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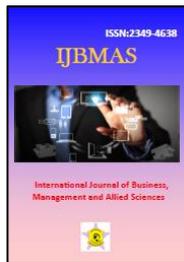
STUDY OF THE BUSINESS CHOSEN AND THE EDUCATION SYSTEM

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ABSTRACT

Business education is becoming a topical issue due to the constant changes taking place inside and outside the company. Business education increases the flexibility of workers, improves interpersonal relationships, commitment of workers to the company. This is only a tiny list of the benefits of corporate education. However, not everyone is aware of the importance of corporate education, especially in the context of competitiveness. Systematic training of workers increases their skills and abilities, which enable to increase or improve the work performance and thus maintain the competitiveness of the company on the market. Business education entails an additional cost element for an enterprise, so it is essential to explain its importance to business leadership to ensure its favor, support and participation. Effective and systematic business education leads to the fulfilment of business needs and goals. The author of the work is aware of the importance of business education for a company and that is why she chose this topic. The aim of the paper is to propose a new concept of the education system specifically for the employees of the Quality Department of the company to create measures that make the education system more effective. It deals with the analysis of the system of education of employees in the group of companies Craftsman Company (New Delhi) staff parameters, Department of Human resources, educational system focused on Department of Quality. Interviews, questionnaire and internal company documentation revealed strong and weakness points of the educational system of the company. Conclusion of the paper presents proposal of measures to optimize and increase the level of training of employees in the company.

Keywords: Human resource management, company education, staff educational system, systematic education, learning company, competitiveness

Introduction

Over the last three decades, there has been a significant development of technology, which entails the necessity of continually aggravating new things. Post-war generations were able to carry out their profession in what they learned in a school nursery, what they learned during their studies by an informal style of learning (experience). In order to maintain the benefits for the organization as well as to maintain the quality of the labor market, learning new things and adapting to the changing conditions of human life is important. Watch the latest in technology to stay in demand and offer better quality photos to your clients.

Globalization has opened markets, allowing businesses to expand. This entails not only knowledge of foreign languages but also local rights, cultures and customs. Therefore, if a company decides to expand, some employees must educate themselves and prepare to work with their workers in the country. If the company is considering expansion in the long term, it can already train its selected workers and at the time of the expansion start to use the knowledge and skills of its employees.

Koubek (2007, p. 252)¹ states that the company should constantly educate its staff and be step-by-step so that if necessary or change employees are able to adapt to the new conditions in an effective way to respond to them, to be able to properly use new techniques and technologies that the company chooses to use in its business. The importance of education and development in the system of personal labor is further confirmed by Ulrich periodicals in 2014. The author argues that if education and development of workers corresponds to the strategic goals of the company - or will lead to their fulfilment - it increases the efficiency and success of the business.

Mayerhofer et al. (In Human Resource Management, 2000, p. 446)² mentions that the present time is pushing businesses to maximum efficiency, even in the area of their key resources - human resources. Businesses will try to reduce personnel costs while preserving the personnel resources. Companies therefore strive to maximize the potential of their employees and develop it. However, in order for an organization to function efficiently in the area of human resources, employee motivation is important. Workers can be motivated by expanding work and tasks, delegations, etc., which also entails the necessary development of knowledge and skills. From this we can deduce the importance of the development and education of workers for the company. The importance of development and education in terms of more efficient spending of human resources costs is confirmed by Hartz (2003, p. 68). The author states that investment in human capital pays off and that, therefore, the emphasis is on educating and developing workers rather than on wage growth and remuneration. Some workers may find it more interesting to acquire new knowledge and skills than a slight increase in wages or rewards. For some employees, the development of their knowledge and skills may mean partially satisfying the need for self-realization.

Research conducted in North America since 1987-2012, when Latin America, Europe, Australia, India, and some other Asian countries have been incorporated into the research, is described by Ulrich (2014, pp. 58-70). The research focused on the development of the roles of personnel managers in companies of various sizes during the period under review. The results of the study show that HR officers cease to hold all duties of the personnel department and begin to specialize. An increase in HR planning and strategy personnel, development, research, training and communication, and recruitment was found. One of the identified roles of the personalists is the so-called champion of change, which encourages and supports change in the business and creates a favorable and necessary climate for business education and development.

