

EFFICIENT COMPANY TRAINING IN CASE OF COMPANIES IN THE CZECH REPUBLIC

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Abstract

Company training is an important part of employee care. It is seen as an employee benefit and at the same time it is an important factor that affects a company's success. Having well-educated employees who have the knowledge and skills and use them in their work is an important competitive advantage as well. Therefore, a company that invests in its employees' training beyond the framework of mandatory legislative requirements invests in intangible, so called human capital at the same time. Research shows that investment in human capital is profitable, not only in terms of formal education, but also in the case of education in the company environment (training). The first part of this paper focuses on the issue of company education from the perspective of professional publications, particularly in relation to the effectiveness of investments in company training and the question of measurement. The second part of the paper examines the primary data collected among respondents from both individuals and companies in the Czech Republic in the year 2013 showing how Czech companies educate their employees and how they deal with the issue of evaluation of these investments.

Introduction

Company training is one of the most common employee benefits provided by companies in the Czech Republic as well as abroad. It is classified as an employee benefit on the grounds that even though the primary motive is to educate employees for the company to improve their job performance and thus the performance of the entire company, it is also an activity that the company provides beyond the legal requirements, giving the employees "something extra".

A productivity of employees depends among others on the quality and quantity of education and experience gained during the employment. Capital in general has got different forms, but the common attribute of all of them is to expect higher, additional income in the future from the costs invested to the capital nowadays. Capital investment expects the return and the appreciation. The theory of human capital may be regarded as the foundation of linking education and earnings at the labour market [4].

Moreover, it is important to realize that it is an investment that belongs and remains to the employees themselves, increases the value of their human capital, which they use specifically in the company they work in (if, of course, there is sufficient motivation), and that educates them. However, if employees decide to quit their job, the company's benefits from this investment are lost. Therefore, it can be concluded that such an investment is also associated with a high risk. The company – e.g. by signing a qualification agreement with an employee, or by a sufficient motivation and care for such employees, can help their about not leaving the company, which can eliminate this to some extent. For effects of abilities and skills of

employees on their effectiveness search also PIAAC (Programme for the International Assessment of Adult Competencies) survey done by respondents in 2012 [1].

The focus of education in companies should always be based on the needs of both the company and its employees, and should be clearly managed. The choice of the methods of company training depends on a number of factors, including the company size, budget, location and last but not least the core business. Among the current trends in business education, particularly the trends of the 21st century belong E-learning, Blended Learning, Leadership, Learning by doing, Mentoring, Coaching, Tutoring, Job rotation and Counselling [7, p. 267], [2, p. 545].

1 Investments in human capital within company training

All forms of investment in human capital are long-term investments. These investments are inseparable from a particular individual, his/her skills and abilities. Investments in human capital are usually expected to bring positive results; however, the results are often uncertain [3], [9]. These investments are perceived by companies as an opportunity to increase competitiveness and to increase the effectiveness and efficiency of their workers. The aim of investments in human capital is therefore to increase the value of human capital, adding new knowledge, skills, and improving the position of workers in the labour market.

Investments in human capital produce benefits both – to the individual and to society as a whole. We can say that individuals who take part in education or vocational training benefits by increasing his or her chances of employment and by lifetime earnings. On the other hand, society benefits from the increased productivity of educated workers [9].

The investment in human capital differs with each individual, and of course depends on time. The costs can be divided into direct and indirect ones.

Direct costs consist of the amount provided for the individual. These include the tuition fees, study material, study courses, tutoring etc. Direct costs are usually covered by the person raising their own human capital, or someone else, such as parents, employers, etc.

Indirect costs consist of opportunity costs, i.e. a person invests their time which could have been used for making money. These costs can include for example job training or part-time studies while working full time, while they could earn money through a business activity instead of studying. Indirect costs are generally lower in young people, as the price of time usually increases with the years of work experience.

Benefits that accrue from the development of human capital can be divided into several groups. One of the divisions is economic and non-economic yields.

Economic yields are usually measurable, such as higher future wages/salaries associated with an increase in job performance, a better position or a function associated with higher remuneration.

Non-economic yields can be further divided into individual and social ones. Individual yields are usually subjective feelings of each individual and their satisfaction. They might include employability, higher level of proficiency and improved skills, willingness to learn etc. Social non-economic yields include mainly social status and social prestige of an individual. These yields are very difficult to quantify, but they might be more important for individuals than the increase in pay [9].

2 Efficiency of company training

Efficiency is a term that is encountered in both private and public sectors. The notion of this term is different in different conditions, so there are also different interpretations of the term given in different sources. E.g., Economic Dictionary [11] understands the effectiveness in the most general meaning as the company's ability to assess the resources embedded in the business.

