

Human Resource Development System in a Sample Company

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Abstract. The most important source of the company is its employees as because other sources of the company can be used only through them. Therefore, it is important to give to the Human Resources Development (HRD) proper care as it is the basis for the success and competitiveness of the entire company. In today's turbulent business environment is this fact more important than ever. The business environment is labelled as turbulent mainly due to a faster pace of changes. The changes are occurring more often with growing impacts on the business and it is employees who have to be able to manage these changes successfully.

In order to do that, employees must have sufficient abilities, skills, knowledge, appropriate attitudes etc. In other words, they must be competent. One of the main ways to ensure that employees are competent enough is to take care of their proper development which will allow better utilization of their potential. Thanks to the continuous development of human resources, it is possible to increase competitiveness, flexibility, business performance and improve the corporate culture of the company.

The main goal of this paper is a suggestion of certain ways that will ensure increased efficiency of the HRD system in the selected company. The first step to achieve this goal is a review of literature that is concerned with HRD. After that, an analysis of the current HRD system in selected the company follows. The necessary information for the analysis is obtained mainly through consultations with the Head of the Human Resources Department, by the study of internal documents and also through questionnaire survey amongst company employees.

Results of the analysis are used to identify drawbacks of the current system. Main drawbacks are the absence of systematic employee evaluation and no motivation system that could encourage employees to be proactive in their development.

The suggestion of options how to eliminate these shortcomings follows after their identification. Main suggestion is the creation of a new system of evaluation of employees, which will serve as a basis for the creation of individual development plan for employees. These plans should be linked to a new motivation system for development that is based on the benefit points that an individual can receive by fulfilling their development plan.

The implementation of these proposals should increase the efficiency of the HRD system and thus increase the competitiveness of the whole company in today turbulent business environment.

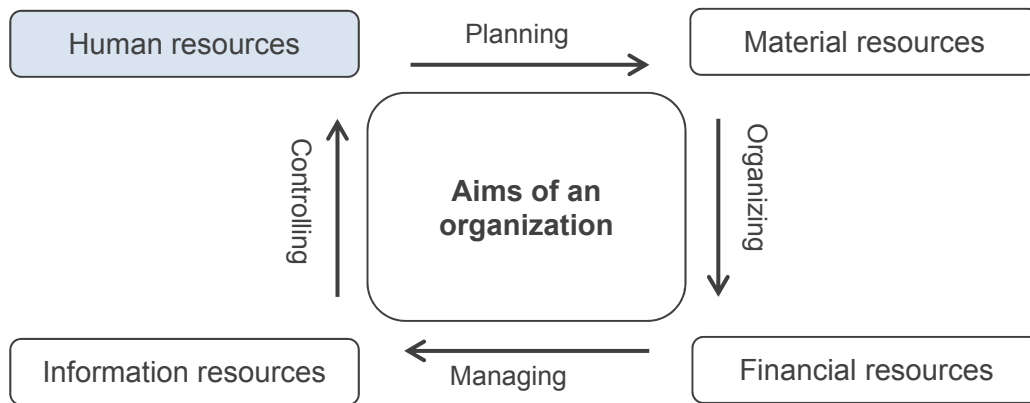
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1. Introduction

As Milkovich (1993) reports, an organization needs its buildings, machines, and technology. Such resources are important for an enterprise; however, people are the most important. Human resources in particular are the creative element in the organization. People enable the production of goods, the provision of services, the innovation, the guarantee of the required quality, etc. They set the organization's overall strategy and goals and make it possible to achieve it by managing other enterprise resources. It follows from the above that the organization without good human resource can neither reach its goals, nor prosper.

Koubek (2001) also says that human resources are crucial for an organization. There are four types of resources as illustrated by figure 1, together with their interactions.

Figure 1: Sources of an organization and the process of human resource management (Koubek, 2001)



The figure illustrates how human resources set material, financial and information resources into motion, and how they determine how they are used. Human resources are therefore the key to the organization's prosperity and competitiveness.

Unlike the other resources, human resources are not worn out by using and their value is not decreasing like value of the machines. It is just the opposite. The more jobs the employee goes through, the more they are skilled and more flexible and their value for the organization is higher. Education is the best possible way to increase the value of such asset. Josef Vodák (2011) sees the resources for education and development of employees as a long-term investment rather than consumption. He sees increasing business performance in the future by increasing the value of human resources through education as a target of such investment.

