práci jsem pracoval samostatně a použitou literaturu jsem citoval. V případě publikace výsledků budu uveden jako spoluautor.

Ve Zlíně 3. 5. 2012



1) zákon č. 111/1998 Sb. o vysokých školách a o změně a doplnění dalších zákonů (zákon o vysokých školách), ve znění pozdějších právních předpisů, § 47b Zveřejňování závěrečných prací:

(1) Vysoká škola nevydělečně zveřejňuje disertační, diplomové, bakalářské a rigorózní práce, u kterých proběhla obhajoba, včetně posudků oponentů a výsledku obhajoby prostřednictvím databáze kvalifikačních prací, kterou spravuje. Způsob zveřejnění stanoví vnitřní předpis vysoké školy.

ABSTRAKT

Předmětem mé bakalářské práce je analýza forem a metod vzdělávání zaměstnanců a jejich příprava pro manažerské pozice ve společnosti Vitar, s.r.o. Největší důraz této práce je kladen na systém, jakým jsou připravováni budoucí manažeři této společnosti. V teoretické části mé práce se zaměřuji na možnosti, jaké tato společnost má, ke vzdělávání budoucích manažerů. Dále se zaměřuji na profil ideálního manažera. Praktická část je zaměřena na postupy a metody, které společnost Vitar, s.r.o. používá pro své účely. Současně jsou tyto postupy konzultovány s manažery společnosti. Cílem této práce je posoudit, zda je systém používaný společností Vitar, s.r.o. efektivní a popřípadě doporučit úpravy v systému přípravy budoucích manažerů.

Klíčová slova: metody vzdělávání, manažer, profil manažera, formy vzdělávání

ABSTRACT

The subject of this bachelor thesis is to analyze forms and methods of education used in the Vitar, S.r.o. Company. The greatest emphasis is put on the system that is used to educate managers in this company. Theoretical part of this thesis is focused on opportunities that this company has to provide adequate education for their representatives. Next part is focused on an ideal manager profile. Practical part is focused on procedures and methods used by Vitar, s.r.o. to achieve its objectives. All together these procedures are consulted with responsible persons in the company. The goal of this thesis is to evaluate whether this system of education is effective for Vitar, s.r.o. or recommend adaptations to improve the system.

Keywords: methods of education, manager, manager profile, forms of education

ACKNOWLEDGEMENTS

I would like to thank my family who strongly supports me during my school and extracurricular activities. Special thanks belong to my advisor Ing. Janka Vydrová Ph.D. Without her help I wouldn't be able to finish this bachelor thesis. My big thanks also belong to the Vitar Company.

CONTENTS

INTRODUCTION	10
I THEORY	12
1 MANAGER'S PERSONALITY	13
1.1 History of management education	13
1.1.1 Beginning of management positions	13
1.1.2 Historical changes in understanding of the concept of manager	13
1.1.3 Today's manager	14
1.2 What should be a successful manager	14
1.2.1 List of possible criteria – theoretical part	15
1.2.2 List of possible criteria – practical part	17
1.2.3 Why is it important to educate managers	18
2 SUCCESSFUL MANAGER IN A SUCCESSFUL COMPANY	19
2.1 Managers requirements in a functional company	19
2.2 Preparation for managers occupation	20
2.2.1 Theoretical knowledge development	20
2.2.2 Practical knowledge development	22
2.2.3 Self development	23
3 EDUCATION SYSTEM IN THE CZECH REPUBLIC.....	26
3.1 Mandatory and optional trainings	26
3.2 Phases of the educational process	26
3.2.1 Preparatory phase	27
3.2.2 The process of education – training	27
3.2.3 The process of outputs evaluation	27
3.3 The cost of education	28
4 SUMMARY OF THE THEORETICAL PART	29
II ANALYSIS	30
5 QUESTIONNAIRE	31
5.1 Questions	31
5.2 Respondents	31
5.3 Questionnaire delivery	31
5.4 Purpose	31
5.5 Hypotheses	31
6 VITAR, S.R.O. AND IT'S POSITION ON A MARKET.....	33
6.1 Company profile	33
6.2 Company structure	33
6.3 Company location	34
6.4 Cooperating companies	34
6.4.1 Affiliated companies	34

6.4.2	Subsidiaries.....	35
6.5	Market position of Vitar	35
7	SYSTEM OF EDUCATION IN VITAR, S.R.O.	37
7.1	Companies that provide education at Vitar, s.r.o.	38
7.1.1	Tempo training & consulting.....	38
7.1.2	Business Success, spol. s.r.o.....	41
7.1.3	Performia, spol. s.r.o.....	44
8	SUMMARY OF ANALYSIS	45
9	RECOMMENDATION.....	46
	CONCLUSION	46
	BIBLIOGRAPHY	50
	PUBLISHING.APPENDICES.....	52
	LIST OF FIGURES	53
	LIST OF TABLES	54
	APPENDIX P I: THE QUESTIONNAIRE	55

INTRODUCTION

How to do things right? Who can tell you what is really correct? We all ask these questions at least once in a while. We all try to do things the best we can to make us happy and to make happy people around us too. Every human activity leads to a goal and it is all up to us which way we choose to achieve the goal. There is never only one direction, we can always choose at least between two possibilities. The freedom of choice is something that is typical for every human being. There is no way that the world we know today would have existed without the freedom of choice. It is all up to us which course of action we choose to achieve our dreams.

Let's take a robot for example. This creature has a specific program for a specific activity. The robot has only one opportunity to move a cup of tea from a table to some other place. This activity has only one solution. For the creature there is only one way to accomplish the task. A human being is influenced by so many ambient effects that it is not possible to focus to only one model of behavior for a whole life. It is really need and necessary to adopt different behavioral models to achieve the intended objectives. One model can be absolutely sufficient for one activity but totally useless for another one.

People act for themselves. At school, we are taught to be independent, responsible, and self-disciplined. They teach us things we will use in our lives knowingly or unwittingly. The life itself is about gaining experiences and using different models of behavior. It is all about individuals and their willing to use different life situations for their benefit. A person who knows how to use all the situations and opportunities can become a good manager, a leader, a boss, a director, etc. Such person has to be able to find solutions in many different situations. The person needs to know how to set rules, talk to people, support subordinated people, etc. A good manager is such person who learns to behave in many different situations all the time. It is impossible to lag behind the other people. Manager learns all the time and tries to improve his/her skills. With his/her abilities, however, must also increase the awareness and moral credit. They should be called down to earth. Managers believe in what they do.

The aim of this work is to acquaint the reader with the possibilities of education to those who are interested in the position of manager, which are favorable predispositions to such kind of profession and especially to assess the extent to which the Vitar s.r.o. company leverages the power of education and training of their managers.

Managers who are not sure about themselves, they complicate world around them. (Jack Welch)

I. THEORY

1 MANAGER'S PERSONALITY

Each person is manager of their own life. Sometimes, it is more difficult to control your own life than hold your firm. (Eman) It may sound as a cliché or a banality but it really may be so. For some managers it is more suitable to hold a firm and assign tasks for the following week rather than to face and solve problems within own family. However, some individuals behave better in a completely reversed situation. It always depends on personality and inner strength of each person. Considering managers and their role in a company, it may be much more difficult to hold these personal problems because they are facing large number of difficult situations in the company and they are also responsible for mistakes of subordinates. When they leave the stressful surroundings it is obvious they do not feel like facing any other problems. However, as was mentioned above, it depends on each person individually.

1.1 History of management education

1.1.1 Beginning of management positions

At its very beginning management education was not understood as we know it today. A manager was every person who decided to make or produce some products. Such "manager" hired an assistant in the production. This type of business had some significant symbols of modern management: the owner had to provide effective supply of raw materials, take care about the production itself, and he also had to look after the selling process, think about innovation and the competition.

1.1.2 Historical changes in understanding of the concept of manager

We live in a world where nothing stays new for a long time. So the managers need to undergo significant changes to become competitive. With the rapid increase of human population, the advent of market economics, technological revolution in the half of the 19th century, natural human trait to own property, and the role and position of a manager has changed rapidly. Previously, in most cases manager was also the owner of the business. It turned out that the better option is to separate the ownership of the company itself and the managerial position. The manager is then in a position where he acts in the name and on behalf of one or more owners of the organization. (Folwarczná, 2010, 3) In today's larger companies there is a certain group of managers and these are directly responsible to the owners of the company.

At this point I would like to mention the situation which prevailed in the Czech lands for more than four decades of the last century. It was a time of central planning, directive decisions and political interference in corporate governance. These interferences had to occur in the mentalities of managers and left significant marks on the development of management in our local environment. Most obvious shortcomings are evident in such spheres that were on the margins of political interest or were completely suppressed. Business leaders were forced to take action by senior members of the leading party and submit the one central plan.

As a coin has two sides, not even here was the situation black or white. Despite the conditions that prevailed in companies, managers had to perform certain activities that required a degree of managerial skills. Nevertheless, the influence of this era is still evident in many companies and it will take a long time before completely disappears.

This was the trend that prevailed in the block of communists republics for decades. Despite this, management can build on our tradition of successful businesses that were here before the advent of adverse regime and survived the entire process of nationalization. It was an advantage that our country had against other reforming economies after the centralization regime. (Prokopenko, Kubr, and collective 1996, 14 to 15)

1.1.3 Today's manager

The term “manager” as we know it today began to be used in Anglo-Saxon countries to express a person who cares and is responsible for running the organization or service, whether for business, government, social, or non – profit organization. To some extent we can say that the term manager is used today for most management positions because it became a kind of fashion. Manager is not just a person who is in charge of the entire company. There are managers who head the company and then there are those managers who ensure the operation of each department, work at different levels and units. We can't take manager as a person who leads other members of the group but we have to take him/her as a person who carries out various activities due to the nature of his/her position. (Folwarczná, 2010, 3)

1.2 What should be a successful manager

Right at the beginning of this chapter has to be emphasized that there is no guaranteed model or criteria. There are only approximate guides and model points that should a successful manager hold and act on them. However, not even these guides will guarantee a

100% success. Most executive powers are summarized in the description of his knowledge, personality traits, attitudes, and skills. (Prokopenko, Kubr, and collective 1996, 14 – 15) Each manager faces a large scale of problems and situations that can't be predicted and it depends on his personality traits. According to Barták, most successful leaders are those who are altruists. They are not afraid to take responsibility, lead others non-violently, calls for independent problem solving. (Barták, 2006, 73)

1.2.1 List of possible criteria – theoretical part

Knowledge – are collected and stored memory information about phenomena, concepts and their relations which an individual came into the contact with. If we focus only on managers, we will consider economics, business, and financial, technological, informational, psychological, and social knowledge. It is also need to mention knowledge of general nature, political, cultural, and so on.