Company training will therefore question whether the company is able to assess the resources embedded in employee training. Generally, the effectiveness of investments could be assessed by numerous methods. From the basic point of view, these methods can be divided into static and dynamic ones.

The effectiveness of the educational process is very difficult to measure. Measurable costs are rather embedded in education. The benefits are difficult to measure, often even immediately after the training has finished. However, there are situations where the benefits of education can be measured rather objectively. These include the employees working in direct sales, where it is possible to "measure" the state prior training (e.g. turnover, sales during the previous period) and simultaneously measure the state after the training has been completed. This can be implemented to quantify the effectiveness of training and also to compare the investment and the return on investment as [9], [3] point out.

2.1 Static procedure to calculate the efficiency of investment in company training

In determining investment efficiency, comparison with a profit is used (as if the same amount was deposited into a bank account). The expected benefits from the investment and input costs are discounted by an interest rate. Should investments in education be realized, the effect of the deposit to the bank must be lower than the effect of education obtained [10, p. 176].

$$E_n = V * (1 + r)^n \quad (1)$$

wherein:

V = input costs

n = number of years

r = interest rate

E_n = amount after n years

An example of usage is demonstrated by the following example:

A company plans to invest in their employees' training CZK 100,000. What should be the evaluation of the benefits of this investment if the expected return on investment is two years?

The initial entry costs: $V = 100,000$ CZK

The annual interest rate in the bank: 5%: $r = 0.05$

Number of years: $n = 2$

The total amount after two years: $E_n = 100,000 * (1 + 0.05)^2 = 110,250$ CZK

Net income after two years: $E_b = 110,250 - 100,000 = 10,250$ CZK

The amount the company invested into a bank account would yield CZK 10,250 in two years. This example shows that should the educational activity produce a better effect than the money in the bank, it must deliver a higher return than CZK 10,250 [9, p.177].

2.2 The dynamic process of calculating the efficiency of investment

This procedure takes into account the quality and productivity of the training programme that is implemented in the long term and during which a certain number of staff is trained.

$$U_n = B - C \quad (2)$$

$$U_n = (Q * P) - C(2)$$

U_n = net benefit

C = total cost

Q = quality of the educational programme

P = the productivity of the educational programme

B = total benefits

If the increase in the value of the work produced by the employee education programme per year is higher than the costs incurred, the investment pays off, and vice versa.

An example of usage is demonstrated by the following example:

A company decides whether to implement the training. The educational programme should last three years and during this period all its 100 employees should be trained. In the first year 50, in both the second and the third year remaining 25 workers are trained. The estimated cost is CZK 300,000 in the first year, and in the 2nd and 3rd year CZK 100,000 each.

Total cost: $300,000 + 100,000 + 100,000 = 500,000$ CZK

Number of trained staff: $50 + (50 + 25) + (75 + 25) = 225$ person-years.

If U_n is equal to 0, the net benefit is therefore zero, then this educational programme must achieve a net increase in the value of the employee's work of CZK 2222 per person to cover their own costs:

$$Q = 2222$$

If we did not take into account the qualitative aspects of education, then the total cost would be divided by the number of persons trained, which would be $500,000 \div 100 = 5000$ CZK per participant. The number is higher than productivity and quality educational programme taken into account. Thus, if the increase in the value of the employee's work resulting from their education was higher than CZK 2222 per person per year, then the realized investment would pay off, and vice versa. [9, p. 178].

3 Company training in Europe according to CVTS survey

Lifelong learning (continuing vocational training) is considered as a continuous process of acquisition and development of knowledge, intellectual abilities and practical skills of individuals, even beyond initial education. It can be realized in the form of an organized (formal) form through individual (non-formal) leisure activities or spontaneously, unconsciously (informal). It consists of school attendance, training in companies and senior education (the University of the Third Age). It applies to all adults, regardless of the employed seeking a referral to a higher level of qualification or the unemployed who need to retrain.

Contrary to lifelong learning, company training is an educational process organized only by a company with a systematic process of changing work behaviour, level of knowledge and skills, including motivation of the employees of the company. The goal of company education is not just a transfer of knowledge, but also to create the conditions for self-realization as the most effective motivational tool. Company training leads to unification of personal and company goals. This means that company education can be included in lifelong learning as

well. Eurostat survey deals with lifelong learning and in this connection also with company training. This chapter presents partial results of the investigation in relation to company education and illustrates the situation in company education in Europe.