The concept and position of the education of workers in the company is influenced by the size of the company, the place (or territory) in which the company carries out its business activities, technologies at work and other factors. Due to globalization, technological and technological developments, changing customer preferences, changing living conditions, the education and

development of workers in the system of personal work is becoming increasingly important, even for businesses.

BUSINESS EDUCATION AND ITS IMPORTANCE FOR COMPETITIVENESS OF COMPANY

Mikoláš (2005, p. 48)³ explains the importance of business education as follows: "the environment permanently replaces old opportunities with new threats, and therefore we must replace our old weaknesses with new forces to discover new opportunities." Stresses the importance of human capital, since it tenses new ideas to create a competitive advantage, and for human capital to come up with innovative ideas that are currently applicable, education and the expansion of qualifications are needed.

Duda et al. (2008)⁴ explains the competitive ability of the company in attracting talented workers and consequently taking care of their development. Furthermore, the author recalls that for some employees, enterprise education may mean meeting higher needs and may therefore have more significant incentive for them. Higher motivation of employees leads to more friendly and better performance of work (eg at dealers), which can ensure satisfaction of not only customers but also other stakeholders, which will ensure the maintenance of a favorable position on the market. Petříková (2002, p. 51)⁵ describes the modern importance of enterprise education. The author claims that intellectual capital is a key factor affecting the company's competitive ability. Effective use of human potential and focus on development in synergy with technology, corporate culture, application of the latest knowledge and information create a favorable market position for the company. Petříková adds that the soft "inputs" put in by the workers ensure added value, product quality, create image and identity of the company.

What further appears to be clear is that business education ensures the optimal match between worker qualification and work qualification? Although people are educated during their studies and preparation for employment, it is only when corporate education enables them to adapt to the given working conditions and to exploit their work potential. Obviously, the higher the match of the worker's qualifications and the qualification of the worker, the lower the costs of training and retraining. It is therefore appropriate to state the situation on the labor market.

BUSINESS EDUCATION

The education of employees is based on the personnel strategy, which is a reaction to the corporate strategy. This education is of great importance for business competitiveness. Armstrong (2002, p. 491)⁶ defines business education as "the systematic acquisition of knowledge, skills and concrete work of required behavior". Mayerhofer et al. (In HRM, 2005, p.458) characterizes business education "as an individual or group change of usable qualification resource". For businesses, training their employees is an investment that will pay off in the future, as increased work performance and more efficient use of human resources are expected.

However, a study carried out on the basis of a questionnaire survey in enterprises focusing mainly on the Naslovinian market (75% of respondents), the Yugoslavian market (8%), other European markets (12%), other world markets (4%) and presented by Dermol et al. in the article *The Influence of Training and Training Transfer factors on Organizational Learning and performance* (2013) states that training does not deliver the desired business outcomes. It is necessary to involve the company management in the form of formal informal support of employees, cooperation with personnel managers, giving feedback, defining the objectives of education, solving obstacles preventing the transfer of the learned, etc. Also, the quantity and quality of the training courses provided will not increase the performance of the company. Important Jesystematics of education and the whole educational process. Only when the management of the enterprise is involved in education and the whole training cycle is carried out systematically does the enterprise performance increase?

Many authors mention in their books corporate education as one of the forms of employee benefit, which increases the satisfaction of workers, enables their growth and thus competitiveness on the labor market. Such a concept of business education should satisfy not only the needs of the company but also the needs of the workers themselves. The question is how employees understand this concept of corporate education. It is no secret that not all workers are excited about scheduled courses and training. Not all people realize the importance of lifelong learning.