Traits – these could be characterized as a final expression of an individual to a set of similar phenomena which influence the individual. In examining the traits a person is situated in various model situations and it is observed how this person responds to the stimuli.

There are plenty of human traits, such as to take the initiative, adaptability, self – confidence, serenity, perception, directness, and others. There are also many theories what character traits should have a manager had, to what extend should be emphatic, benevolent, whether he should be a workaholic, etc. In respect to this it is not possible to say what traits should have manager had and which of these absolutely exclude the possibility to be a good boss. On a practical level, however, general models are used to select individuals according to the nature of activities that they are supposed to perform. If we take an example where some company hires both the CEO and financial manager, the personal manager can't assess these persons with the same criteria. CEO is a function where the person daily meets a large number of people, transfers his ideas to the subordinates, checks the status of given tasks, makes unpopular decisions, and also very often acts as a speaker. In contrast, financial manager is the profession, for which patience is important, a sense of order and details. Such person works with a large amount of data, he acts systematically. This position, on the other hand, doesn't require much emphatic skills, directness, expressiveness.

Above we can clearly see that those two people cannot be taught by the same educational level. It is needed to distinguish what are the needs for these employees, what is their job

about and thereby it is need to adapt forms and methods of their education. It is crucial for their ability to react appropriately according to the outside stimuli (Barták, 2008, 137)

Attitudes – Everyone automatically takes attitudes towards what happens around him according to his value scale. Attitudes and values are therefore very closely linked. Values' creating is the process of comparison and selection among very similar elements that have some significance for and individual. Value ranking is created in our childhood at school, family, group of friends; it is also influenced by religion, ethnicity, etc. Human beings take attitudes towards phenomena according to their personal boundaries. There are opinions that attitudes are very hard to change. On the other hand, attitudes may be revised as a result of some life experience, under the weight of arguments, or by a strong will of an individual.

Skills – It is an ability to apply theoretically gained knowledge into the practical use in a workplace. Such skills may include for example: general managerial skills, organizational, analytical, conceptual, and communicational skills.

Experiences – Experiences are practically acquired information and skills that can't be obtained otherwise than personal active participation on a given task. Generally acknowledged phenomenon is that the qualification of managers increases proportionally with the length of their practical experience. Thus it is impossible to equate all the cases because it is necessary to take into consideration factors such as degree of competences, the ability to learn and gain new experiences from practical situations.

Soft skills and hard skills – All of the factors mentioned above can be divided into following phrases – soft skills and hard skills. Any managerial position has primarily two skills directions. Hard skills – these are all technical aspects that managers come into contact with (economic aspects, computing, financial, technological, and procedural). On the other hand we have soft skills – these are such aspects of the job, which involves communication and dealing with coworkers (communication within the group and outside the company, interpersonal relationships, empathy, understanding, motivation). Good managers must be able to positively motivate people and communicate with them to achieve better results. Managers who can't express themselves in a good and positive way may have problems to become really successful. (Šuleř 2003, 131)

This was a general list of criteria according to which a type of managerial personality could have been formulated. It was a theoretical model but it doesn't have the correct revealing weight in the real life. However, this is general expression that is sufficient to

understand the model of what is expected from the person who is meant to take a lead in a group of people and direct them to the good results.

According to Kressová, abilities such as attitudes, traits, knowledge, and personality belong to the personal capacity. However, these are not the features that would guarantee the successful performance of his job. (Kressová 2008, 10)

1.2.2 List of possible criteria – practical part

Ing. Ivana Folwarczná, Ph. D conducted a research where she created a questionnaire and distributed it to a group of 41 managers from high management, middle management, and lean management. This research was strictly focused on the Czech management field and thus purely Czech types of managers. The result of this research clearly showed that managers value most these qualities:

Leadership qualities – as many as 90% of respondents considered such skills as key to a successful role of manager. Most often results were natural ability for leadership, personal charisma, authority, strategic thinking, and rational judgment.

Moral conditions – these qualities have appreciated more than 50% of respondents. Qualities mentioned most frequently were discretion, modesty, loyalty, decency, morality, personal responsibility.

Goals and result orientation – this quality was considered as important for 40% of respondents. Here were mentioned features as high performance, goal – orientation, decisiveness, determination, tenacity, endurance, and “move the goal”.

The research also shows that among responded managers there is a big emphasis on professional competencies. According to the results, expertises were on the list of preferred qualities classified to the fifth rank. Despite this fact, managers were the largest group who attended the trainings of professional competences. It therefore follows that the emphasis on professional competence is still considerable.

The research also tried to find out what features would managers like to improve in the future. In the first place of the ranking were soft skills. Here managers emphasized mainly communication skills, teamwork skills, and the ability to influence others. In second place was placed expertise. Here were most frequently mentioned financial and marketing skills. In the third place of the leader list is then placed a language improvement, particularly in the field of technical language.

A very positive outcome of this research was that managers begin to focus largely on the area of their soft skills.

There was also one open question in the research carried out by Ing. Folwarcznou, Ph.D.: “*What should be added into the existing system of managerial education?*” Relevant responses were obtained from more than half of 41 respondents.

High management – This group would be most welcomed by free – time, professional coaching, and certified system of language learning.

Middle management – In this group it would be mostly appreciated a quality leadership development program, a quality coach or mentor.

Lean management – These workers would be mostly appreciated by quality management courses, participation in projects abroad or in the foreign teams. (Folwarczná, 2010, 15-25)

1.2.3 Why is it important to educate managers

Where we were in the kindergarten we all were told that we should study to understand the world around us. At that time we thought that it was not important, we thought we will never need such information. It was much funnier to go outside and do what we enjoy. Later on, we all found out that without knowledge, it won't work. Every human activity has its nature, meaning, rules, results, pros and cons. And even if we think we perfectly mastered all these things, we need to continually improve our knowledge to push the boundaries further. For managers, this applies double the rate. Manager is in the company for those reasons to accept and evaluate, repair and motivate employees. Manager leads employees to higher development of their potential. The role of manager is really not simple at all. Here we might ask two questions: 1) Is it possible to learn such skills? 2) What must one do to obtain those skills? Some leaders have natural “talent” born to lead; others gain it by experience and personal growth. A good manager always eager for new information to deal the best with the entire tasks, he improves in all areas and gradually builds up his position as a leader. In contrast, a manager who thinks he is flawless and doesn't desire for a further personal growth may stagnate and thereby affect the stability and responsiveness of the whole company.

2 SUCCESSFUL MANAGER IN A SUCCESSFUL COMPANY

As a car can't work without fuel, so can't a company without capable and satisfied managers. In order to have these managers in a company, it is really need to take care of them and give them enough space for personal growth and self-realization. A company will only take good care of them if they have results. As you can see we move in a circle where no variable can exist without another one. From another point of view, it is possible to observe this situation from other side. Companies will always hire only well educated and capable persons. If a company finds a good team of well organized and well educated people it is also worth for a whole society because of the positive impact on it.

2.1 Managers requirements in a functional company

In every company the emphasis is primarily on the fact that the company is prosperous, competitive and still mounts on its property. These are the targets of most companies; it is the purpose of any business. However, it may happen that on the way to the success of the whole company needs of the managers are forgotten. It is a situation where results are required at any cost. Another situation is when the leadership doesn't act properly to its employees. The basic idea should be that if employees are satisfied, then the whole company is too. Below, there are mentioned some key factors of satisfied workers.

From another point of view, well working and functioning company is a company where communication among coworkers is good. It is much easier and much faster to achieve the desired results when information is set up properly and clearly. If the communication within a company is at a good level, there is enough space for managers to fully develop their potential. It is beneficial for a whole company because the system itself is much less chaotic. (Barták, 2007, 65)

Competence – According to Boyatzis, competences can be defined as the underlying characteristics of a person that lead to or cause effective and outstanding performance. It is a set of behaviors that an employee must understand and fulfill in order to properly carry out tasks assigned to him at a certain type of position. (Boyatzis, 2007, 93) With respect to this, it doesn't matter if we talk about employees in a basic sector of manufacturing or whether it is about employees from high management. To have employees or managers who properly perform their duties it is need to make them work under three conditions: They should be equipped by skills, knowledge and abilities to perform assigned tasks. They should see values in performed activities, they are willing to expand energy required to achieve result; they are motivated.

They should receive the option to use these models of behavior. (Vodák and Kucharčíková, 2007, 55)

2.2 Preparation for managers occupation

To be or not to be a manager, that is the question. Every profession has its pros and cons. Some of them have more, some less. When someone chooses future profession, he usually sees only the positive aspects. For someone is pros free-time, above-average earnings, private phone, company car, etc. Some people like to turn to what is known, have established a work plan, low job content, etc. Sometimes life can take you somewhere where you have never imagined finding yourself.

2.2.1 Theoretical knowledge development

Experience is a theoretical knowledge turned into a practical use and tested in a time interval. To successfully carry out meaningful and valuable work at first it is necessary to acquire a theoretical knowledge. For each profession, it is true that a person has to have individual requirements and education.

“Learn, learn, learn!” who doesn’t know this famous quote from one very influential person of his time? Learning is essential to achieve good results, no matter the area of human activity. However, there is a difference between education a person who works alone and doesn’t influence other people and a person who is in the position where his behavior influence other co-workers, whether deliberately or unwittingly. If such person wants to work really well, he needs to know what an appropriate behavior is.