Tab. 1: *Company Education in % depending on the type of education and the size of a company*

Country / Year	CVT courses						Other forms of education					
	10 - 49 employees		50 - 249 employees		more than 250 es.		10 - 49 employees		50 - 249 employees		more than 250 es.	
	2005	2010	2005	2010	2005	2010	2005	2010	2005	2010	2005	2010
European Union(27 countries)	44	:	68	:	84	:	43	:	65	:	80	:
Belgium	42	67	77	92	97	99	50	58	77	79	95	92
Bulgaria	16	16	37	38	57	70	20	24	35	45	52	76
Czech Republic	56	57	88	82	100	96	54	55	76	77	88	89
Denmark	78	:	91	:	98	:	57	:	76	:	97	:
Germany	50	:	65	:	78	:	62	:	78	:	83	:
Estonia	50	52	80	76	95	96	46	51	64	69	87	86
Ireland	48	:	79	:	100	:	53	:	79	:	96	:
Greece	14	:	35	:	70	:	10	:	25	:	52	:
Spain	34	68	61	88	87	97	35	51	54	66	73	76
France	66	67	95	93	99	98	40	42	65	57	74	65
Italy	23	:	53	:	82	:	17	:	39	:	66	:
Cyprus	41	42	78	74	100	100	24	63	46	77	78	96
Latvia	25	:	50	:	72	:	23	:	41	:	64	:
Lithuania	19	32	43	54	78	84	36	42	59	58	82	78
Luxembourg	56	60	78	83	94	99	60	55	74	72	92	89
Hungary	26	32	64	65	86	92	35	31	64	58	81	84
Malta	25	31	47	60	84	90	36	47	64	71	82	86
Netherlands	65	65	86	85	94	94	48	66	68	76	73	89
Austria	63	69	86	89	98	98	68	75	83	84	97	95
Poland	16	14	43	38	72	72	21	9	43	28	65	55
Portugal	27	39	63	74	88	92	32	51	56	74	71	91
Romania	23	12	38	28	64	56	29	16	41	29	63	54
Slovenia	54	34	78	66	93	86	55	60	69	81	86	93
Slovakia	33	49	57	73	80	86	46	58	61	74	78	83
Finland	66	62	83	82	87	89	53	51	63	81	85	84
Sweden	66	:	91	:	99	:	55	:	74	:	93	:
United Kingdom	63	56	75	76	83	85	85	72	88	87	94	96
Norway	54	:	65	:	57	:	79	:	84	:	91	:

Source: Eurostat, 2012

Table 1 shows that participation in company training in most of the cases of all countries gradually increases. Meanwhile, the larger the organization, the higher the percentage of employees involved. Again, we can infer that this result is related to the fact that in large companies there is usually an independent worker allocated who organizes various training courses for employees, ensures their strong participation, and among other things diligently reports all the obtained data. It is evident that the Czech Republic consistently holds above the European Union average of company training. However the Czech Republic is surprisingly one the countries where the % of participation on CVT training did not increased between years 2005 – 2010 which can be caused by an economic crisis in years 2008-2009. Primary data used later in the paper nevertheless confirm the importance of training for companies.

An important factor is the amount the companies spend in relation to education expenses. The following table 2 provides an overview of the total costs, direct costs, labour costs and potential benefits of CVT finances.

Tab. 2: Structure of costs of CVT courses per employee in enterprises with further education in Euros

Country, / Year	Total Costs		Direct Costs		Participants' Labour Costs		Financial Benefits		Incomes from funds and other sources	
	2005	2010	2005	2010	2005	2010	2005	2010	2005	2010
European Union(27 countries)	599	:	279	:	272	:	77	:	28	:
Belgium	857	1 194	288	432	539	739	61	67	31	45
Bulgaria	178	207	111	115	67	101	0	0	1	9
Czech Republic	379	284	173	158	209	147	1	1	3	22
Denmark	1 157	:	701	:	436	:	27	:	8	:
Germany	629	:	295	:	333	:	1	:	1	:
Estonia	283	264	190	130	98	144	0	0	6	10
Ireland	827	:	547	:	282	:	3	:	5	:
Greece	292	:	176	:	163	:	28	:	75	:
Spain	561	593	213	197	290	305	109	160	50	52
France	898	998	325	418	362	379	252	356	41	153
Italy	683	:	242	:	369	:	92	:	20	:
Cyprus	424	907	203	263	159	446	109	136	47	61
Latvia	221	:	151	:	75	:	0	:	5	:
Lithuania	224	191	133	119	92	100	0	5	2	33
Luxembourg	969	903	466	388	565	621	20	19	82	115
Hungary	439	446	198	222	137	139	112	160	9	29
Malta	669	746	431	440	300	299	12	21	74	16
Netherlands	823	944	482	489	412	441	53	38	124	24
Austria	602	717	349	408	265	332	11	6	23	29
Poland	331	361	177	191	154	200	1	3	1	33
Portugal	389	663	175	288	227	416	1	6	14	47
Romania	181	412	110	2	70	313	0	8	0	168
Slovenia	630	782	359	355	336	463	1	2	66	38
Slovakia	382	490	202	245	200	257	3	18	24	28
Finland	521	553	275	290	244	263	7	:	4	:
Sweden	839	:	351	:	494	:	1	:	6	:
United Kingdom	416	320	276	195	101	119	87	23	48	19
Norway	734	:	338	:	381	:	20	:	6	:

