

EMPLOYEE DEVELOPMENT IN HUMAN RESOURCE MANAGEMENT

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Abstract

The paper analyses relationships between support of organisation represented by human resources and employee development. Paper describes and focuses on one of the key factor of organisational efficiency in the area of human resources. It is employee education and necessity to develop skilled employees. Organisational development is possible only through employee development. Employee education and learning approaches in Czech organisations were surveyed. The aim of the paper is to identify key determinants in organisations that affects employee development. The article has been processed based on the analysis of secondary sources, outcome synthesis and the evaluation of results of a questionnaire survey. The research contained data from 211 organisations (N=1800). Data were collected in organisations across sectors. Two successive surveys were made; different organisations participated in each of the survey. Surveys focused on organisations; that includes all the sectors (firms, public sector, NGO, banks etc.). Descriptive statistics and bivariate statistical methods and analyses were used to review the outcomes. The paper reveals possible approaches to employee development in organisations. Results identified main factors leading to organisational support for employee development in organisation. The main factors are: time investment, inspirational management and learning process focused on employee initiative.

Key words: employee, development, human resources, education

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Introduction

Development in organisation is fundamental of current and future business. The sustainability of any industry is closely linked to the manpower talent. Knowledge is one of the most important intangible assets possessed by human beings. Therefore in order to service the needs of the industry in tune with rapidly changing trends, organisations have to implement innovative learning systems and be able to match up to the expectations of the industry for

knowledge support. The knowledge grows more with communication, sharing of ideas and transfer of knowledge through face-to-face communication, discussions, development programs, industry-organisation interactions (Kumaraswamy and Chitale, 2012). Organisations should align their human resource strategies, practices and processes in such a way that collaborative knowledge sharing becomes a part of the work culture and overcome the barriers to knowledge sharing. There is need to develop systems that can recognize and reward the efforts of employees who share their knowledge. This can empower collaborative knowledge sharing culture in organisations.

The aim of the paper is to identify key determinants in organisations that affects employee development.

Learning is individually driven and once individuals have learned some skills the next question is how the organization will incorporate procedures and assets. In other words, individual learning needs to be transformed into organisational learning (Kumaraswamy and Chitale, 2012). Organisational learning takes place when the organization concerned addresses particular problem which the organisation should solve. Then, the problems are confronted during the learning lessons and assimilating competences that represent the collective learning of present, past and future employees. Organisational learning is described as the way the organisations build, supplement and organize knowledge and routines around their business activities and business cultures, as well as the way they adopt and develop organisational efficiency by improving the use of broad skills of their workforces (Fiol and Lyles, 1985).

Frye (1963) suggests that education is more than just connecting with students' minds - it is about engaging the 'whole person' or student. The, "whole person learning" is woven from this parallel research to align the academic, application, and aspiration aptitudes of business education curricula (see Table 1).

Tab. 1: Business learning orientation

Academic = learning	Application = leading	Aspiration = living
Student-orientation	Strategic-orientation	Service-orientation
Education skills	Execution skills	Ethical skills
Course principles	Company practices	Community purposes

Source: Frye (1963)

Leadership and ethics as parts of supportive relationships and helping process of education and learning dominate the business education literature. Accordingly, the premise of “whole person learning” is widely validated and can serve as a foundation for developing curricula that cultivate ethical business leadership (Carter and Donohue, 2012). This kind of studies in the business education literature draw heavily on management exemplars (Martelli and Abels, 2010; Butler et al., 2008) and skills-based coaching (Butler et al., 2008), but recognize the transcendent nature of leadership skills (Markulis et al., 2006) that are learned from pedagogical education, private enterprise, and public engagement. Whole person learning is a collaborative business education curricular/course model designed to impart ethical leadership competency. In conventional curriculum design, pedagogy is ascribed as the academic duty of teaching know-how and practicum is assigned the application duty of show-how. Instead, the proposed “whole person learning” mentorship model provides business education instructors with a course design that aligns course pedagogy, company practices, and community principles (Carter and Donohue, 2012).