Koubek (2007, pp. 258-259)⁷ presents three types of enterprises in relation to the emphasis placed on education and its breadth of scope:

1. Enterprises favoring the recruitment of already prepared workers and thus focusing mainly on the efficiency of recruitment and selection of personnel
2. Enterprises training their workers only in the event of the need to eliminate skills shortages or in the case of free funds
3. Companies providing systematic training of their employees with the possibility of using tax advantages or subsidies

Objectives and areas of education

The training objectives are based on the personnel strategy, which is derived from the corporate strategy. The aim of enterprise education is therefore to ensure first and foremost the growth and development of its employees in order to maximize the use of their knowledge, skills and abilities and thus to cover the business needs with internal resources, and secondly to increase the performance of workers. Objectives should be set in the form of behavioural criteria, standards or changes in working behavior. As reported by Arnold et al. (2007, p. 354), the aims of education follow from the analysis of education needs. The more detailed the goals are set (preferably using the SMART method), the more precisely the supplier of the selected training can focus on meeting this need, and the easier it is to evaluate the fulfilment of these goals. Mathis et al. (1988, p.261) describes three types of educational goals:

- standard - the target is set for common education, which all workers will pass
- problem solving - the aim is to acquire the knowledge and skills needed to solve a situation
- Innovative - the goal is to create changes or prevent problems from becoming obsolete

The aim of corporate education is also to create a range of applicable skills that evokes workers and desirable behavior promoting interpersonal relationships, sharing business values and enabling workers to develop their personality. Hroník (2007, p. 144)⁸ adds that the nature of the objective determines the focus of the program, i.e., whether educational activity will be carried out "on the fly", "off the road" or externally. Easily defined and timed objectives can be integrated into off-program programs. For difficult-to-define objectives, it is recommended to combine the focus of the program or only use the program "on the fly".

A worker, like any human being, learns from an early age. At first, he / she gains general knowledge from various fields of science, builds on the knowledge needed to prepare for his / her future occupation. During this time, one learns the basic skills needed for a social way of life. Thus defines the area of general education Šikýř (2012, p. 146)⁹. General education is provided by the state. Other areas are vocational training and development. Koubek (2007, p. 254) distinguishes between the formation of a person's working abilities and the formation of a worker's working abilities. The formation of a person's work abilities is superior to the conception of a worker's work abilities and encompasses all the mentioned areas of education.

According to the Labor Code, the area of vocational education includes training and apprenticeship, professional practice and school graduates, deepening qualifications and upgrading

qualifications. This area is already in the competence of the company, respectively. The Human Resources Unit is responsible for ensuring that they possess work-related knowledge, skills and competences commensurate with the knowledge, skills and competences required for the job being studied. Further, according to the Labor Code, the individual components of vocational education will be further characterized.

- Training and learning (adaptation, orientation)
- Professional experience of school graduates
- Deepening of qualification (so-called training)
- Qualification upgrade and qualification agreement

Here it would be good to define qualification items - knowledge, skills. Armstrong (2002, p. 501) completes the list with attitudes and performance standards, as the synergy of these five concepts creates job requirements.

- Knowledge is the knowledge that is needed to perform the job. For example, Hroník (2007, p.84-85) provides a breakdown of knowledge by content (technological, process, cultural, conceptual, and others), their meaning (supportive or key), explicit (imaginable, intercept able) and tacit (non-imperceptible per person and hardly portable).
- Skills can be described as a practical application of knowledge that is strengthened and improved through repeated training and practice. Skills can be manual, intellectual, mental, perceptual, and social.
- Abilities needed to achieve the required level of performance.
- Attitudes show the views of a worker who is interested in his job and who is in compliance with the job requirements.
- Performance standards are what every eligible individual should perform in their work

So far, the importance of business education for the company as well as for the worker has been discussed. The concept of business education was explained, including its goals and areas. All this serves to complete the view of the general issue of education in the company. Business education is closely related to the term "learning" of the organization, which will be explained in more detail in the following sections.

Model of a "learning" organization

Senge (2006, p. 57-252)¹⁰ defines a learning organization with five characteristics, respectively. Disciplines:

1. **Personal mastery.** Senge believes that society learns only through learning individuals. It is therefore a personal growth and learning, a constant increase in the ability to fulfill its goals. Personal mastery integrates the use of reason and intuition, the awareness of one's own connection with the world and the devotion of the whole.