2.2.1.1 Levels of education

High schools – At these institutions some theoretical experiences for future managers can be recognized. Here we talk about high schools focusing on economics, trade and tourism, management. At this level of education, student meets with only a very general and theoretical knowledge. It is a kind of introduction to the corporate governance, market economics functioning, and market tools. Students gain knowledge of history, philosophy, economics, statistics, etc.

Higher professional schools – These schools are at the interface between high schools and colleges, or they may serve as a preparation for a special higher education. These schools are specifically targeted to a specific course of education and can also serve as a stepping point for higher education. Study mode of these schools is very similar to the high schools

but the extent, depth, and expertise of the information is much higher. Students leave these schools with the degree called certified specialist – DiS. Recently, higher professional schools acquire accreditation to award the degrees of bachelor – Bc.

Colleges – There were opened several new colleges in the Czech Republic. A chance to study and obtain a college degree is now much higher than it used to be. The situation today is shows that employers are increasingly demanding for their employees to have at least a basic level of economic and managerial education. This trend is also trying to be adapted at colleges. They offer degree programs with the expertise (chemical, biological, linguistic, educational, law...) and as a complementary form of education add economic and managerial education. At most universities the situation is such that students receive an amount of information and concludes their study by the state exam and get the Bachelor degree. If they choose for some additional study, they can choose specifically focused brand of studies which they preferred at the previous level of education.

A general purpose of colleges and higher professional school is simple but not very often visible. Their purpose is to develop students' ability to question and seek for truth; they make them competent to critique on contemporary issues. (Mishra, 2007, 5)

MBA - This is a commonly used abbreviation for the Master of Business Administration. This is the highest level of education which can be achieved in management, economics, and finance. The educational program is designed to improve the knowledge of those who work in the state, public, or private sector. Its aim is to give people the knowledge to better understand patterns of company functioning and helps them to flexibly respond to the changes that may occur. Applicants can choose from several options of study. They can choose from full-time two-year studies, two-year weekend studies, an annual studies or distance studies. The system of education here is based on solving real-life situations in companies. "Teachers" are very successful managers and workers at high corporate levels. MBA studies are charged by a relatively high amount of money. Generally, the more successful are lectors in their companies, the more money students pay for the opportunity to attend their lessons.

MBA education is specially designed for people who already have previous experience with the leading positions and who want to deepen their knowledge in order to be able to better manage their positions.

Studying or learning is usually not an easy process. Sometimes "students" do not like the course curriculum, sometimes they do not feel like learning new information, or it is too

much time consuming. When learning new information it is better to think of yourself as working for a qualification rather than as being taught. (Barrass, 2002, 7)

2.2.2 Practical knowledge development

Theory is very important, but nothing can examine the human abilities more than a confrontation with the reality. What would be the theory for if we can't try in the practical use? However, when you get into the practical situation, it is necessary to turn back to the theory and search for the knowledge to help us in further development of our skills. Learning by practical experience is sometimes called a controversial area of education. Often, practical experience is relevant only for one particular situation. Managers are also such a time busy people that it is very difficult for them to stop for a while and take some valuable information from the situation. Thus it happens that if they solve a new problem they use only the solutions used in similar situations in similar situations in the past. (Prokopenko, Kubr, and collective 1996, 231)

2.2.2.1 Education in a company

This option of education is relevant mostly to larger companies. The importance of this type of education lies in the fact that trained employees are mainly focused on the issue of the parent company and solve only its problems. Specifically selected and well trained employees have a goal to prepare study materials, prepare model situations, evaluate results, and lead the whole process of education. The advantage of such type of training may be the fact, that those person who are responsible for the training program focus only on the issues relevant to the parent company. Opposite side of this program may be the fact, that the range of information is very narrow. It may happen that an individual will not respond adequately in a situation which wasn't included in the education plan.

2.2.2.2 Action learning

The founder of this method is considered to be Reginald Revans, who came up with this concept in 1940. He began to promote the idea that managers and employees learn best when confronted with real problems. In the years 1956 – 1968 he carried out a research in ten hospitals in London. He created teams from randomly selected hospital employees (managers, nurses, doctors, janitors, cleaners, etc). These groups of employees aimed to understand how the hospital operates. When they finished their "research" they were asked to suggest solutions to the problems. This was the first time when the hospital management

began to listen to nurses and doctors. It was also the first time when their suggestions were taken into consideration.

The result of this experiment was very progressive; the employee turnover was reduced, waiting times for surgeries were shortened, services were improved. Employees were more satisfied and staff morale was much better in general.

This method was successful to the extent that it is also used by Lex Dilworth in MBA especially in the method of problem solving. (Folwarczná, 2010, 126 – 127)

2.2.2.3 Conferences

It is such kind of education in which a manager actively participates in order to obtain the latest information related to his specialization. It is a meeting of people who discuss and compare the findings obtained for a certain period. Usually, it is very narrowly focused.

2.2.3 Self development

When using this method it is really important to realize one fact – the responsibility of success and progress of the whole process of learning is only at the person who is self-educating. Self development includes all activities a person performs every day. There is no element such as a teacher who supervises the process, motivates, and influences it. There is no element such as teacher who supervises the process, motivates, and influences it. This also means that a self educating person doesn't have a possibility to try out newly acquired knowledge or skills. (Veteško, and Tureckiová, 2008, 22)

Each individual reacts to the same stimuli in different ways. It is really need to approach each person individually and avoid the usage of generally applicable rules. Especially it is true in personal development of managers. Some managers work systematically and analytically and they want to reach a consensus, while others are thoughtful and analytical, but they prefer rather autocratic outcome. (Folwarczná, 2010, 51)The self development is in other words a self-education. It includes the development of these features: emotions, inner feelings, knowledge, etc. According to Prokopenko, Kubr, and collective, self-education has two characteristics - the development of your personality and the development by yourself. They demonstrate this approach in a case study where they show the influence of new events.

Personality development – In this section the authors refer to the qualitative variables as a new sense confidence, self-understanding, gaining new skills, making decisions what one wants to do, understanding or tolerance to others. Obtaining such skills and new feelings

leads to the change of one's personality and new understandings. This is what accurately describes the term personality development.

When developing our personality we must not forget about our mental side. Acquiring practical skills from the world around us is very important and it focuses on up to 90% of all educational programs. In contrast, only 10% of all trainings are focused on the feelings and mental condition of man. At the Harvard University it was found that our life success, career development, and learning new things, is in 85% influenced by our mental attitude to external stimuli and only 15% is influenced by our expertise. If we convert these percentages into another relationship we will find out that we spend 90% of our time and money to the knowledge acquisition that is only in 15% cases useful for our future progress. Contrary to the previous example, the development of those qualities that will guarantee 85% success we pay only 10% of our attention. (Porvazník, Ladová and Rajošová 2008, 30-31)

Development by yourself – In this method authors mention one important fact – it is the *process of learning* which is important. It is the active participation on the learning process which causes changes on a personality and which is benefit. Here the authors refer to the processes such as thinking about new variants, persuading something what is revolutionary, thinking about what, why and how it happened; the effort to achieve a specific goal. (Prokopenko, Kubr, and collective 1996, 201 - 203)

EGO – Everybody has faced the situation that it was not easy to decide what we do is wrong or right. Another time it was to do what we thought was good because it was difficult. Personal development of each individual is important to be able “to call the better EGO” and use its positive qualities and strengthen them. The better part of our personality very often reacts like these in painful situations: it is brave; it takes on the risk, it uses the sense of humor, thoughtfulness, empathy, responsiveness, decisiveness, etc. In contrast, there is of course our “I'm worse”. It is that part of our personality that encourages us to not behave as expected. It is important to learn to suppress this behavior and return to the positive side. The worse part of our personality frequently reacts like this: aggression, inaccessibility, self-centeredness, impatience, excessive nervousness, lost, self-control, etc. It is important to recognize these behaviors and not suppress them. When you realize them, it is much easier to avoid them and control them.

If we look at this from another perspective, we must be careful to not let the strengths and good qualities become negative ones. As an example can be used *assertiveness*. It is generally seen as a positive feature. It is a feature that gives us the courage to speak out

our opinions, encourages us to make our own opinions, and helps us to defend our personal thoughts. However, if it goes too far and takes control, positive speech is transferred to an aggressive, dominant, and unpleasant.

Self-education therefore helps us to strengthen and better our strengths. It helps us to control and suppress our negative expressions. . (Prokopenko, Kubr, and collective 1996, 209 - 211)

T-group – It means a training group. The purpose of this method is learning from one another. Groups of people are not specifically structured and also relationships in the group set the participants on their own. The aim of this process is the development of individuals qualities with the help of others; learning from others. The individual reacts on how other members behave to him, observes the reactions on his behavior, creates own opinions, compares personal intentions with achieved goals, creates a sense of personal abilities, uses the help of others for own self-realization.

3 EDUCATION SYSTEM IN THE CZECH REPUBLIC

Information on this subject I have gained from consultations with a specialist worker from a trainers company, Mr. Thomas Zaorálek, BA. He works in a company called Profima EFFECTIVE, s.r.o.

3.1 Mandatory and optional trainings

Mandatory trainings

Today, when rules and regulations lead our life, it is essential that each company has its system of mandatory training. Very often, the reasons are safety measure in company buildings and employees protection if a crisis situation occurs. It is also sort of a way how to protect the company against employees' irresponsible behaviors.

Mandatory staff training is integral part of each company. Without such trainings no company can receive a permission to operate. These trainings include competences, fire protection, safety, first aid, etc. If employees use company cars they have to undergo a driving training annually.

Optional trainings

Optional trainings on the other hand are absolutely on the company management and it is all up to them whether they will use them or not. It is the free choice of the management whether they use this possibility to strengthen the company position in the market. Here we talk mainly about soft skills and hard skills training.