Thus, the potential of human resources, unlike other corporate sources, is essentially unlimited. However, this potential can only be used in an environment that allows continuous identification, development and care of the skills and abilities of the employees. The purpose of the Human Resource Development System (HRD) is to create this kind of environment in the enterprise ('Human Resource Development', 2018).

2. Human Resource Development

(McGuire, 2010) reports that there is no single definition of HRD. There is a number of different definitions as reported by different authors:

"HRD is a systematic expansion of people's work-related abilities, focused on the attainment of both organisation and personal goals" (Jones, 1981).

"Human resource development known as HRD refers to the training and development of a company's employees. It is the framework for helping workers develop their professional and personal skills, abilities, and knowledge" ('What is human resource development (HRD)?', 2018).

"HRD is a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands" (Desimone, Werner & Harris, 2002).

HRD is a process of developing and/or unleashing human expertise through organization development and personnel training and development for the purpose of improving performance (Swanson, 2001).

HRD is a series of activities that support behavioural change and learning opportunities for employees (Haslinda, 2009).

Although there are different definitions, all of them mention the development of human resources. Armstrong (2002) points out that the HRD system is primarily about enabling a worker to work effectively through further development.

Koubek (2001) agrees that is the process targeted at acquisition of knowledge and skills necessary to efficiently perform a job. However, he points out that this process is primarily focused on acquiring knowledge and skills that go beyond the current job. It is therefore rather a focus on the development of the career of the employee than their current job and it is not just forming a skill but also personality formation and the development of a worker's potential. Employees are therefore able to perform competently and they become more flexible work resources

2.1. HRD and the system approach

In fact, HRD is a component of HRM system (Guest, 1987; 'What is Human Resource Development?', 2018; 'What is human resource development (HRD)?', 2018). HRD might be seen as a subsystem of HRM and HRM is a subsystem of the whole organization (Kc, 2013). HRD system is a part of the system of the whole organization and it is able to influence the other systems and the organization as a whole. It has potential to harmonize, support and re-design other systems in a desired way, enabling a synergy effect (Swanson, 2001). This idea is based on a system approach. This approach says that an organization is composed of interconnected parts. Changing one part of the organization always affects the other parts of the organization. Individual changes in different parts of an organization usually do not have the desired effect. They often have a negative effect, as they do not take the effects caused in the other parts into account. If the managers do not see their organization as a single system in which the individual parts are interconnected and interacting, the result of any of their effort is always uncertain (Broedling, 1999; Vodáček, 2009).

If the HRD system is supposed to work efficiently, by (Swanson, 2001) ,it is necessary to respect the system approach and to realize that HRD is related to other sub-systems of an organization and the way they interact with each other.

The Competency Model is one of the most effective tools that respects the system approach and can be used in all HRM subsystems, including the HRD (Lucia & Lepsinger, 1999). By Koubek (2013), a properly built competence model might be a unifying element for all HRD activities, and within competency approach, it might be used to manage human resources in the whole organization. It is possible to use the Competency Model as a framework for the integration of different human resource management subsystems into one coherent and interconnected system (Gangani, McLean, & Braden, 2008). The Competency Model is used as a unifying element within all of these subsystems, which are no longer considered as separate and self-operating, and it is taken into account that they act as a coherent whole interacting with different subsystems, leading to the creation of the system approach. This enables seeing a wider context and thus a synergy effect arises within the framework of human resources management and the whole organization. The system created this way, consisting of different subsystems, is controlled systematically using a competence model.

In the case of employee development, a systematic approach to individual stages of development is seen as a repeated process. This process consists of identifying educational needs, their planning and implementation, and evaluating learning outcomes and using these results to improve future educational activities, with the individual stages of the process being tailored to the needs of the organization (Bartoňková, 2010; Haslinda, 2010).

3. Competent Performance and Competency

To clarify the concept of competency model, it is first necessary to define the competences themselves. The amount of existing competences definitions is relatively large and therefore the definitions given below are only by a few sample authors:

“Competency is a cluster of related knowledge, skills, and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (Lucia and Lepsinger, 1999).

“A competency is the capability of applying or using knowledge, skills, abilities, behaviours, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position” (Dubois, 1993).

“Competency that recognizes the importance of skills, knowledge and personal characteristics and the linkages between possessing these competencies and performing certain tasks or roles” (Quinn, Faerman, Thompson, and McGrath, 1996).

“An underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation” (Spencer and Spencer, 1993).