2. **Mental models.** Mental models are simplified models about the functioning of the world that create every individual. Mental models can support outdated practices and principles. A problem with mental models, ie models of understanding the world, arises when there are contradictions of deep-rooted inner ideas or whether they operate on the subconscious level. It is therefore essential to reveal, to test our inner images of the functioning of the world. This can be done through discovery, communication, learning, awareness of abstraction, use of feedback, and more.

3. **Shared vision.** A shared vision means a common vision, a unified goal. A shared vision enables cooperation. Improves interpersonal relationships. A shared vision provides space for sharing thought

processes, learning about the opinions of others, pondering over existing opinions and attitudes, realizing the shortcomings of one's own as well as business. An important role is played by line managers whose mission is to give their employees a corporate vision so that they accept it and willingly share it.

4. **Team learning.** By smoothing and developing the team's ability to achieve a shared goal. According to Senge, the basis for lasting dialogue is a contradiction or a mismatch of ideas. Dialogue, listening to others, expressing their opinions, all allow team members to learn, gain a different view of things and learn.

5. **System thinking.** This fifth discipline, in conjunction with all the above disciplines, creates a synergistic effect. Certain structural patterns are constantly recurring. These patterns make people aware of the structures in everyday as well as working life and thus learn from their own experiences.

The process of continuous learning and the creation of suitable conditions and opportunities is a way of maintaining competitiveness. The "learning" organization strengthens relationships with its stakeholders, emphasizing feedback, communication and sharing. As such, a business "grows" as its individual parts grow - workers, as the knowledge, skills and experience of the three days is able to apply them in practice and contribute to creating a synergic effect through their sharing.

Experimental Part

This paper was created in cooperation of Craftsman Company A group of companies, which is a producer of wooden opening panels (windows, doors). The research work deals with shortcomings in personnel work identified in one particular medium-sized company. Certainly such deficiencies can be identified in other companies of different sizes. In this work, I will try to create a legislative environment for this particular company to meet the requirements of personnel work and human resources management in modern managed companies. The importance of personnel work and human resources management is perceived strongly in the Indian environment by companies with foreign capital, whose founders and management are aware of the importance of personal potential of employees to the success, ie competitiveness of their managed companies. In the theoretical part I will focus on general education in the India Republic, especially on lifelong as well as personnel management of the company.

3.0 Analysis of the business system of education and qualification growth

The Craftsman Company Group of Companies (hereinafter referred to as the "Company") is one of the leading and leading companies operating in the market for wooden panels of building openings. During almost 30 years of its modern existence, the company has changed almost everything concerning the corporate infrastructure, the management system has changed, the view of production quality has changed, but some company processes have fallen behind the level of production and business processes. The process where the lag is most visible is corporate human resources and human resources management in general.

3.1 Company characteristics

The history of the company dates back to 1989, when the name Craftsman Company first appeared in connection with the production and sale of windows and doors in Sethuraman (great-grandfather of today's owner). The site has been preserved, but production facilities, technology and goals are shifted to the 21st century.

Milestones of the current era:

- In 1991, today's managing director JS Ramsundar continued the family tradition of joinery.
- In 1996, the trade company became a limited liability company.
- Since 1998, the company has begun to specialize in wooden Euro windows and wooden doors.

- The company was awarded the ISO 9001 quality system certificate in 2004 (today according to ISO 9001: 2001/2016).
- In 2012, the company introduces a new type of product that focuses on design perceived by leading architects and opens new paths of development that persist today.
- Since 2017, classic wooden euro-windows have been discontinued from production and from the company's offer and since then it has specialized in the production and sale of wooden design products and demanding historical lining windows. This step fulfilled the Company's Strategic Vision for 2014 to 2016, when management decided to completely refocus its product focus to the needs of another market segment. This is ultimately evident from the strategic vision.

Strategic vision of the company for 2014 to 2016:

The Craftsman Company group of companies is one of the largest and most important manufacturers and suppliers of building apertures made of environmentally pure natural materials in Indian Territory. Modern production technology, work organization system, professional level of the team of employees and the ability to perceive market events enable to produce and supply replicas of historic windows, but above all modern design wooden windows and entrance doors to them in the highest possible quality and satisfy all justified wishes India, but also in many European countries. Companies are also an important employer and creator of job opportunities in the region and are responsible for the development of the region.