Educational processes can be further divided into on – the – job training and of –the –job training. (Hroník, 2007, 129)

3.2 Phases of the educational process

Just as before the first solo car drive we have to undergo certain educational stages in a driving school so is the same situation before the training process in a company starts. The preparatory phase is crucial for a successful result. As I have mentioned above that it is not possible to use a universal educational process for individuals so the same may be said when talking about training methods in companies. Every company is unique, it has different needs and goals, and therefore it is necessary to prepare an individual program. Each company must go through three phases which essentially belong to the process of education. These phases are – preparatory phase, actual training, and an evaluation.

3.2.1 Preparatory phase

When organization embarking on such demanding process such as the program of education is, it is essential that before the start of training and consulting, there is a preparatory to the stages. A company must ask important questions:

What is wrong about current situation?

Where do we want to move?

What we will do for it?

The initiators of the training processes are middle management workers in most companies. They have a fairly good overview of the processes in the company, they know the workflow in their sectors, and they have the opportunity to report to their superiors. Once the company asks these questions and is also able to answer them satisfactorily, it is time to move on and so is choosing a company that will conduct the training. This step may be the key step for the success of the whole process.

3.2.2 The process of education – training

In this part of the educational process the emphasis is placed on the objectives compliance. Training takes place at the fixed intervals and there are always conclusions drawn from them. A person who is responsible for training plan construction prepares it for the time period of one year. At this stage it is crucial to stick to the rules and work towards the objectives that were set at the beginning. The educational process can be modified by amending the requirements for an achievable goal. However, this modification must be done very carefully to avoid displacement of the intended outcomes.

Educational entities are professionals in this field. Firms that are involved in educational programs usually have external personnel who mediate the trainings. These trainers can be divided into two parts – the trainers with experience in the field and the trainers with theoretical knowledge. It is difficult to determine which of these are more qualified to train people.

3.2.3 The process of outputs evaluation

To each learning process there is a subsequent evaluation phase where it is examined what were the benefits of the education itself. This process is very important both for the company that ordered the training and for the company that provided this training. The assessment is carried out by using questionnaires, personal interviews, and commenting.

For the training providing company it has a great importance in order to adapt and modify their methods for other costumers and to ensure the most optimal use of all the options that

it has. For the trained company this process is extremely important because of the need to accurately determine the benefits. The results of training are relatively well measurable. Any company that undergoes the process of education or optimization, it must recognize an increase in revenues at some time period. If not, the company probably spent money on unnecessary training or it was not able to effectively implement new knowledge into their work processes.

3.3 The cost of education

The process of human capital investment works in a certain way. A company invests money into the human capital at the present time to reach the cash proceeds in the future. There is no expectation to meet current needs. (Vodák, and Kucharčíková, 2007, 25 – 26)

From a broader perspective, investment in educational programs is a circle of investments and returns. If the company decides to invest in their managers and employees and optimize its production processes, thus increases the competitiveness and successfulness of the entire company and so grows the income of trained individuals.

The process of training employees carries a relatively heavy burden on a budget of the company. From the perspective of educational programs companies may be thankful for the European Union (EU). EU brings the possibility to use a special type of grants designed for companies to help them to improve and expand access to markets.

The provision system works on the principal of re-payment of funds. In principal this works in a way that a company is promised to receive subsidies but no earlier until the training itself is finished. Once the company receives grants for an educational program it must carefully watch all the requirements that it entails. The main emphasis is focused on a proper document management. After educational process is finished all documents are submitted for approval to the relevant officials. All the particulars are checked and if no discrepancies are found the officials decide on financials allocation to the company.

Managers or employees training bring also some additional costs that many not be recognized at the very beginning. The company must take into consideration that while participating on the training process the employees will not be able to perform their functions within the company. Thus it arise the double costs.

4 SUMMARY OF THE THEORETICAL PART

The theoretical part of this work is focused on the description of managers from the past and today's perspective. It also focuses on the options that are available to the managers to train themselves and to develop their abilities. A situation in the Czech Republic is also shown from a professional's point of view.

The first part briefly describes the beginning of management and its developing through the times until today. A large part of this section is devoted to describe a managers' personality and to those assumptions which should an individual have to successfully manage such a difficult profession. Practical examples from a real life are mentioned also. These are probably the most valuable information for managers and appreciate them most. Also criteria that belong to the textbook examples are mentioned in this section.

The second part focuses on the managers' needs and their claims in a well functioning company. There also mentioned some aspects that should be observed by the company to maintain quality personnel with appropriate knowledge and skills. The main part is focused on a preparation for the manager job. The entire section is divided into a theoretical and practical part. There are mentioned the possibilities that one has to be prepared sufficiently for the future job performance and also to the self education system to become more beneficial for a company.

The third section in the theoretical part is focused on staff training from situation from the perspective of a specialist from a training company. There are mentioned mandatory trainings and also those kinds of trainings that depend strictly on the management decision. Additionally, there are mentioned parts of educational process such as determining the objectives, the actual training process, and subsequent evaluation of the entire program.

II. ANALYSIS

5 QUESTIONNAIRE

For an overall assessment and finding the situation at Vitar, s.r.o. Company a questionnaire was created. This method of obtaining information is commonly used in the company to identify employees' views on education and their feelings about it. Questions were selected to capture the essence of the examined factors.

5.1 Questions

This questionnaire contains 17 questions. There are issues both closed and open. Some information is not possible to define only by a list of options but it is need to make space for individuals own expressions of personal opinion.

5.2 Respondents

People who answered questions in the questionnaire were employees of Vitar, s.r.o. who held various positions with various degrees of decision-making powers. Vitar brings together several subsidiaries and all employees of these companies were submitted to this questionnaire. The response was limited by the number of employees In this case, however, is not determined by the number of completed questionnaires, but the fact that it was filled by one-company employees in a certain company conditions.

5.3 Questionnaire delivery

The questionnaire was distributed in paper form and there was created a special are where completed questionnaires were handed over. Time for filling the questionnaire was set at 10 days. Several questionnaires were received after the interval due to the business-missions of those surveyed.

5.4 Purpose

The significance of this work is to find out what is the situation at Vitar, s.r.o. in the area of employees education from their perspective. The information obtained by the questionnaire will support or disprove my hypotheses whether the training of employees in the company is performed in accordance with their needs and the relevance to their positions.

5.5 Hypotheses

Based on the information that are mentioned in the theoretical part, hypotheses were developed and they will be confirmed or refuted on the basis of information resulting from data obtained from employees of Vitar, s.r.o. Information will be obtained from distributed

questionnaires. H1: Vitar, s.r.o. has a sufficient educational system for its employees. This hypothesis will be confirmed if at least 70% of questioned employees will be satisfied with educational program provided by Vitar. H2: For managers and company executives are more rewarding educational programs on soft skills than hard skills. This hypothesis will be confirmed if more than 70% of workers align with it.

6 VITAR, S.R.O. AND IT’S POSITION ON A MARKET

The practical part is based on a questionnaire and personal communication with the employees from Vitar. All interviewed people work in the Vitar building or they are employees or subsidiary companies. This part of practical section is devoted to the profile of company and its market position.

6.1 Company profile

Vitar Company, s.r.o. operates for more than 22 years on the market in food supplements and various nutrition and health products. It is a purely Czech company and it has no foreign investors or shareholders. It is very likely that you have ever met Vitar products. The flagship of their portfolio is effervescent tablets, flavored tablets Energit and capsules Revital. The Vitar covers not only production of their own product lines, but also offers private label manufacturing and contract manufacturing services for both home and foreign customers (Poland, Hungary, USA, Italy, etc). The company has its own development department, which is capable to create completely new product according to the customers’ needs, give it all the documentation, marketing plan and ensure all the legislative steps necessary for its placing on the market.

6.2 Company structure

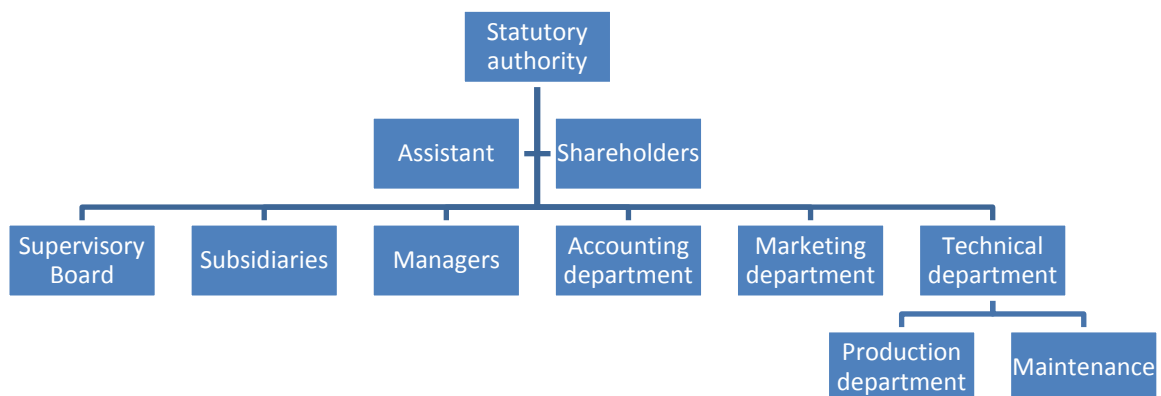


Figure 1 Organizational structure (own elaboration)

In total, the company has about 132 employees, of which there are 4 partners of the top management. This company is primarily managed as a manufacturing company, which

means that the vast majority of workers are manually working employees. Only 4% of workers have obtained a college degree and these workers are employed in the middle management of the company.

The company is headed by a single owner with an absolute majority decision-making power. This person acts the same time as the owner and the one with the main decision-word. This person is the founder of Vitar, s.r.o. There are also 2 board members present here. Both have also a share in the ownership of the company but on a smaller scale. All three persons can act for the company alone.

One of the main components of the company structure consists mainly on managerial representation. These people are in charge of the efficient use of funds (CFO), the optimal composition of employees (personnel director), quality marketing and products presentation (marketing manager), and finally workers who take care for selling products to final customers or companies (sales managers).