“As sets of behaviours that are instrumental in the delivery of desired results or outcomes” (Bartram, 2005).

It means that the competencies are a set of abilities and skills that affect the efficiency with which one is able to perform a job. If a worker is able to perform their job efficiently, then their performance is qualified as competent.

4. Competency model

Competency model is aimed at increasing the efficiency of work performance through the development of work competencies (Draganidis & Mentzas, 2006). This is basically a list of competencies that workers need to be able to perform competent work.

Sanghi (2007) describes a competency model as a combination of the knowledge, skills and characteristics needed to effectively fulfil a particular role in an organization.

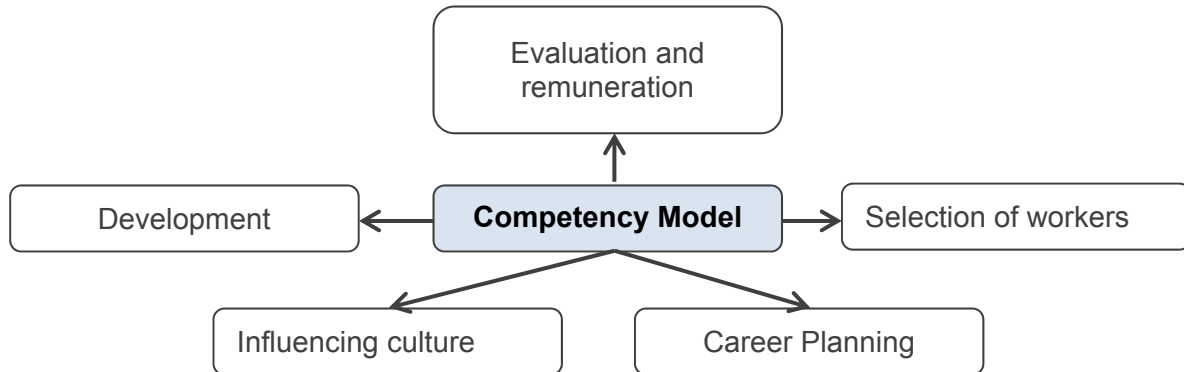
By Strádal (<http://www.profesnisachovnice.cz>), its purpose is to organize different competencies, important for an organization into a logically structured, transparent and upgraded system.

Competencies are therefore the cornerstones of the competency models. The competency model is used both for education, and for other purposes, after identifying appropriate competencies. The possibilities for its use are described in the following subchapter.

4.1. Competency Model use

Figure 1 shows the different subsystems, using the Competency Model as a base point, as reported by Koubek (2013).

Figure 1: Competency Model use (Koubek, 2013)



4.1.1. Selection of workers

By Kubeš (2004), competencies are used as the most important criterion in assessing the applicants for a job. The competency model, unlike other employee selection methods, makes it possible to take current and future requirements for the job into account. Selection often takes the form of an interview. The interviewer must be thoroughly familiar with the relevant competency model and must be able to recognize if the candidate has these competences and the level at which they are developed. By Strádal (<http://www.profesnisachovnice.cz>), it is unlikely that an applicant has all the required competencies. Therefore, it is recommended dividing the competences into the groups according to their importance and the intensity of their possible adoption, which would greatly facilitate the selection process.

4.1.2. Evaluation and remuneration of workers

By Koubek (2013), it is appropriate to complement the assessment of workers based on competencies with the second evaluation criterion, and the performance aims. The competency-based assessment system makes it possible to evaluate employees on the basis of criteria known to all in advance. Each competency and its desired expressions are clearly described. This leads to a reduction in the subjectivity of the evaluation and to its greater fairness.

An evaluation form and an interview is a good way to perform this assessment, as reported by Kubeš (2004). The result is then evaluating the current level of competency and comparing it to the desired level. Based on this, the development goals for the worker and the form of support they receive from a supervisor.

It is then appropriate to attach a remuneration system to this system of assessment. For employees, this approach is motivating because they know exactly what they need to do to get the reward they want.

4.1.3. Development

The analysis of the development needs based on the Competency Model identifies the strengths and weaknesses of the individual to be developed. The competency model in case of the development is the starting point for the:

- analysis of the development needs;
- structure of development programs in terms of their content.

The assessment of workers is the most common source of information for the analysis of development needs (Koubek, 2013). By Koubek (2001), the system based on the Competency Model is the most effective way of developing staff in an organization.