These include:

- Customers always satisfied with the quality of our products and the level of our services.
- Satisfied employees, proud of the opportunity to work in our company team.
- Good and reliable relationships with all our suppliers and other partners.
- The consistently excellent results of our work, which will enable us to continue to develop our own activities as well as to effectively help the region's development.
- It also wants to excel:
- In the complexity of offering solutions to customer requirements for the supply of historic (lining) windows to the monument care zones.
- In the complexity of the offer of unique modern design products for the most demanding customer public.
- Constant quality of products and services.
- Conduct ethically and openly with all our partners and employees.
- Reliability of all internal business processes as well as reliability in external actions.

The split-up of Craftsman Company occurred in 2001 due to the considered intention of the company owner to sell part of his activities to a foreign partner with a strong capital base. Although the plan was not realized, the new organizational and legislative structure remained in the future as we know it today.

However, given the fact that companies are managed by one executive, they share a common strategic vision and common headline goals. There is no reunification of the business into one on the agenda. Companies demonstrably and transparently transfer their own performance among themselves, and the overall organization today offers the possibility of tax optimization.

Production activity

The company uses a total of 3 production facilities for its business activities. The production is divided according to technological units into the preparation of wooden semi-finished products, mechanical production of wooden parts, grinding shop, paint shop, and completion with expedition. In each of the production nodes, there are a sufficient number of production workers so that the production capacities are interconnected. In addition, the company also has the appropriate warehouse space required for the storage of production and overhead materials and for the storage of finished products. It uses the services of external carriers and the services of external assembly companies to distribute its products. The company has nationwide activity with relatively frequent overlaps abroad.

The company uses classic woodworking machines, but also has 4 programmable machine tools. Due to continuous product innovation, a new technology is being considered that will fundamentally influence the production process towards increasing the productivity of small-scale product series and the use of CAD-CAM for product-specific design and technology management.

Personnel activity

In the organizational rules, the company describes tasks in the area of personnel activities in the process of "Personnel management", here is identified a total of 6 basic activities that are described in the legislation of the company personnel management. The issue of personnel activities is dealt with by a total of 8 employees, while in full basic work

At present, these activities are in the scope of work 1 person, other activities have in their scope all the leading employees in the company. This is because it exists in the company. Process management, ie in the case of personnel management, all senior employees participate in personnel activities and personnel management activities. This should be done through regular employee appraisals, making requests for new employees, raising education and training requirements for existing employees, and managing personnel reserves for important jobs within the company within its remit. One of the most important functions of executives is to increase the activation of employees by stimulating them to achieve higher work performance, to fulfil the tasks and goals of the company and to solve various shortcomings in the fulfilment of work duties. One of the suggestions of this work how to increase the potential of employees in the company not only by education but also by other influence on the development of employees' thinking is a reserve in the work of managerial employees in the company.

Current system of education of workers in society

Nowadays, it is not possible to talk completely about the system. Although the company provides education, the requirements for education are based only on efforts to ensure compliance with the top legislation of the state and the European Union.

While employee education is the content of a training plan, this plan creates one person based on the need to cope with the top legislation of the state, region and company, who, through his broader overview, devises topics for education about his will and his personal activity. Individual types of training provided by this person (executive manager) are based only on his personal experience and perhaps feelings about the shortcomings that are in the company and which the company needs to train. The executive manager also tries to address executives in other departments with a request to communicate suggestions on what employees should improve, but his efforts are not the result of a systematic identification of the needs of one of the leading companies in the area of the most advanced aperture fill architecture. Well-meaning but unprofessional feeling about the needs of the company. As a result, the training plan is a summary of the statutory topics of training of employees in the field of occupational health and safety and fire protection, or other top-level legislation prescribed training. The real needs of increasing the personal potential of individuals and the potential of a company will only enter the education plan by chance as a requirement of an executive manager, resulting from

studying available literature or available information on the Internet. The implementation of educational activities in the company is more or less formal, trained topics with the exception of mandatory and statutory topics of OSH, FP and ecology, which are carried out by external service providers and are provided more or less to enable management to report this activity against the quality system. Most members of management and with it the majority of employees realize that today's education system is formal and does not contribute much to increasing the potential of individual employees and therefore not to significantly increasing the potential of the company as such.