6.3 Company location

The headquarters of the company in is in the office building Vitar, s.r.o. in Zlín. Here are concentrated all the non-productive segments of the company, such as statutory authority, accounting department, managerial representations and subsidiaries. Here all negotiations about the operation of the company society and future steps take place.

The production part of the company is concentrated in the manufacturing plant in Tišnov near Brno. All production processes and activities associated with the supply of raw materials and finished products storage take place here. There is also a research department for testing and developing new products.

6.4 Cooperating companies

6.4.1 Affiliated companies

Vitar, s.r.o. has two sister companies based in Poland and in the Slovak Republic. The Company is officially called Vitar Slovakia, s.r.o. and Vitar Polska sp. z. o. o. These affiliates provide transport and distribution of products on their territory and its subsequent sale to customers. Vitar, s.r.o. has also more than 20% stake in the company name Vitar Co., Ltd, based in Vietnam.

6.4.2 Subsidiaries

As mentioned above, Vitar, s.r.o. manufactures and supplies products outside of their portfolio into other companies. These include companies ExtraVita s.r.o., Maxpharma Service s.r.o., and Vitar Sport, s.r.o.

ExtraVita s.r.o. – This Company was founded in 2010. Vitar supplies complete range of vitamin supplements, which belongs to the portfolio of ExtraVita. Vitar adds the products itself as well as packaging and any accompanied materials. Sales in this company are underway towards the final customer without intermediaries.

Maxpharma Service s.r.o. – It was established in 2006. The company provides health and benefit programs for companies, businesses, health insurance companies and government institutions throughout the Czech Republic. The portfolio of this company includes vitamins, multivitamins, minerals, joint products, protective creams and drinks. Unlike ExtraVita, Maxpharma cooperates with other companies as manufacturers of their portfolio range.

Vitar Sport, s.r.o. - The situation in this subsidiary company is different than the previous two. This company as established after negotiations with the Italian company Enervit in 2011. The reason was quite simple – Vitar exports its products bearing Energit to Italy and Italians imports their product line with the designation Enervit into the Czech Republic. Litigation took place here due to the great similarity of the names of these two product lines, and because both companies wanted to avoid mutual blocking access to both markets, Enervit and Vitar decided to join together. The result was a creation of a new company called Vitar Sport, s.r.o. which became the official importer of the Enervit brand to the Czech Republic and Slovakia. Vitar as the parent company provides offices, financial support in marketing and purchasing goods.

6.5 Market position of Vitar

From official sources it is impossible to concrete results and market share in the range of Vitar. According to the Profit and Loss Account for the year 2010, the company generated a loss of 2 356 000 CZK. Data for 2011 are not available yet.

Despite this negative result, the company's position is relatively strong and stable. As mentioned above, the company is in the market for over 20 years.

In 2011 the company obtained a grant from the European Social Fund in the Czech Republic and the European Union. The education system is going to last until the end of 2012. This program is a great promise to raise the company competitiveness, increase its

staff and expertise in general. This process should contribute to strengthening education and greater stability of market for vitamin supplements.

7 SYSTEM OF EDUCATION IN VITAR, S.R.O.

At Vitar, there is a personnel department that is responsible for all tenders and staff education. This department is managed by one of the executives. The company cooperates with several educational institutions which provide all necessary equipments and tools for effective education.

In 90% percent the stimuli for some educational programs come from employees of the company's middle management and their subordinates. These are precisely people, who are struggling with problems that are associated with the implementation of such new processes, new legislation or the use of new systems.

Before we get to the actual education at Vitar, it is good to mention learning, through which current employees went through before they started to work for Vitar. Because employees are not only focusing on one field of work, because the company is not uniform, but there is a diversity of positions and functions, in the graph there will not appear specific types of educational institutions at university level, only colleges in general.

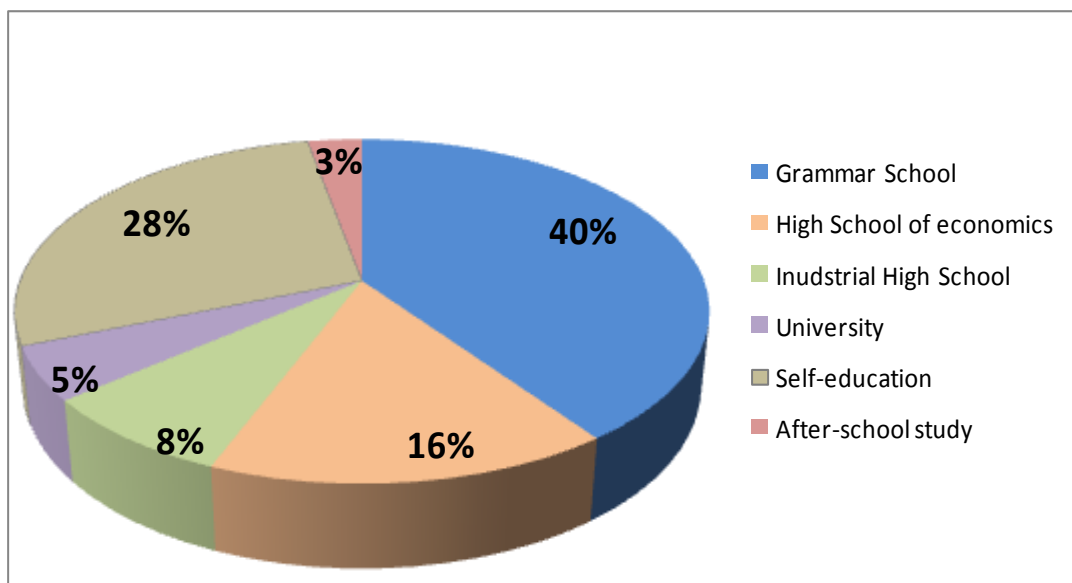


Figure 2 Workers education before joining Vitar (own elaboration)

7.1 Companies that provide education at Vitar, s.r.o.

7.1.1 Tempo training & consulting

With this company Vitar is co-working for several years. TEMPO acts in the field of education in the Czech Republic since 1996. It has become the official training center of the ESF (European Social Fund) and ERDF (European Regional Development Fund). They realized that the employers require skilled and competent staff and that is exactly what has been TEMPO doing for more than 15 years. They provide training in the areas of language, soft and hard skills, personality development of an individual and they mainly focus on the IT literacy of potential future workers. They also deal with training and retraining courses and management consulting in the field of human resources.

7.1.1.1 Method used by Vitar

As mentioned above, the company provides a relatively wide range of services for customers. Vitar uses language educational programs, IT literacy programs, and soft skills. These are three key areas that Vitar's management needs for an adequate quality work. In 2011 TEMPO Company provided to Vitar especially language and IT courses. Language courses were attended by 10 company members of management. IT courses were attended by 12 workers of the company management.

	Foreign trade	Intermediate	Advanced
Number of participants	3	4	3
Usability	100%	83%	100%
Personal development	100%	100%	100%

Table 1 The level of satisfaction with English course (own elaboration)

This table shows us the participants' satisfaction rate with the course teaching quality and relevance to their profession. The Vitar begins in the last few months to deal with countries such as Hungary, Serbia, Romania and other countries of the Eastern Europe. Employees evaluate the training very positively not only in relation to their profession, but understand it as a great advantage in their personal life. One of the workers in the field of foreign trade

also has an advanced knowledge of Russian and Italian language, obtained by self-education system regardless system of the Vitar Company.

IT education goes hand by hand with the implementation of new technologies. Their importance is in streamlining processes and providing better communication within a company. In 2011 there were 10 employees who were educated how to effectively and properly use the TimeMaker program. At Vitar there were signals that inefficient processes were used so therefore there was an effort to find a way to streamline time, to clarify the functioning of all the processes and thereby save some money. Employees have already had some previous experience with this program but for some it was their first time using this program.

TimeMaker due to its properties can be very well used to coordinate and plan projects. It was held by a several hours seminars divided into 2 sections – beginners and advanced.

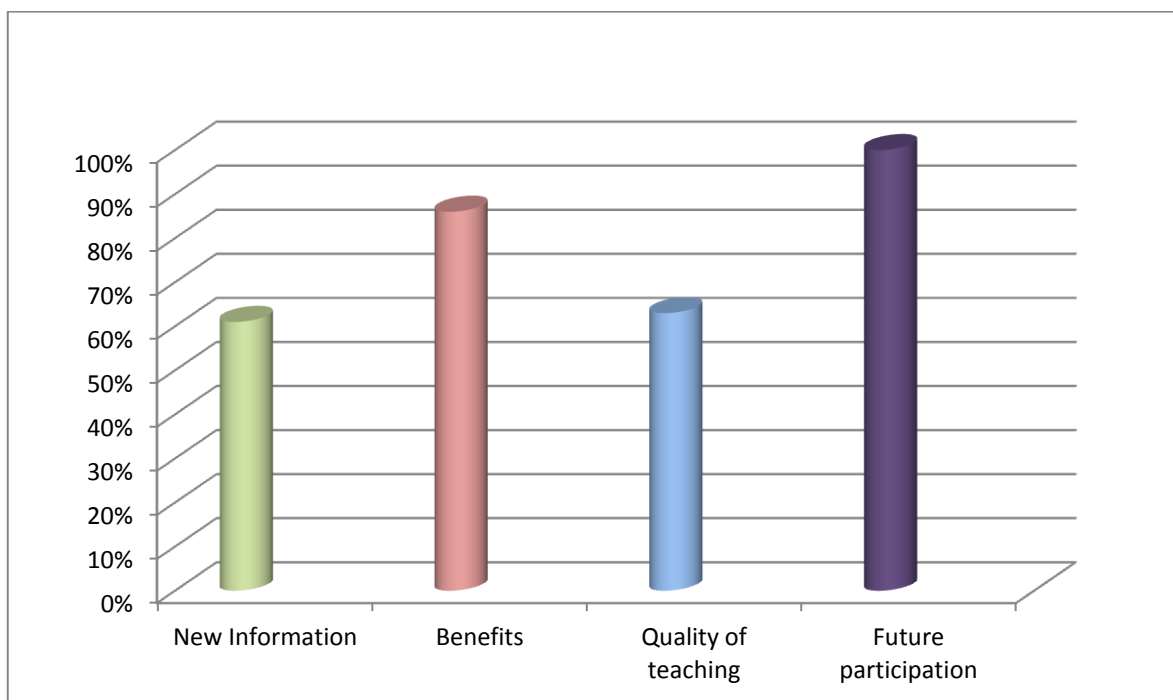


Figure 3 Staff reaction to the IT education – TimeMaker (own elaboration)

As the chart shows, the participants would like to attend for next time for this kind seminar but they would welcome a variation in the submitted information and the style in which it was prepared and conducted. Instructor probably did not choose an appropriate form to inform participants about the intended information and thus for them the training was to some extent irrelevant. Despite the fact that there was a relatively low percentage of

satisfaction, the participants would like to participate in additional training, which means that their knowledge in this area is inadequate and that they need to work on it.