1 Methods

The research is descriptive and empirical in nature because the primary data were collected using the survey method through fact finding techniques such as questionnaire and interview. The data for the evaluation of current education and learning in Czech organisations has been collected in primary quantitative survey by means of questionnaire investigation. The data collection has respected the ethical aspects of research (Act No. 101/2000 Coll., on Personal Data Protection). The research contained from two successive surveys. Questionnaires were completed by 211 organisations across sectors (N=1800). Such organisations were part of the survey, which support learning and development. The method used for the collection of data was an electronic questionnaire that automatically recorded and pre-categorised respondents’ answers (CAWI method) and telephonic interviewing (CATI method). The selection of a representative sample across sectors was carried out by a random selection of e-mail addresses and telephone numbers, which incorporates the advantages of multilevel random selection. The data were collected in 2013. The sample was selected solely for the purposes of the survey. Answers of respondents were categorised according to identification questions that formed the first part of the questionnaire. In the survey, the measurement was based on closed questions with one or several possible answer(s) that had been selected based on the study of literature, documents and other related surveys carried out by the following authors:

Colvin (2010), Maxwell (2012) and Vronský (2012). The methods used in the study were inspired by Gosling, Rentfrow and Swann (2003), John, Naumann and Soto (2008), Michela (2007) and Xin et al. (2011). Also, a semantic differential was applied that permitted the identification of nuances in respondents' attitudes through the questionnaire. Respondents' reactions to target statements and their attitudes to the given matter were restricted by offering a set of several statements. The extremes of the seven-point scale represented bipolar concepts of the evaluation dimension. Using a scale of 1 to 7, respondents expressed their inclination towards one of the pre-set extreme statements or, provided it was not possible to favour either of the sides, selected a median, neutral value (the median value was characterised by number 4). The scale permitted not only the specification of respondents' attitudes, but also their intensity.

The questionnaires focused on the areas of organisational support (support of growth and career, tangible and intangible rewards, mentoring, coaching, time to learn, constructive feedback, support of management), of education and learning, perception of support by employees, employee attitude toward education and learning, targets of education and learning and outcomes – innovations, promotions, organisational growth.

The respondents were mainly (51 %) from small organisations (till 50 employees), 24 % were from medium sized organisations and 26 % from large organisations (over 250 employees). The analysis was carried out using the Microsoft Excel and SPSS programmes. The conclusiveness of the outputs and relationships obtained were supported by the tools of descriptive statistics, for testing of results the analysis of correlation were used to review the outcomes.

2 Results and Discussion

The chapter presents results of correlation analysis. 17 attributes of organisational learning were tested and their relationships were studied. Outcomes of the analysis show the main areas of successful development in organisations. The attributes were selected based on the theoretical grounds. The research focuses on connection between learning, development and creation of innovations in organisations.

2.1. Support of learning in organisations

The results shows the main factors leading to efficient learning and also aim to test whether the organisation learning focus on "whole person learning" (Frye, 1963) or organisations

focus only on selected parts (aptitudes). To analyse the results of the survey, Spearman's correlation coefficient was employed at the level of significance 0.05. According to the outputs presented in the table 2, the attributes are closely connected and in most of surveyed organisations all or most of the learning techniques are being used and interconnected. Explanation of abbreviations is under the table.

Tab. 2: Correlation analysis (Spearman's correlation)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
A		0,48	0,45	0,49	0,66	0,42	0,51	0,43	0,52	0,63	0,41	0,42	0,45	0,27	0,36	0,44	0,55
B	0,48		0,66	0,29	0,53	0,33	0,52	0,47	0,43	0,53	0,28	0,43	0,34	0,21	0,53	0,40	0,44
C	0,45	0,66		0,36	0,55	0,35	0,49	0,39	0,43	0,43	0,33	0,27	0,36	0,17	0,45	0,49	0,49
D	0,49	0,29	0,36		0,53	0,27	0,25	0,17	0,34	0,33	0,23	0,37	0,48	0,00	0,22	0,24	0,38
E	0,66	0,53	0,55	0,53		0,48	0,46	0,44	0,61	0,61	0,57	0,48	0,55	0,17	0,49	0,51	0,55
F	0,42	0,33	0,35	0,27	0,48		0,61	0,44	0,34	0,42	0,36	0,11	0,27	0,28	0,33	0,43	0,52
G	0,51	0,52	0,49	0,25	0,46	0,61		0,61	0,44	0,46	0,29	0,21	0,27	0,42	0,46	0,49	0,54
H	0,43	0,47	0,39	0,17	0,44	0,44	0,61		0,48	0,47	0,34	0,33	0,25	0,42	0,47	0,48	0,48
I	0,52	0,43	0,43	0,34	0,61	0,34	0,44	0,48		0,68	0,49	0,50	0,56	0,27	0,52	0,48	0,53
J	0,63	0,53	0,43	0,33	0,61	0,42	0,46	0,47	0,68		0,58	0,52	0,58	0,28	0,48	0,48	0,58
K	0,41	0,28	0,33	0,23	0,57	0,36	0,29	0,34	0,49	0,58		0,22	0,32	0,19	0,42	0,48	0,53
L	0,42	0,43	0,27	0,37	0,48	0,11	0,21	0,33	0,50	0,52	0,22		0,66	0,17	0,42	0,34	0,46
M	0,45	0,34	0,36	0,48	0,55	0,27	0,27	0,25	0,56	0,58	0,32	0,66		0,16	0,43	0,41	0,50
N	0,27	0,21	0,17	0,00	0,17	0,28	0,42	0,42	0,27	0,28	0,19	0,17	0,16		0,31	0,38	0,24
O	0,36	0,53	0,45	0,22	0,49	0,33	0,46	0,47	0,52	0,48	0,42	0,42	0,43	0,31		0,45	0,44
P	0,44	0,40	0,49	0,24	0,51	0,43	0,49	0,48	0,48	0,48	0,48	0,34	0,41	0,38	0,45		0,66
Q	0,55	0,44	0,49	0,38	0,55	0,52	0,54	0,48	0,53	0,58	0,53	0,46	0,50	0,24	0,44	0,66	