3.2.1 The process of identifying training needs for workers

Today, the company identifies the training needs of its employees mainly from the need to ensure the legislative requirements of superior bodies. Here, it provides all the necessary training on occupational health and safety and fire protection, environmental risk perception, and updating government accounting and tax regulations. Part of ensuring legislative requirements is also responding to updates of European Commission regulations and to updates of EN and ISI standards in the area of construction of fillings of building openings.

To this end, once a year, the person responsible for creation of the training plan (the executive manager) invites all senior employees to submit a proposal for the provision of vocational or special training. The outcome of this call is usually zero.

Education planning process

An employee who has the function of "executive manager" and is also the agent of the company executive for quality, elaborates a training plan for the given calendar year according to the previous point. The plan includes all topics related to the company's obligations to adhere to the top state legislation, potential proposals of executives and also complements the plan with topics that arise from his personal efforts to ensure continuous improvement of professional standards and especially employee motivation. The plan is processed in MS Excel spreadsheet. The table adds deadlines for the implementation of individual training events and the names of the staff responsible for ensuring education. It then sends the draft plan to the management for comment. After accepting the comment procedure, the proposal becomes a training plan for the relevant calendar year.

3.2.3 Implementation of education

1. Initial training of new employees - is carried out according to a pre-prepared outline for each individual employee separately. The training is carried out by trained executives, ie production director, sales director and executive manager. The content of the initial training is occupational health and safety issues, quality system issues and basic familiarization with internal company legislation, especially the Rules of Employment (rights and obligations of employees), Organizational Regulations (familiarization with the organizational structure and responsibility matrix). At the same time, the trainer should instruct the employee about the existence and use of the CCTV system in the company's production workshops.
2. Recurrent OSH and FP training and related professional training is provided once a year by a contracted external supplier of OSH, FP and ecology services.
3. Professional training is usually provided by suppliers of material components and software.
4. Training to increase employee motivation is not provided.

The company has premises for training of health and safety at work, which all employees of the company regularly undergo. For professional training of up to 10 people it is possible to use a representative room with a data projector and other didactic aids. For more professional training (eg in design programs), it has proved useful to use specialized workplaces of training external companies,

because the employees concentrate better in a foreign environment where, unlike the company premises, there is no disturbing influence of the company.

3.2.4 Feedback in the education process

There is no evaluation of the benefits of employee training in the company. An important of the educational events is to provide the curriculum for the educational events and attendance lists of the participants. This is required by the external audit body when auditing the quality system. Furthermore, the company does not work with educational results.

In general, current practice in a group of companies is far from fulfilling the opportunities offered by employee training. The point is not that education is mostly formal, but mainly that management has not understood the importance of education as a tool for increasing the potential and motivation of all employees. During the work I found out that the company does not actively work with the evaluation of employees as a resource revealing the needs of education for the growth of individual people and their influence on raising the level of the whole company. This conclusion is also based on my proposal of steps that the company management must take to ensure the increase of the company potential. In my ambitious strategy of strategic vision of the company, in my opinion, increasing the effectiveness of education is an essential source of ensuring success in its implementation, as well as meeting the main objectives of the company.

Analysis of weaknesses in the education system of workers

When analyzing the processes of implementation of training in the company, a number of errors can be identified, which lead to reduced efficiency of resources spent on the growth of staff qualifications and not to optimally ensuring the requirements for the quality of staffing of business activities.