Vitar is primarily a manufacturing company, but as such, it must take care of such things as the sales of its products. What was a quality product, if there was no one who would be able to offer it adequately to the market and sell it? And we all know that nowadays sales is mainly based on communication. Whether it is a communication between the colleagues and subordinates or between business partners, it is always important to know how to correctly and accurately express inner thoughts and feelings. The TEMPO in cooperation with the ESF created a program to extend the rhetorical skills of managers of Vitar. Information from this area was transferred to participants in the form of seminars, where there was space for questions, comments, and for practical questions and examples. It was attended by 11 members of Vitar.

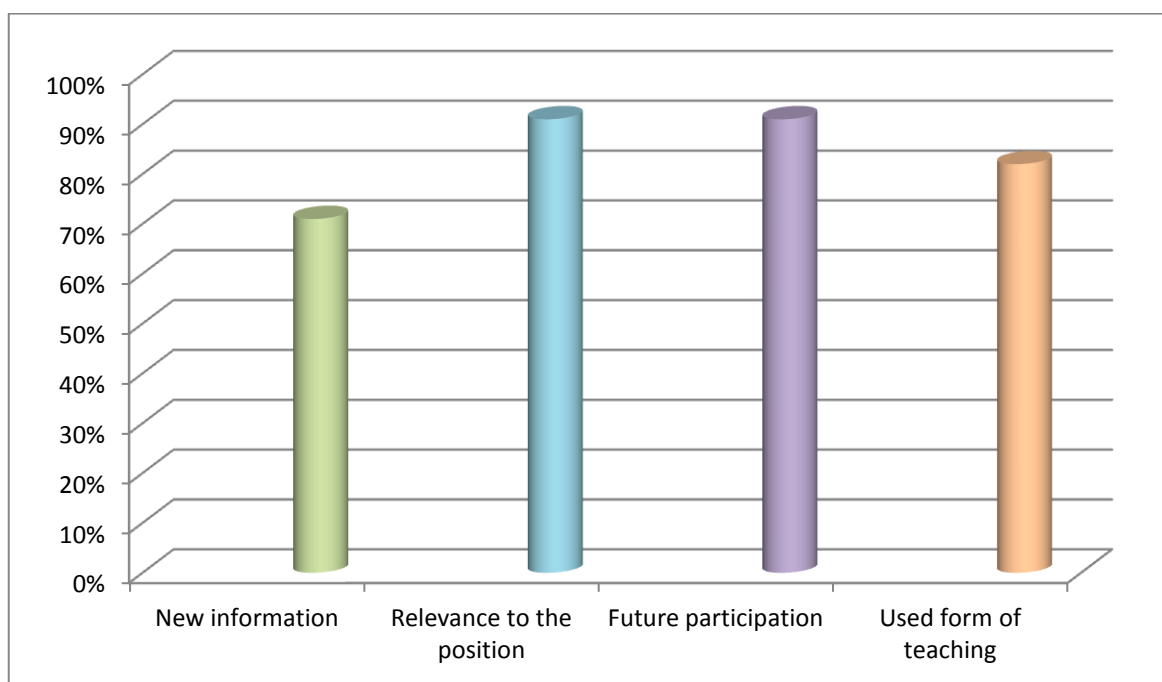


Figure 4 Seminar of rhetorical skills (own elaboration)

This graph shows that the employees were quite largely satisfied with the overall progress and the benefit of the seminar. Only one employee expressed doubts as to the relevance of this education to the position of manager. Unfortunately, I did not have a chance to figure out what led him to this conclusion. As for the new valuable information for employees, there is again a relatively high figure indicating a high contribution to the work process of employees. This program was also attended by Vitar marketing workers who have quite

considerable knowledge about this and therefore it was not worth one hundred percent. 10 out of 11 participants would like to continue in this type of education in some future period of time.

7.1.2 Business Success, spol. s.r.o.

This company was established about 20 years ago by a successful group of businessmen who decide to share their knowledge and success. Since then, the company operates in a greater or lesser extent in Europe.

The aim of this company is to assist other companies in the most efficient allocation of resources, proper management of human resources, and management tools manipulation. For this purpose it creates seminars, courses, trainings, and consultations.

7.1.2.1 The educational methods used by Vitar, s.r.o.

In 2011 there was created an educational seminar for HR professionals to streamline admissions. The seminar was attended by two workers from HR department and one of the executives of Vitar. The results in the chart below clearly show that this seminar was a great benefit for the entire company from the viewpoint of three participating employees.

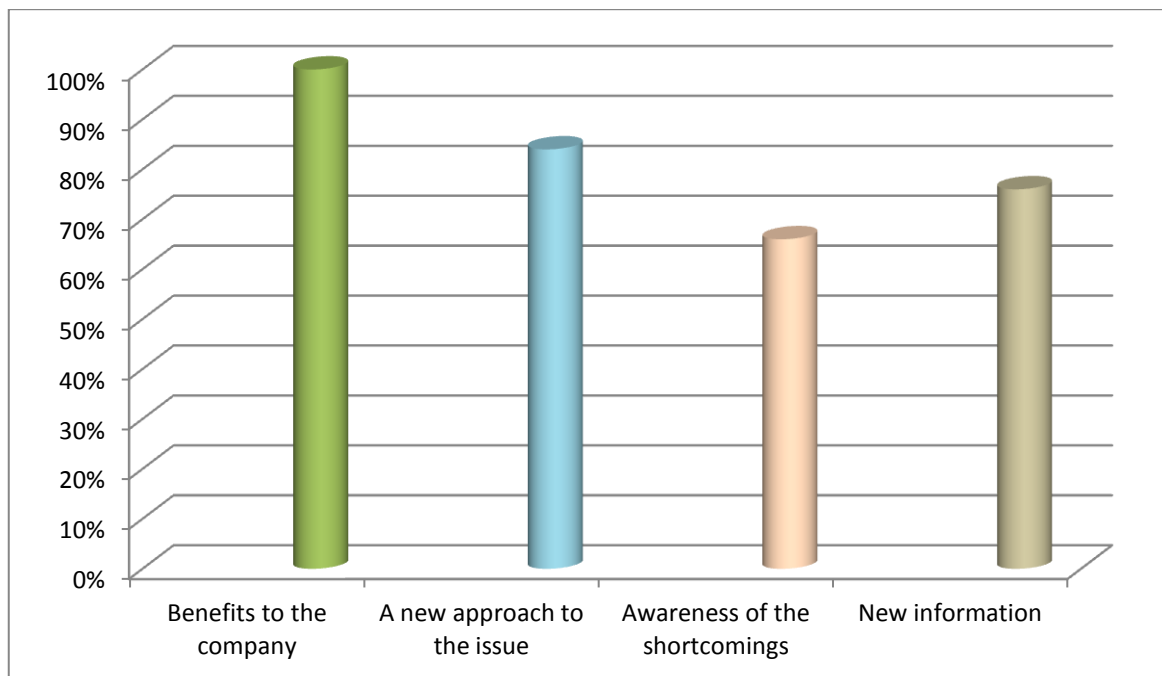


Figure 5 Education in the field of human resources (own elaboration)

The large benefit for the organization agreed upon by all three representatives almost unanimously. They all realize that a good employee is the foundation of a successful

company and that to find such employee is not an easy task. Partly the seminar was repeating old and familiar themes, but most of the information was new and useful. During this training, there was also a renewal of positive knowledge obtained in a future time.

The Business Success does not have only seminars to improve human capabilities, but also teaches employees how to motivate people around them to perform better and how to become a better person. HR representative of Vitar attended motivational seminars for managers. According to information obtained from the questionnaire it showed that the benefits for the company were quite obvious, but the overall readiness of the workshop was inadequate to its length and financial costs it incurred.