Source: Eurostat, 2012

Denmark, Luxembourg, Belgium, France, the Netherlands and Sweden are countries which invest into company training the most. Companies in the Czech Republic together with Hungary, Poland and Slovakia compared to other Eastern European countries invest a considerable proportion of their assets in company training. However total amount of costs in the Czech Republic is below the EU average. In conformity with the previous table also total cost spent for training decreased between years 2005-2010 in the Czech Republic. From the post-communist countries, the highest amount of training per employee provides Slovenia. Companies in Bulgaria and Romania rank the very last places.

EU data show importance of training in companies and validate necessity of investment in employees' training in the EU. However some countries as the Czech Republic has decreased number of trained employees as well as amount of money invested in training. This unflattering position of the Czech Republic comparing to other European countries confirms also results of OECD Skills Outlook 2013 survey evaluating investment in education and training of adults themselves. According to this data Czech adults invest into their education and training monthly only 80 CZK [6].

Due to the paper extent only selected data from the Eurostat are mentioned.

4 Company training in the Czech Republic

The situation in company training in the Czech Republic has also been mapped by the authors through a questionnaire survey that examines the provision and development of business education among part-time students of EF TUL. These respondents were selected because they were active in the labour market and thus had experience in providing company training. At the same time they were in the position of investing in their own human capital through

skills development at university. The information has been supplemented by data from a survey among selected companies in the Czech Republic.

The questionnaire survey was conducted at the end of 2013 (winter semester of an academic year 2013/2014). All part-time students of all grades at the Faculty of Economics TUL who attended the lectures were personally contacted. The respondents represented approximately 60% of the basic group, i.e. 267 part-time students studying at the Faculty of Economics, Technical University of Liberec. Thus results are representative for the group of part-time students of the Economic faculty and can be generalized for this group of students. They provide an interesting perspective of a sample of employees who decided to reach a university degree. As the data showed this initiative was nearly in all cases personal initiative with no support from organisation. This can support previous findings that Czech firms and also individuals do not invest in education and training that much. Authors plan to continue and deepen this survey in following years.

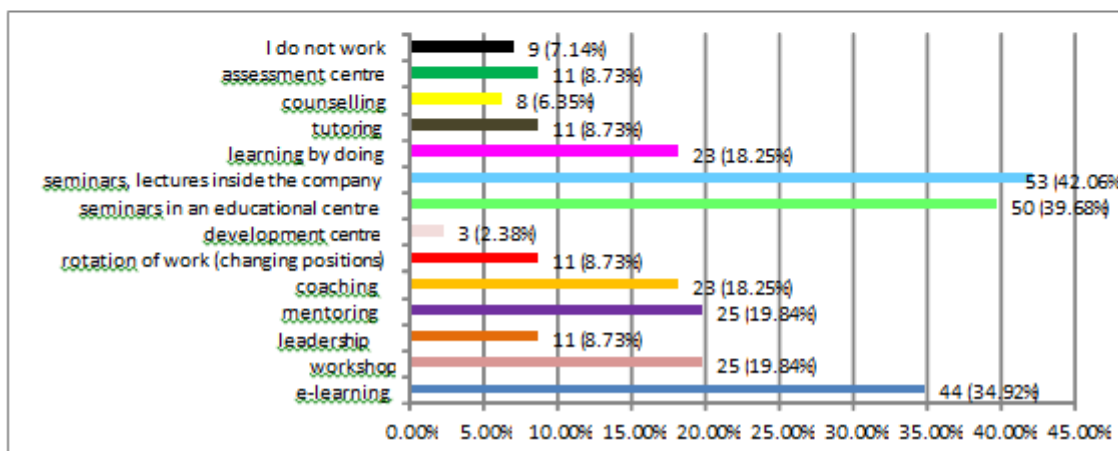
4.1 Results of the survey on company training among part-time students at the Technical University of Liberec, Faculty of Economics

The questionnaire survey among part-time students focused on company training provided to the addressed respondents. Results are ordered according to a structure of questions in the questionnaire. The obtained responses indicate that most companies provide their employees with language courses, as well as IT training, communication and presentation skills. A relatively large part, up to 27%, of companies does not provide company training at all. The most common forms of company training are lectures and seminars, both within the company, as well as in educational institutions, i.e. the respondents are sent to lectures and seminars outside the company. According to the respondents' answers, only few companies have an elaborate system of training their employees, most companies provide training according to the needs and the location of their employees. Less than a half of the respondents seem to rate the company training adequate, a significant proportion (up to 26%) would welcome more training. There are also those who consider company training as the loss of time (less than 2%).