By analyzing the processes described in the previous sections, the following shortcomings can be identified:

| The name of the process | Possible risks |
|---|---|
| The process of identifying staff training needs | • Formal approach (trying to get rid of duty by its superficial perception). |
| | • Incompleteness (by not thinking about real need). |
| | • Incorrect identification (not thinking about the task). |
| The process of planning education | • Interconnection of individual educational activities (trained topics do not follow each other). |
| | • Preference of the number of training events over their quality. |
| Implementation of education | • Expertise of lecturers. |
| | • Depth of training topics. |
| | • Absence of materials on the trained topic. |
| Feedback in the process of education | • There is no assessment of the importance of a particular training. |
| | • The impact of training on employee awareness is not ascertained. |
| | • The quality of the trained lecturer is not assessed. |
| | • No training requirements are identified from training. |

From the analysis it is clear that the organization of education in the company is not such as to meet the requirements of a modernly managed company. The analysis clearly showed that educational activities are formal, that they do not increase the personal potential of employees, nor that they do not meet the needs of a modernly managed company.

4 Proposal of measures to optimize and strengthen the education system in the company

The proposal for the education system in the Craftsman Company group of companies is based on the effort to solve today's shortcomings, which were identified by the analysis and partly on the intention of the author of this work to provide a comprehensive solution to the whole problem of education system in a medium-sized company. Below are brief suggestions for addressing the biggest shortcomings identified by the analysis.

4.1 Measures for improvement

The shortcomings found in the analysis of the education system in the company is a help for the proposal to improve the company system and a source for the benefit of this paper. Given the fact that shortcomings occur in virtually all activities that are necessary for the success of educational activities, I have decided to draw up a Proposal for an In-house Directive for the Management of Education in a Medium-Sized Company. This section only lists the most important of the proposed measures.

4.1.1 Proposed amendments

The main task of the proposed changes is:

- Increase managerial efforts to understand the educational activities and to motivate employees to succeed
- increase the interest of employees themselves in their own education

This should also help the proposed change in the organizational chart of the company, where the proposal emphasizes the role of human resources and human resources management, so that it reaches the level of sales, production and finance director and is not subordinate to any of them.

4.1.2 Identification of training needs

The quality of corporate education will always depend on the correct identification of the needs of individual business processes, specifically on the proper evaluation of the needs of the owners of these processes (managers responsible for the proper operation of a particular process).

- Training needs will be identified from the following sources:
- Requirements of executives (Managing Director, Chief Executive Officers, Head of Unit).
- Suggestions arising from employee appraisal (the evaluation dialogue between the appraiser and the appraised may indicate areas in which the appraised employee needs to increase his or her professional level).
- Investment intentions - the need to master new information technologies or new production technologies.
- Development of special skills (businessman, technologist, designer).
- Legislative training - when amending generally applicable laws.
- Collective training required by legislation for all employees (OSH, FP, ecology).

In the new plan I chose from the ideas that the company pays off and which the company does not overlook. It is necessary to specify for whom the topic is intended, the name or firm of the trainer and the timetable of the individual events. The plan drawn up for the calendar year is not a dogma, it

can evolve in the form of additions or simple supplementation of topics according to what will bring real life (new employee comes, new technology is bought, market expectations change unexpectedly).

4.1.3 Resourcing

The resources to ensure the actions should be at the presentation level as well as at the highest professional level.

(a) Training instructors

The lecturer should have at least basic pedagogical skills in order to be able to engage the staff.

- Company management, as the body most responsible for the development of the company, creates or initiates the creation of strategic visions and goals of the company towards the future. His responsibility, however, does not end with this work, but will be the main lecturer in presenting visions and tasks to all company employees. Proper communication of visions and goals will create a motivating environment for most of the company's employees. A motivated employee recognizes that he wants to give all his art and strength to the company where he is employed. If he really wants and is properly trained, he and his company will achieve their goals.
- Suppliers of technologies - The Company fulfils its vision by providing new technologies for production of products for the most demanding customers. In order to make use of the new technologies in all their capabilities, training must be provided for the personnel who will operate the machines, as well as the technicians who will create programs for their control. New products also require new design software and therefore regular user training is required to use them.
- Suppliers of materials for production. With the offer of new products, the company's technicians are examining the possibilities of using new materials. If any of the new materials gets a place in product design, the material suppliers will train a group of people to work with it.
- Government - in this section I will refer to mandatory training of accountants and taxpayers, top legislation and legal practice, will train civil servants as new laws and new government regulations, new regulations of the European Commission, technical standards and more legislation. The organization must ensure demonstrable familiarity with all employees using this legislation. This must be done by training employees with external trainers, mostly at trainings organized by the relevant state authorities, mostly outside the company.
- Customer trainers - New products manufactured and offered by Craftsman Company require a different level of care for their users. This is the job for traders and installers who, prior to the sale respectively. After assembling the product, it will instruct its customers on the advantages and functionality of the product and on the correct use of the products.
- Legal training of OHS and fire protection - Care of employees towards their health protection and their protection against extraordinary events will continue to be dealt with by employees of an external company that provides activities in the area of OHS, fire protection, environmental protection, etc.