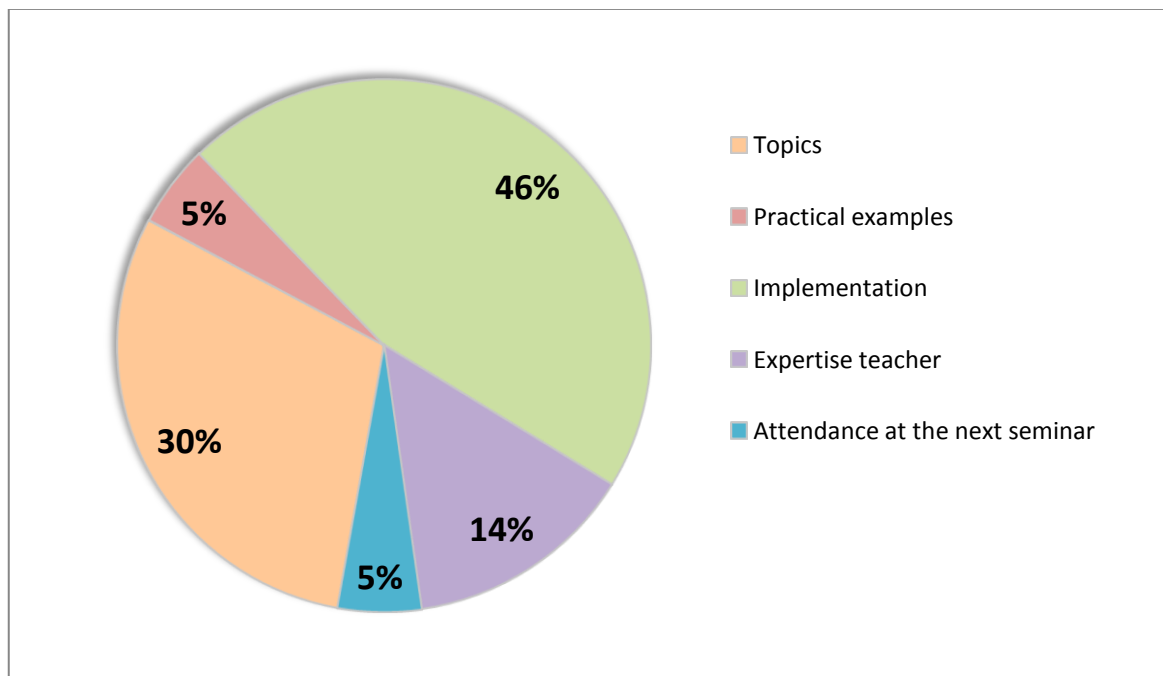


Figure 6 Motivational seminar for managers (own elaboration)

As it is clearly visible from this figure, the implementation of the findings from the workshops has been successfully applied in the company. It was done so only through the quality of the participating employee but the overall picture of training was fragmented and inadequate cost. The numbers of 14% can clearly infer that the supervisor did not have sufficient qualifications for such seminar. In the questionnaire there appeared notes as the lector had only smattering knowledge about associated sciences (psychology, communications), there was a strict emphasis on denying other possible explanations except his one and other eventualities, such as usage non-professional nomenclature. The

whole education acts as MBA studies summarized in a few days and made in a very simple form, which is not the most adequate way of education.

If a company already manages well how to choose good employees, their inclusion in a team and motivate them, it must also learn how to properly manage all financial flows to avoid unnecessary wastage and to make sure that funds are always present in that part of company where they are most needed. According to the data obtained from questionnaire it seems that the method chosen by the Business Success Company for this purpose has been accepted very positively and in a broader term for the company it was very helpful. This educational event was attended by executives of the company together with a just entering financial director.

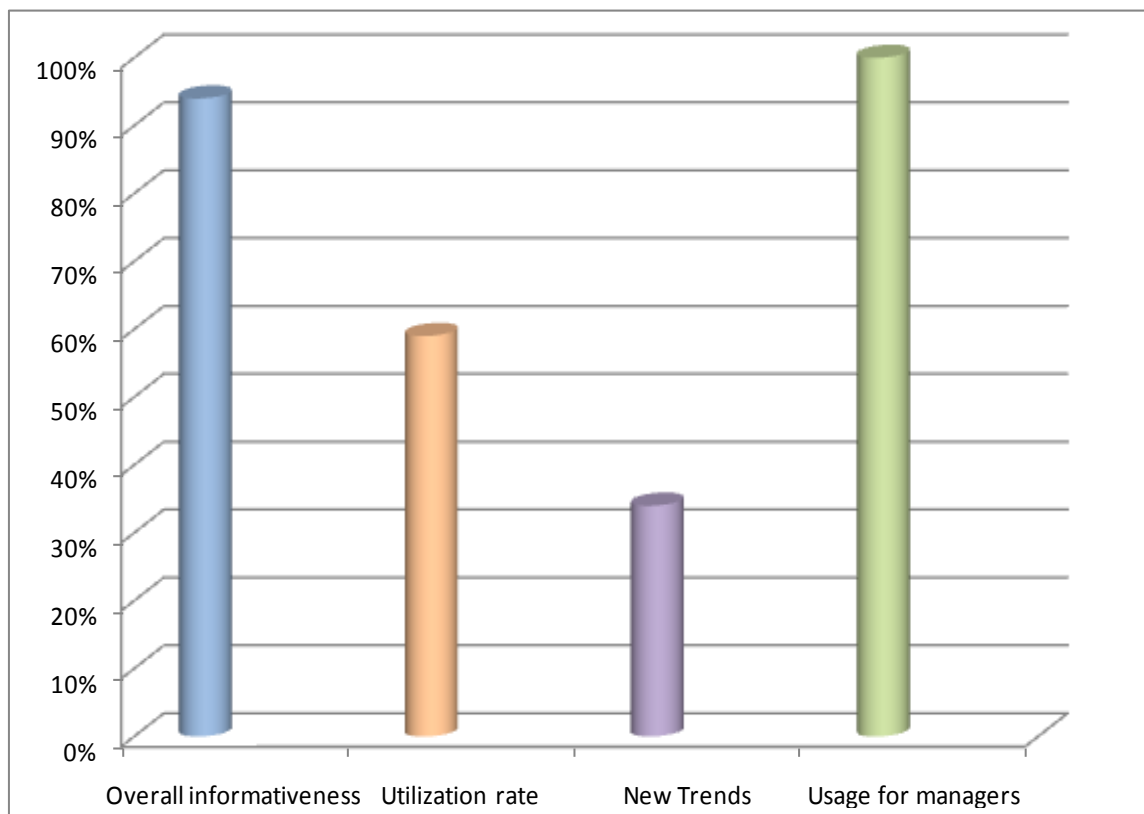


Figure 7 Management of financial resources (own elaboration)

Unlike the previous curriculum, this seminar took place at a very high level with a great readiness of both lecturers. This is evidenced by the high number at the scale of informativeness. One of the executives, who participated in the seminar, started implementing new information and models into the company system. It is possible to note the number 100% for the Usage for managers. According to the evaluation of respondents it would be appropriate for all employees in positions that have undergone some course

like this to gain more comprehensive understanding of internal processes within the company.

7.1.3 Performia, spol. s.r.o.

This company is on a HR market for over 20 years. Unlike the previous two companies, Performia focuses strictly on the search for human resources. It helps companies to find suitable employees for specific positions. Its activities help companies to expand, lower staff turnover and higher their profits.

7.1.3.1 Education in Vitar

It is primarily the personnel department of Vitar who uses the services of Performia most. This department is represented by one of the executives. They use Performia mainly for finding new employees and also partly as education HR resource workers.

The last training program was focused on the way with the greatest precision how to choose the best employees to the sought position. According to information obtained from the questionnaire, this action was evaluated very positively. The education was something as entry training for a new IT system. Vitar will receive a license to the IT system what will allow them to use it for potential new employees examining. This training was partly about the IT system and partly about new techniques and other information about the whole issue.

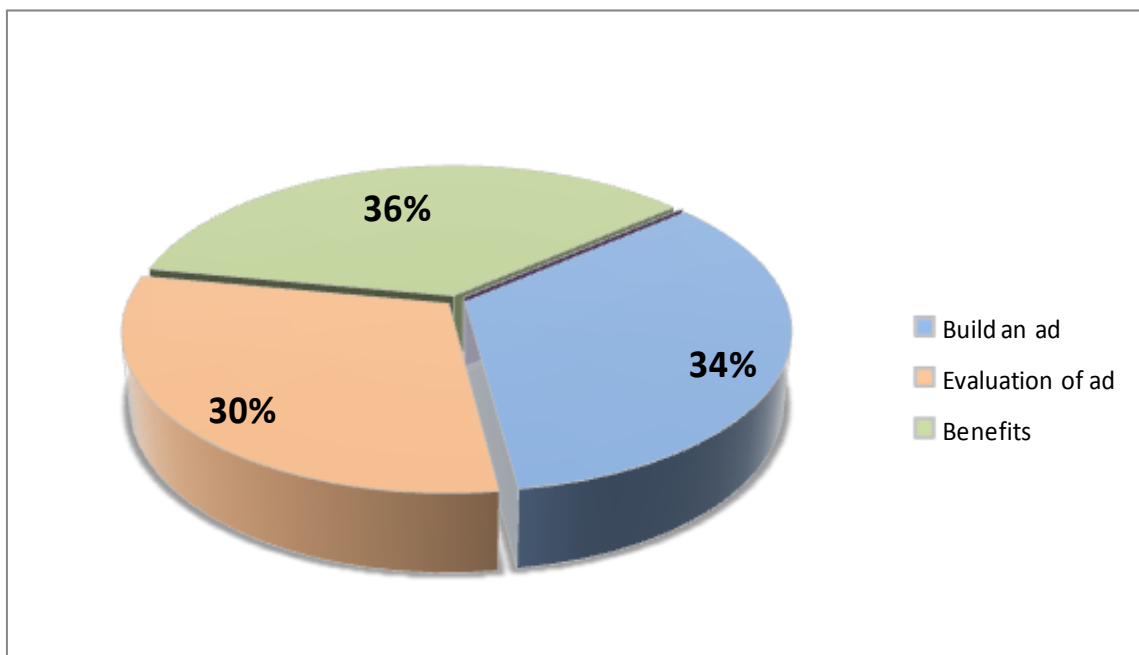


Figure 8 How to choose a good employee (own elaboration)

8 SUMMARY OF ANALYSIS

The practical part of this work was mainly focused on the situation in the Vitar Company with the main focus employees' education and how the employees perceive themselves in this situation. Educational processes are focused primarily on employees. The information needed to form a comprehensive picture of the situation in the company was obtained through a questionnaire survey and personal consultations with some of the workers.

The first part is focused on the company profile, area of its business and all relevant information that are associated with subsequent educational programs and forms. In this section, it was found that company Vitar has a long tradition and its position in the market is relatively stable, despite the fact that in 2011 generated a loss. The company is headed for more than 20 years by one strong leader who has a managerial education from the period of time where the market was diversified differently. Thus, paradoxically, could be that the huge experience that this person has, so could lead to negative effects on the company.