Language courses are most common, up to 38%. Among other company training that firms provide in more than 20% are IT training, communication and presentation skills. Further, business, sales skills and management skills. Approximately 27% of companies provide no company training. Firms also provide specific skills, such as knowledge of tax laws and their amendments, controlling skills of engineering courses or certification in the field of investment. This question was answered by 158 respondents from 160.

Another question concerned the forms of company training. This question was answered by 126 respondents, 34 did not respond.

Answer	Answers	Percentage
e-learning	44	34.92%
workshop	25	19.84%
leadership	11	8.73%
mentoring	25	19.84%
coaching	23	18.25%
rotation of work (changing positions)	11	8.73%
development centre	3	2.38%
seminar in an educational institution	50	39.68%
seminars, lectures inside the company	53	42.06%
learning by doing	23	18.25%
tutoring	11	8.73%
counselling	8	6.35%
assessment centre	11	8.73%
I do not work	9	7.14%

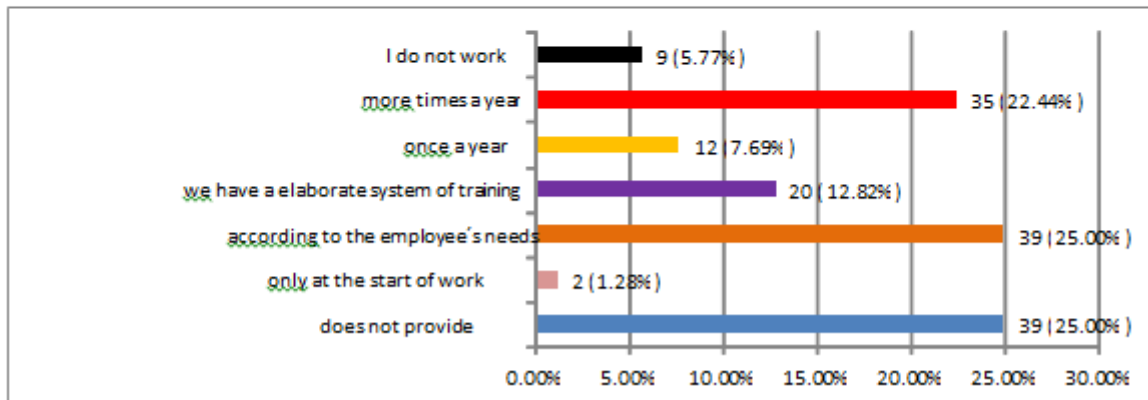


Source: Own

Fig. 1: Forms of company training

The most common forms of company training are seminars and lectures, whether they take place in the workplace or in an educational centre. A very frequent usage of the Internet as a medium of education is connected with the advent of IT technologies. These methods of education (seminars, lectures, e-learning) can be described as a "public" form of education. On the other hand, "individual" forms of education, such as counselling, tutoring, coaching or mentoring require a more differentiated approach, and are generally provided less frequently. It can be assumed that these "individual" forms of education are more expensive converted into "per an employee" cost, and therefore the companies thoroughly consider their use.

Answer	Answer	Percentage
● does not provide	39	25.00%
● only at the start of work	2	1.28%
● according to an employee's needs	39	25.00%
● we have an elaborate system	20	12.82%
● once a year	12	7.69%
● more times a year	35	22.44%
● I do not work	9	5.77%



Source: Own

Fig. 2: How often an employer provides company training

From the figure 2 it can be seen how often the employer provides company training. Most respondents, about 25%, said that it was organized according to the needs of employees. It is surprising that only 13% of respondents suppose that their employees had developed system of training and provide systematic training for them. This question was answered by 156 respondents.

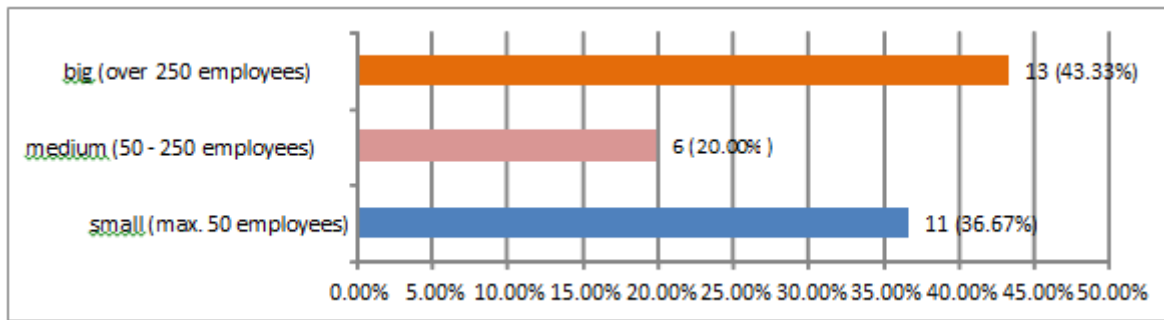
4.1.1 Company training in selected Czech companies

To obtain more information, some selected companies operating in the Czech Republic were also approached with a survey. For this purpose, one of the authors' clients' own databases were used. Thanks to that, a higher, almost one hundred percent return of questionnaires delivered to addressed companies was assured.