Provision of financial resources:

I propose that all training sessions, where possible, be carried out in the company using company pedagogical aids and using internal trainers - lecturers. In cases where expertise that is not in the company is necessary, I suggest to involve the supplier in the training so that the training is already included in the price. Always investigate the possibilities of grants or various grant programs to provide particularly costly vocational training events. Despite these proposed measures, I recommend

that the budget of the company in the cost area in the part of the cost of education increased to three times the current plan to at least 120 thousand INR.

c) Material provision for education:

- Training room equipped with a data projector and a large recording board. The size of the training room is sufficient for most vocational training.
- Group training (OSH, FP) will be carried out at selected workshops.
- External training spaces - to ensure greater concentration and motivation of trained employees on the most demanding educational topics.

4.1.4 Termination

It must be linked to life in the company. It must be based on the probability that the training will take place, and we cannot think of it. I propose that it be drawn up as a yearly education plan. Dates of individual educational events must be in harmony with other life in the company, must not interfere with any dates of regular meetings and must follow each other. This model clearly shows not only the list of individual training events, but also the range of employees for which the individual training event is specifically designed as well as the specific dates on which the training events should take place. From the plan it is obvious that the trainer is supposed to train the planned training event and after the event the specific date when the training took place is entered into the plan.

4.1.5 Software support and implementation of education

Organizational, material provision of education (premises, projector, etc...) - specific educational events for a given type of education. A list of training participants will be drawn up in advance for each training action in the plan. Each participant will be invited in writing via email and will be provided with a set of stationery for recording and notes. The training syllabus and attendance list will be taken from each training event and will be included in the company documentation. The Google Drive business group will have a separate folder with documents designed for education, where the responsible staff can complement their educational needs as they bring them to life, look at the training plan, and inform co-workers about upcoming training events and will be able to look at the evidence of the effectiveness of specific training actions that have already been completed.

4.1.6 Feedback and learning effectiveness

Each training event will be evaluated by both the supervisor and the trained staff in the form of questionnaires or by writing short evaluation articles. Test materials for trained employees (questions and answers, tests, oral exam questions, etc.) can be developed for selected types of training events. This way of verifying the knowledge gained through an educational event will be mandated by the company management for appropriate training events, especially for the most expensive events. The aim of the evaluation is to obtain feedback material.

From the evaluation materials of the trainees, the executive manager will elaborate the material for the company management meeting, which will include, in addition to a summary of the self-evaluation, also recommendations on what to do next (suggestions for continuing training, . The feedback also aims to provide authoritative material for the development of educational plans for the next period. In the case of particularly vocational training, which will increase the potential of a particular employee, the executive manager's material will also include a recommendation to change the employee's status by entering it in his / her personal personal data and proposing his / her promotion or office.

Conclusion

At the beginning I dealt with lifelong learning in general including its history. Then I followed up on the training and development of staff with regard to human resource management, what types

of education they could be offered, and described how staff abilities arise. I used the theoretical knowledge in the practical part, where I first analysed the education system, identified individual problems and suggested solutions.

In my paper I designed a system of education for the company, where I analysed the shortcomings and I tried to get suggestions into the internal directive proposal "Employee education". I believe that the legislation I propose would also help other, similar, medium-sized business entities.

The work brought a set of proposals of measures that resulted from close cooperation with the top management of the company in this processing. These measures, however, give rise to other development themes that may be reflected in subsequent practice in the company.

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