Source: author's processing

Note: A= Organisation supports employee development; B= Employee's initiative in area of development is supported; C= Employee's initiative in area of projects is supported; D= Coaches support the learning process; E= Feedback is common tool within the learning process; F= Talented employees are recognized; G= Management inspires and initiates learning process; H= Learning is rewarded; I= Learning is requested in organisation; J= Organisation invest time in learning process; K= Learning process focus on individuals; L= Learning process focus on teams; M= Learning process is targeted and planned, goals are specified; N= Organisation supports life and work balance; O= Learning process supports talents and rises new leaders; P= Open communication and arguments are part of learning process; Q= Innovations are created as a result of learning process.

The results show support of learning in organisation correlates almost with all attributes, except life balance. It is possible to say that organisations support learning and almost half of them gives employees additional time to learn, but they also force employees to learn and work on their growth in their free time - life and work balance is not supported

through the learning process. Organisations which support learning and development are also willing to invest time into the process. The same is expected from employees in the learning process. It is expected they will invest also their free time. But such approach leads (correlates) with creation of innovations.

Coaches or mentors are not commonly used. No correlation or very weak was found there. Learning process focus mainly on individuals, it have plans and goals; feedback and open communication is common, but employees are on their own in the learning process. On the other hand employee initiative to learn, grow, development and project planning is supported. Talented employees are recognized and supported.

Team learning is not so common. Correlations between team learning and other attributes studied are very weak or none. Czech organisations and employees do not use team based learning.

It is also possible to mention that management of organisations support learning process, but there is very weak or no correlation between management support of individual or team learning. Management supports only the process, states goals and plans and raises their followers, but the way and initiative lies upon employees. This approach leads to innovations and new initiatives. Inspirational management who gives freedom in learning process is one of the key factors of organisational success.

It is possible to summarize, that organisations which support learning and create innovations focus mainly on enough time to learn, employee initiative and inspirational management.

To evaluate the three components of "whole person learning", i.e. learning, leading and living, we may say that Czech organisations use only first two parts of the whole. Academic way of learning is quite common - learning is oriented on employee as a student, the process focuses on goals, educational skills, and the activity in the course. Also, attention is paid on application - leading part. Learning process has plans and goals and it is strategically oriented. Executive skills are also one of the targets. Talents are recognized, managers search for followers and next executive generation which will follow organisational practices. But aspiration - focus on living was not visible from the results. Life balance is not supported and learning is not service-oriented.

This is an argument against Frye's (1963) concept. Nowadays organisations focus on the most effective part of the process (i.e. learning and leading aptitudes). Living aptitude and focus on ethics (according to Carter and Donohue, 2012) is only on employees, not

organisations. But current turbulent time requires employee initiative and each individual is responsible for his/her employment and career (Linhartová, 2012). Thus learning in organisations is individually driven, in accordance with Kumaraswamy and Chitale (2012).

Conclusion

The focus of current Czech organisations is on effective and individual learning. Management of organisations supports employee learning and development, and the initiative is also on each employee. Today's employees must be aware of changing environment and stay up-to-date

According to the outputs of the research, efficient and innovation-driven learning and development contains of three main factors. Those are time invested in the learning process, inspirational management and focus on employee initiative. Organisations which develop their employees were studied. The correlation analysis revealed that support of organisational learning and development process correlates with innovations. The outputs show the mentioned factors determine effectivity of employee development.

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