The second part is focused on educational programs that the company uses for its own purposes and to companies that provide the educational programs. According to the questionnaire findings various graphs are designed to make an overall understanding about what the employees personally think about the education programs and whether they find them useful. Educational programs are primarily designed for employees to increase their skills and thereby increase the strength of a whole organization. Educational processes must be therefore chosen very carefully and with maximum emphasis on the relevance of education or a particular individual.

9 RECOMMENDATION

In the first half of this section, theoretical possibilities of education were shown. These can be used in preparing employees for the performance of a complex profession as managerial professions surely are. However, it was mentioned several times that these are only theoretical guidance and contingencies, which can be used. In the practical part, on contrary, we have shown that medium-sized company can operate and be very successful even without college-educated individuals. Although, I would recommend several contingencies, which could be used in the company for general benefit.

In this company there are relatively large numbers of sub-sections with a maximum of 3 workers in the department. Most of the times these people are working on their own projects and they are immersed in their own work. They are sort of sub-unit from a whole. They are individual units, which together create a working company. According to the information that I was given, I got the impression that in the company there is the lack of closer interpersonal relationships. Much of the employees are concerned each other but it is rather due to standards of the company rather than personal experience from closer mutual ties. People work together and spend a lot of time together, but only on a professional level. The overall atmosphere and prosperity in the company would benefit more if the middle management workers attended events such as team-building. It is possible to arrange a team-building event during a weekend. This would reduce the costs. If a company decides to prepare such event, the best possibility is to hire a specialized company which knows how to deal with the teambuilding organization. There are plenty of them on the market. When considering the price for teambuilding a company has to take into account that it is necessary to pay for and accommodation, food, travel, and of course for the company which organizes the action. As the average price for such action it may be taken the amount of 70 000CZK. The number may look a bit high but the company has to take into consideration that there are at least 20 people who should be participating such event. In 2011 there was an event that was similar to the team-building but it was only for a very narrow range of personnel without broader interactions. Improved interpersonal relationships would benefit the team morale and thus would increase the productivity of the individual.

From team-building we can go directly to the second point of my recommendations, which would improve communication between management and operators to determine the competence of individuals. From time to time, the situations in the company lead to

inefficient use of resources due to inadequate communication flows. 2 months ago, the company hired a consultant on human resources management, which aims to streamline the flow of communication in society. After a latter consultation with this person, my suggestion would be setting a database where functions and competencies of individual employees are listed and other workers are gradually familiarized with them. If the communication flow within a company doesn't work properly it leads to excessive loading the wrong parts of the sub-system and thus to inefficient use of corporate resources. Creating such database is not very expensive. Such database can be created by a hired external worker within a few days. An average cost for such database is 3 000 CZK.

The last part of my recommendation would be to foster the company's self-education. During my stay in the company I met with only two workers who spend part of their leisure time to improve their knowledge in accordance to their positions. One was the director of a subsidiary company Vitar Sport, s.r.o. and the second was the Foreign Trade Department worker who in his spare time attends language school. For the other subjects I have not noticed any activity as such. The most common answer to my question was the lack of free time and I quite often met with the reactions that it is not worth for them. This may partly stem from the fact that a large part of the employees didn't undergo university educational process. My recommendation would be to create a program of external training of employees, where these are motivated by various benefits to improve their knowledge. The situation for company would be providing partial reimbursement of costs for training, personal assessments for employees or other type of motivation. It would lead to reduction training costs, reduction the current workload of employees to organize seminars and courses. It should also lead into productivity increase and thereby strengthening the position of the company. If considering that a one year course for one person costs about 5 000 CZk a year it means 2 500 CZK per person for the company. However, there is also a possibility to offer employees an extra holiday as

CONCLUSION

The theoretical part describes the options that companies and individuals have for their development. All information in this section is obtained from literature. The theoretical part is divided into 3 sections. The first part is focused on the personality of a manager and the historical development of this position. There are also mentioned characteristics which are typical for successful managers. Another section focuses on the needs of managers in the company and the area of education that are important for a successful profession. The last part is focused on describing the situation in the Czech Republic, as is the entire educational process and what it requires.

Based on information from the first part there were set two hypotheses H1: Vitar, s.r.o. has a sufficient educational system for its employees. H2: For managers and company executives are more rewarding educational programs on soft skills than hard skills.

Analytical introductory section begins with some information about the company, its history and position in the market, so that the reader can get an idea of the composition of employees and their needs within the company. There was studied a system of education in Vitar, s.r.o. Based on an investigation it was found that company employees are finding the educational system sufficient according to their needs within the company. Employees are satisfied with the quality and level of education in most cases. This opinion is also supported by the fact that the company still holds its high standards in product quality and strong market position.

In the second part of the analysis there are mentioned specific examples of education that the company uses for its purposes. Analysis revealed that the company uses mostly seminars and to a lesser extent, trainings. There was a distinct lack of availability of other forms of education in the company. Despite this, the company uses just those educational systems that are adequate for its needs and useful for its managers.

Based on the survey there were successively confirmed both hypothesis. H1: Vitar, s.r.o. has a sufficient educational system for its employees. This hypothesis will be confirmed if at least 70% of questioned employees will be satisfied with the educational program provided by Vitar. H2: For managers and company executives are more rewarding educational programs on soft skills than hard skills. This hypothesis will be confirmed if more than 70% of workers align with it.

Based on the survey results I can say that the company Vitar, s.r.o. provides its employees an adequate system of education. For all respondents the level of satisfaction with the

educational system exceeded 70% range. This is a positive fact because the company has a continuous stream of new and relevant information to the pharmaceutical business, which means that it is moving up its competitiveness.

The second hypothesis has been confirmed by what was the composition of the educational program. The vast majority of information obtained related to soft skills. I have not registered any requirements for hard skills training.

BIBLIOGRAPHY

1. Folwarczná, Ivana. *Rozvoj a vzdělávání manažerů*. Praha: Grada Publishing, 2010
2. Porvazník, Ján, Janka Ladová, and Veronika Rajošová. *Management I*. Zlín: University of Thomas Baťa in Zlin, 2008
3. Prokopenko, Joseph and International Labour Office. *Management development: A guide for the profession*. Geneva: International Labour Office, 1998
4. Šuleř, Oldřich. *Manažerské techniky II*. Olomouc: Rubico, 1997
5. Hroník, František. *Rozvoj a vzdělávání pracovníků*. Praha: Grada Publishing, 2007
6. Vodák, Jozef, Alžběta Kucharčíková. *Efektivní vzdělávání zaměstnanců*. Praha: Grada Publishing, 2007
7. Kressová, Petra. *Modely manažerských způsobilostí a rozvoj klasifikace manažerů*. Zlín: University of Thomas Baťa in Zlin, 2008
8. Barták, Jan. *Skryté bohatsví firmy*. Praha: Alfa Publishing, 2006
9. Barták, Jan. *Vzdělávání ve firmě*. Praha: Alfa Publishing, 2007
10. Barrass, Robert. *Study! : a guide to effective learning, revision, and examination techniques* . 2nd ed. London: Routledge, 2002
11. Barták, Jan. *Jak vzdělávat dospělé*. Praha: Alfa Publishing, 2008
12. Veteška, Jaroslav, Michaela Tureckiová. *Kompetence ve vzdělávání*. Praha: Grada Publishing, 2008
13. Mishra, Sanjaya. *Quality assurance in higher education: An introduction*. Karnataka: National Assessment and Accreditation council (NAAC), 2007

14. Boyatzis, Richard E. and Argun Saatcioglu. *A 20-year view of trying to develop emotional, social and cognitive intelligence competencies in graduate management education*. Journal of Management Development [online]. 2008, č. 1, s. 92-108 [cit. 2012-04-06]. DOI: 10.1108/02621710810840785. Available from: <http://www.gfme.org/issues/pdfs/cognitive.pdf>

PUBLISHING.APPENDICES

P I The questionnaire

LIST OF FIGURES

Figure 1 Organizational structure (own elaboration).....	33
Figure 2 Workers education before joining Vitar (own elaboration)	37
Figure 3 Staff reaction to the IT education – TimeMaker (own elaboration).....	39
Figure 4 Seminar of rhetorical skills (own elaboration)	40
Figure 5 Education in the field of human resources (own elaboration).....	41
Figure 6 Motivational seminar for managers (own elaboration)	42
Figure 7 Management of financial resources (own elaboration)	43
Figure 8 How to choose a good employee (own elaboration)	44

LIST OF TABLES

Table 1 The level of satisfaction with English course (own elaboration)	38
---	----

APPENDIX P I: THE QUESTIONNAIRE

A questionnaire designed to evaluate managerial education at the Vitar, s.r.o.

Following questions are all related to the process of education and further activities related to managerial position performing. This questionnaire is anonymous. It should take 10 minutes in maximum to fill out this questionnaire. Some questions are designed as closed ones and it is need to choose only one answer. Other questions are designed as opened ones and there you can write down your personal opinion. You are not limited in any way. I would like to give you my special thanks for helping me with this research.

1. How many years of experience do you have?

.....

2. What kind of secondary school did you attend?

.....

3. Have you had any college education?

a. Yes b. No

4. Do you attend any extra-work education?

a. Yes b. No

5. If yes, what kind of education do you undergo?

.....

6. How do you evaluate education that Vitar, s.r.o. provides you?

.....

7. What do you think about the educational program that you attended?

a. Well prepared b. Average c. Inadequate

8. What do you think about the timing of the program?

.....

9. How do you evaluate selected topics?

a. Well prepared b. Average c. Inadequate

10. Were practical exercises sufficient?

a. Yes b. No

11. What was the readiness and professionalism of the lecturer?

a. Well prepared b. Average c. Inadequate

12. How was the organization of the program?

a. Well prepared b. Average c. Inadequate

13. What themes would you like to see next time?

.....

14. Do you want to continue with this education?

a. Yes b. No

15. If yes, state a theme for next meeting.

.....

16. Describe the benefits of this program.

.....

17. Do you think that the programs were designed in an appropriate form?

a. Yes b. No