4.1.4. Career planning

By Kubeš (2004), the results of the regular assessment of the level of competency can also be used to plan the career of an employee. In terms of competency, an organization has the requirements for the required minimum level of competencies for different positions. After evaluating the current level of employee competencies, it is possible to plan their career. The results can be compared with the position requirements that the employee might do in the future. The career can then be planned in the long run and adapted to the development of the workforce, thus preparing the employee for the future position.

4.1.5. Building corporate culture

Corporate culture is defined by Lukášová (2010) as a *“set of the most important beliefs, values, attitudes, and behavioural norms that are shared within an organization and that are reflected in the thinking, feelings and behaviour of members of the organization, and in constructions of a material and non-material nature”*.

By Koubek (2013) competencies as certain behaviour create the environment of an organization and they might be used to influence the corporate culture. To influence the culture is a difficult and long-run process. If a competency model is created and implemented in the right way, by suitably chosen people, it can become a great stimulus for the transformation of corporate culture in the desired direction.

Based on the Competency Model, it is therefore possible to build the whole process of education, use it to integrate other HR management subsystems into a comprehensive system and streamline management and performance of the whole organization.

5. Methods

The most important aim of this work is to analyze the current system of employee training in a sample company and to suggest ways to make this system more effective. It is an engineering company with 299 employees. The following methods were used to obtain the information needed to analyze the current system:

- Interviews with the HR manager
- Consultation with an external HR expert
- Analysis of internal documentation
- A questionnaire survey among the middle management:
 - the human resource development system is primarily focused on middle management. Because of the relatively flat organizational structure of the sample company, middle management is the most important group of employees that needs to be developed;
 - 24 out of 47 middle management employees participated in the questionnaire survey. Thus, the return on questionnaires was 57%.

Based on the interview with the HR manager, the most striking gaps of the current system were identified. In consultation with the HR expert, a questionnaire was designed to prove such gaps, to get additional information about such gaps and to identify other possible gaps.

The results were discussed both with the HR manager and the HR expert. Finally, some proposals were made to make the whole system more efficient.

6. Results

The analysis of the education system revealed some gaps due to non-systematic evaluation of work performance, the lack of individual development plans and a motivation system for the employee development.

6.1. Lack of employee evaluation

In order to be able to work effectively on employee development, it is first necessary to identify their strengths and weaknesses. The evaluation of work performance is one of the most important tools used as the main source of information for identifying and evaluating the strengths and weaknesses of employees.

Such evaluation should be carried out on a regular basis and the results should be recorded and archived so that they can be used later, such as “large” comprehensive evaluations and in assessing employee development over time and assessing whether their development activities have the desired effect. There are currently three most important types of work performance assessments in the company.

6.2. Collective evaluation of labour productivity

This is a basic performance indicator. This indicator is monitored and evaluated daily. Collective objectives are always set for a period of one month. The actual fulfilment of the set collective goal is communicated daily to the staff so that they have a constant overview of performance and possible gaps. The evaluation is always carried out after the end of the period for which the collective goal was set. On the basis of this evaluation, the employees get their bonuses. Depending on the level of achievement of the collective goal, workers may get up to 10% of their basic salary.

Therefore, the evaluation of the collective objective itself does not evaluate the work performance of the individuals. It is the evaluation of the whole team and how the employees can work together to achieve a common goal. Based on such an assessment, development needs can only be identified very difficult. Rather, it serves as an indicator if collective goals are repeatedly not fulfilled, there are certain problems in work processes that need to be identified and solved.

6.2.1. Evaluation of the duties and labour performance.

If an employee is not able to comply with their obligations (discipline), their bonuses might be reduced by up to 10%. Such negative assessment primarily ensures that the employees comply with all internal regulations, the conditions of employment, and they take care of work safety, etc. The results of this evaluation do not have much use in identifying the development needs as it does not evaluate the individual performance of an employee but only the misconducts.

If some workers perform extraordinary in meeting their collective goals, their supervisor may grant them a bonus of up to 10% of their basic salary to motivate employees to perform better. In this way, individual work performance is evaluated, but it is not evaluated in a comprehensive way. The result is the emergence of above-average employees and their strengths, but not the weak ones, which does not create a fully-fledged information base to identify their development needs.

In addition, only employees who have either violated their work duties or performed extraordinary work are assessed in this way. The performance of other employees is evaluated at random and only in an oral form, and there are no records at all.