The questionnaires were sent to respondents via e-mail at the beginning of 2014 with a response deadline at the end of January 2014. Total of 33 companies were approached with a request to complete it. These companies were selected on the basis of personal ties with former colleagues or business partners willing to provide their data.

The addressed companies were of different sizes and from different business sectors. The questionnaires were directed at managers of human resources departments or persons responsible for staff development. We managed to get answers from 30 companies we had addressed. The return of questionnaires was therefore 90% of the surveyed entities.

Initial questions were focused on the information about the particular company. How big it was, which branch it operated in, and where the addressed company was based.



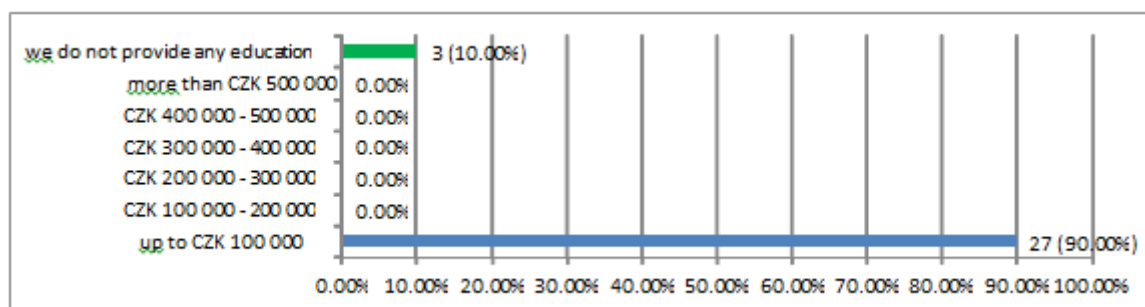
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Fig. 3: Size of interviewed companies

Responses were received from companies of all sizes - small, medium and large. Due to the structure of contacts, these companies were mainly from the area of sales and marketing, and there were also building companies, which obviously affected the results. The contact structure lacks contact in the area of public administration and civil servants in general.

The results show - in terms of the type of training provided by companies - that training of business and sales skills prevails, but this is obviously related to the types of companies surveyed. In the second place there is language education, which is the most widespread and the most common type of company training in the Czech Republic. The results have shown that in general the most widespread type of education in the Czech Republic are language courses. Here, compliance with the surveyed students' answers has been observed: the basic forms of their studies are seminars and lectures, either inside or outside the company. Companies usually provide training according to their employees' needs, or otherwise regularly according to the needs of the company. Company training is mainly provided to middle management, blue-collar workers are often neglected in this aspect. Picture from Eurostat survey shows that in 2005 nearly 24% of companies did not invest in training their staff. In 2010, this percentage was significantly reduced, as shown in Figure 4.

Another part of the survey was aimed at examining the effectiveness of company training from the perspective of the companies themselves. The companies were asked about the amount they spent on education, and whether they themselves were able to assess the effectiveness of this investment. The results are detailed in the following figures.

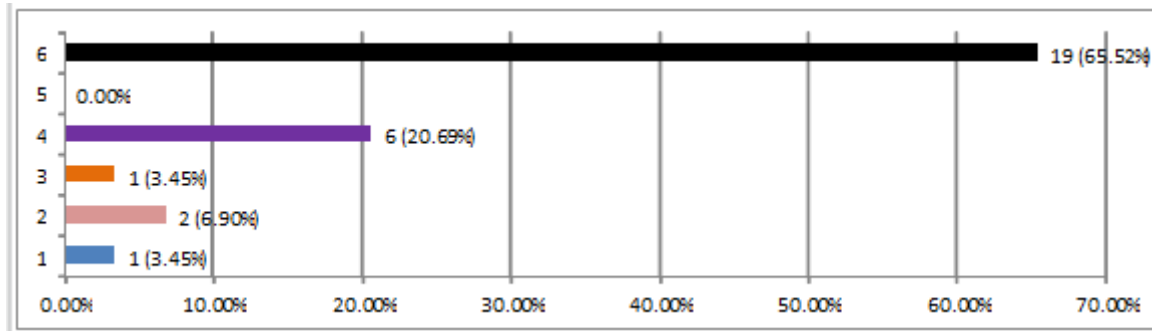


Source: Own

Fig. 4: Average cost of education per employee in CZK in 2010

Only one company confirmed that it uses elaborate method, when present value of future costs equals the present value of future income from the investment in education (blue color in Figure 5). Two of questioned companies use shortened method, when we divide average earnings at some level by the time of education (pink colour in Figure 5), one company uses the function of income using the regression coefficients, where we calculate the rate of return

and most companies use rough estimates or return is not calculated at all. None of companies listed another method.



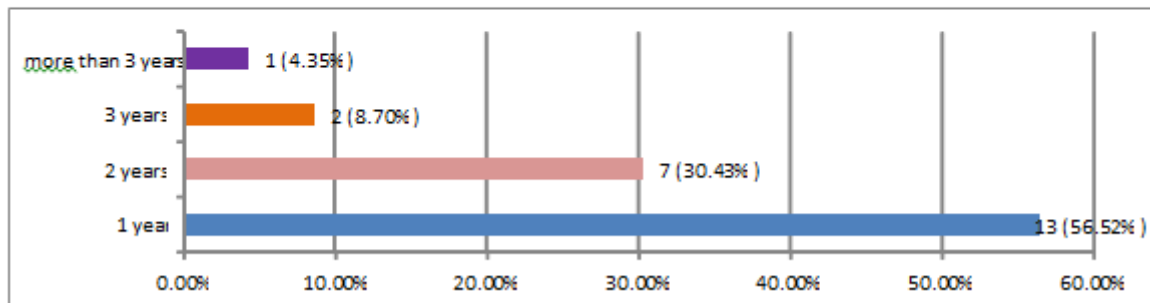
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Fig. 5: Method for calculating cost returns

Here it is seen that most of the companies do not calculate return on the cost of training their employees. Another part of the companies only roughly estimated the return. Only about 14% of companies use one of the more sophisticated methods for calculating return on investment.

Figure 6 shows how fast expect companies return of their investment in training of employees.

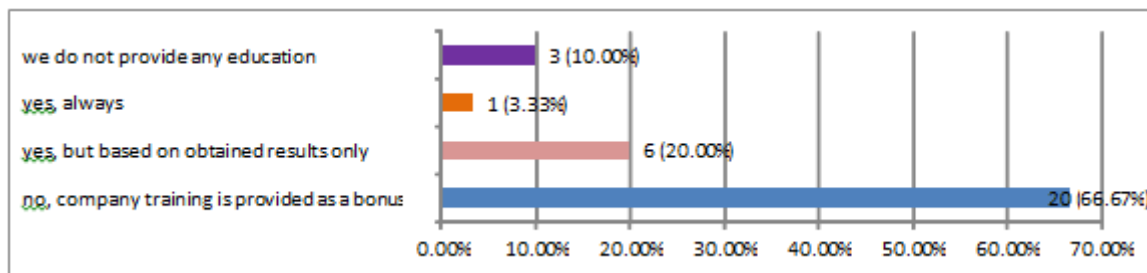
Answer	Answers	Podil
1 year	13	56.52%
2 years	7	30.43%
3 years	2	8.70%
more than 3 years	1	4.35%



Source: Own

Fig. 6: Expected payback period of staff costs

It can be concluded from Figure 6 that the majority of companies expect a return on resources invested in education within one year. It is based on the companies' presumptions; nevertheless, further calculation would show that the return is not nearly as this short. Otherwise, the investment in training their own staff would seem to be very convenient and highly profitable for the company. However, it is far from simple to derive the return, especially when taking into consideration the results of the previous query, where about 60% of the companies stated not to expect the return of the investment at all.



Source: Own

Fig. 7: Expected payback period of staff costs

It can be observed from Figure 7 that most companies provide training to workers as one of the benefits and as one of the ways to motivate employees, rather than as a means to increase performance and efficiency of the company.

The last set of questions in the questionnaire summarizes the cost side of company training. The cost per employee per year shall not exceed the amount of CZK 100,000. In 2010, 10% of the surveyed companies did not provide company training, which is a significant decline in comparison with 2005 (in 2005 23% of the surveyed companies did not provide company training). The analysis shows that companies do not calculate the return of investment in company training; most of the companies only roughly estimate a kind of return. However, most of them expect return within one year. Companies consider company training as a benefit or motivation for their employees. This survey shows that companies do not consider company training as a means to increase their company's performance and efficiency.

Conclusion

The paper is focused on the area of company training and the issue of detecting efficiency of investment in company training. As the data from Eurostat and the primary data collected among firms and individuals in the Czech Republic show, company training is significant for both companies and individuals, even though the amount of investment depends on a number of factors, such as a company size or branch and also external factors, such as economic situation of a state.