6.2.2. Annual performance evaluation and individual development plans

This is a key assessment, which should be based on the evaluation of others and be the basic building block for further development. Last year's performance ratings are performed by the direct superior and the HR manager. In the assessment, a direct supervisor summarizes the interviewer's annual performance to identify the strengths and weaknesses.

During the year, however, there are virtually no records of what the employee has done. In addition, the exact performance criteria to be assessed are not specified. The entire annual rating is thus only dependent on the ability of the respective direct superiors to remember the performance of their subordinates over the past year and to objectively evaluate them. The whole rating is therefore very subjective and depends on the leadership assessment skills.

Subsequent employee development is therefore often based on inadequate and highly subjective information, and then development activities are not effective. In addition, the results of the questionnaire survey showed that only 22% of employees were evaluated in this way. Employees who were evaluated this way further discuss their development plans and milestones for the next period with their senior manager and the HR manager.

However, the development plan is not a development plan in the true sense of the word. It is more about defining the direction for the development of workers and what to achieve roughly. Due to the lack of specific development goals, it is not possible to plan specific development activities that should lead to their achievement.

After that, the HR manager discusses the possibilities of the development of the employees during the year, offering attractive options of study programmes. Such programmes are offered to suitable employees, both ordinary workers and the managers. Most often, the employees have to find such activities themselves as the HR manager does not have time to do this due to the heavy workload.

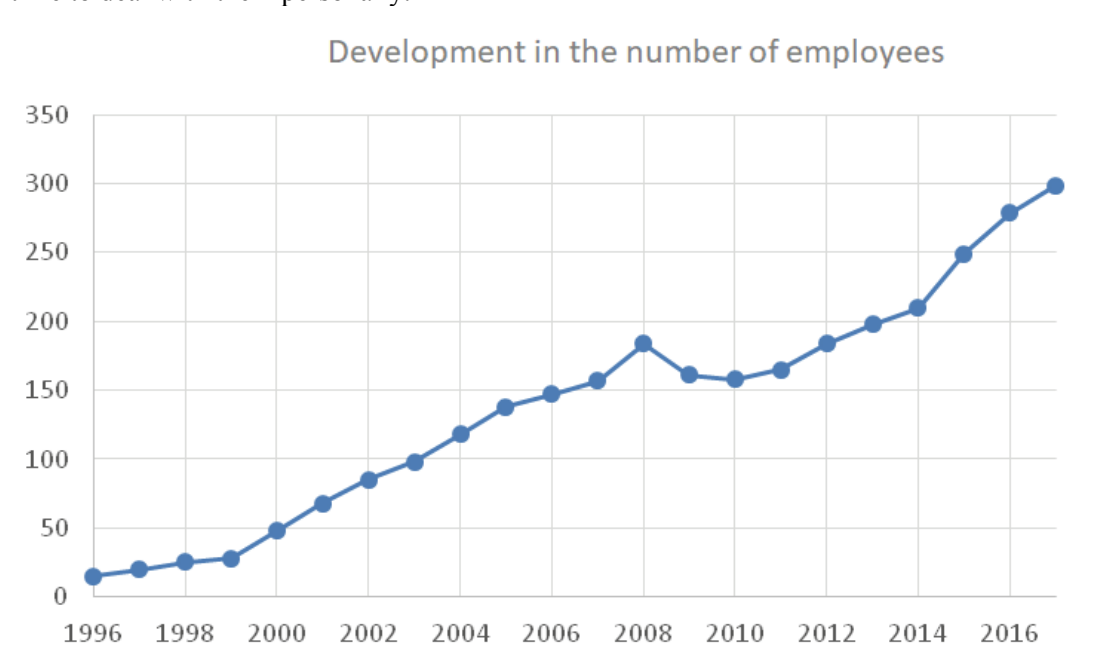
6.2.3. Non-existing system of motivation for education

There is, in fact, no motivation system for the development of workers, so the employees only take care of their self-development exceptionally and they do not look for the necessary development activities themselves. The lack of a motivation system for employee development is confirmed by the results of the questionnaire survey. Working positions and working conditions did not change at all in 93% of employees after completing their development activities. There is no increase in wages, changes in workload, greater accountability and independence, etc. The only motivation for their development is their own desire for self-development.

Given that 78% of employees responded to the questionnaire survey that they develop their skills and abilities irregularly, as needed during the year, it can be assumed that employees have a very reactive approach to learning and work on their own development only when this is absolutely necessary, which may be the consequence of the already mentioned lack of the motivation system.