An analysis of the responses to company training shows that there are still a large percentage of companies that do not invest in human capital and do not provide their employees with company training. Beyond the legislative requirements, mainly language courses are provided, up to almost 40%. In addition, most companies provide IT, communication and presentation skills, business and sales skills training. The most commonly used forms of training are seminars and lectures, and nowadays so popular workshops. In most cases, companies do not have an elaborate system of training their staff members would attend, but most provide company training according to the needs of their employees. At the same time, almost 70% of respondents (working part-time students) assessed very positively the benefits of company training and would welcome any form of more intensive company training. The respondents themselves use their own resources to spend on education and acquisition of skills related to their profession, even in addition to university studies. However according to other studies the amount invested in the Czech Republic is much lower than in other European countries. This analysis of the lack of provision of company training has been confirmed by Eurostat surveys, where a decrease in the investment in company training has been monitored in the Czech Republic, while in other EU countries there is rather an upward trend.

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EFEKTIVITA FIREMNÍHO VZDĚLÁVÁNÍ NA PŘÍKLADU FIREM V ČESKÉ REPUBLICE

Firemní vzdělávání je důležitou součástí péče o zaměstnance, je chápáno jako zaměstnanecká výhoda a zároveň je důležitým faktorem, který ovlivňuje úspěšnost firmy. Mít vzdělané zaměstnance, kteří svoje znalosti a dovednosti využívají při své práci, je zároveň významnou konkurenční výhodou. Výzkumy ukazují, že investice do lidského kapitálu jsou výnosné, a to nejen v podmínkách formálního vzdělávání, ale i v případě vzdělávání ve firemním prostředí (training). Příspěvek se zaměřuje ve své první části na problematiku firemního vzdělávání z pohledu odborných publikací, a to především v souvislosti s efektivitou investic do firemního vzdělávání a otázkou jejich měření. Druhá část příspěvku pak zkoumá na primárních datech sebraných mezi respondenty z řad jednotlivců i firem v České republice v roce 2013 to, jak české firmy své zaměstnance vzdělávají a jak řeší otázku hodnocení těchto investic.

DIE EFFIZIENZ DER AUSBILDUNG IN FIRMEN - AM BEISPIEL DER FIRMEN IN DER TSCHECHISCHEN REPUBLIK

Die Aus- und Fortbildung in der Firma ist ein wichtiger Bestandteil der Betreuung der Angestellten. Sie ist ein Vorteil für die Angestellten und zugleich ein wichtiger Faktor, welcher den Erfolgsgrad der Firma beeinflusst. Gut ausgebildete Angestellte zu haben, welche ihre Kenntnisse und Fertigkeiten in ihre Arbeit einbringen, stellt zudem einen bedeutenden Konkurrenzvorteil dar. Umfragen haben ergeben, dass Investitionen in Menschenkapital sich als ertragreich erweisen, und das nicht nur unter Bedingungen der formalen Ausbildung, sondern auch im Falle der Aus- und Fortbildung innerhalb der Firma. Dieser Beitrag konzentriert sich in seinem ersten Teil auf die Problematik der firmeninternen Aus- und Fortbildung aus der Sicht von Fachpublikationen zu diesem Thema, und zwar vor allem in Zusammenhang mit der Effektivität von Investitionen in die firmeninterne Aus- und Fortbildung und mit der Frage, wie sich dies messen lässt. Der zweite Teil des Beitrags untersucht an Hand primärer Daten, die aus der im Jahre 2013 durchgeführten Befragung von Einzelpersonen und Firmen in der Tschechischen Republik hervorgehen, wie tschechische Firmen ihre Angestellten aus- und fortbilden und wie die Frage nach der Bewertung dieser Investitionen zu lösen ist.

EFEKTYWNOŚĆ KSZTAŁCENIA W FIRMIE NA PRZYKŁADZIE FIRM W REPUBLICE CZESKIEJ

Edukacja w firmie stanowi ważny element troski o pracowników. Traktowana jest jako przywilej pracowniczy a zarazem ważny czynnik wpływający na sukces przedsiębiorstwa. Posiadanie wykształconych pracowników, którzy swoją wiedzę i umiejętności wykorzystują w swojej pracy, stanowi zarazem ważną przewagę konkurencyjną. Badania pokazują, że inwestycje w kapitał ludzki są korzystne nie tylko w warunkach formalnego kształcenia, ale także w przypadku form kształcenia w przedsiębiorstwach (training). Pierwsza część artykułu poświęcona jest zagadnieniu kształcenia w przedsiębiorstwie z punktu widzenia literatury fachowej, przede wszystkim w związku z efektywnością inwestycji w ten rodzaj kształcenia oraz kwestii ich pomiaru. W drugiej części artykułu w oparciu o dane zgromadzone wśród respondentów z grona osób indywidualnych i firm w Republice Czeskiej w 2013 roku zbadano, w jaki sposób czeskie przedsiębiorstwa kształcą swoich pracowników i jak dokonują oceny tych inwestycji.