The reason for this is the fact that the entire employee education system has not changed since the founding of this company. With a small number of employees, such training system is rather effective. The managers did not have so many employees to manage and were able to provide better feedback on

employee performance and they were able to evaluate them more objectively. The HR manager was then provided with better information to better identify the strengths and weaknesses of his staff, and then to draw up a development plan for peace-loving staff, and during the year he also had plenty of time to deal with them personally.



As revealed by Figure 1, the number of employees increased to 299 in the 2017 from the original 15 and is expected to grow further in the future. The original employee training system has been totally unsatisfactory for several years, and in the future the efficiency of education will continue to decrease due to the constant increase in the number of employees.

6.2.4. A proposal of a more efficient system of education

Therefore, a new employee training system is required. In order for this system to be as effective as possible, it is necessary to respect both systemic and systematic approach. One method that respects both of these approaches is the use of the Competency Approach (**Koubek, 2013**).

6.2.5. Creating a competency model and its integration into human resources management

The most important proposal how to eliminate the identified educational deficiencies is to develop a competency model that might be implemented in the individual human resource management subsystem, leading both to more efficient employee training and also to other human resource management subsystems.

For this purpose, a project was developed for the creation of a competency model, its implementation and subsequent management. This project consists of the five phases that are described below:

6.2.5.1. Mobilization

Mobilization is a phase that greatly influences the progress and above all the success or failure of the whole project. For the success of any project, one of the most important factors is its support, especially by top management. Because it is the top management that points to the direction of the

company and has a significant impact on the corporate culture and other factors that influence the success of the project, its support for the whole project is vitally important. If support of the top management is not ensured, support and cooperation from the remaining staff can hardly be expected and the project has little chance of success.

The main objective of this phase is therefore to obtain top management support and then the support of other employees.

6.2.5.2. Planning

The most important aim of planning is to suggest particular steps, techniques and methods to be used to design the competency model. This phase is therefore crucial to create a competency model and its subsequent use. The project manager, in particular the HR manager, plans the project together with an external consultant from a consulting company.

6.2.5.3. Designing

The aim of this part is to identify the key competencies for the company. In this case, the method of moderated workshops was designed as the main technique for creating a competency model. This is a very effective way to get a quick solution of the problem. There are two basic groups of people involved in the workshop. The first is a facilitator and the second is a team of workers (Debnar, 2009) The most important activities secured by a facilitator as reported by Svatoš (2005):

- Creating appropriate conditions and the atmosphere for a successful workshop.
- Suggesting appropriate procedures and methods to achieve the intended goal.
- Starting discussion and initiating the activity of participants.
- To mediate the workshop. The facilitator should ask inspirational questions, give the floor to different members of the group, record key ideas, understand the opinions of the members and summarize their conclusions, prevent conflicts between them, and return them to the core of the problem if they go astray.
- Summarize and communicate the conclusions.

Through the above mentioned activities, the facilitator ensures that the participants of the workshop produce such outputs to identify with them and support them and their willingness to deal with the issues will increase (Chladová, 2004).

The second group taking part in the workshop is a team of employees. As the aim of the workshops is to identify the key competencies on the basis of which a competency model is to be created, it is necessary to build a creative team. It should not be composed only of typically "creative" types of workers. Conversely, the resulting team should be comprised of workers across the organization.

Members should be from different parts of the organization, different age, status, experience and different specializations. This diversified team is best suited for generating new ideas, discussion and creating the final outputs (Osterwalder, 2010).

The workshops as proposed are creative. Their goal is always to create some output. Mikuláščík (2010) sees such output as a creative product. The product is always preceded by a creative process. Osborn as cited by Mikuláščík (2010) described the creative process as a blending of imaginative thinking on the one hand and, on the other hand, an assessment approach in the form of critical thinking. Each creative process therefore consists of two sub-stages, which are ideation and evaluation.

The ideation is focused on generating ideas, and evaluation on their critical evaluation. Both of these sub-phases are used to deal with the problem and they have a creative character. However, they must be used separately. This leads to the fact that the generated ideas are evaluated with time, which interferes with fixed procedures and allows to see the problem and its solution from different angles of view, to realize the analogies etc.

In line with the principles of the creative process, the proposed workshops will always include the process of ideation, including the generation and design of all possible solutions, and then the process of evaluation, including gathering information and discussing the issues, encouraging cooperation and creating provisional lists of solutions.

The workshops will use individual and teamwork with an emphasis on teamwork. Depending on how teams work, it is possible to continuously either create new teams or leave them unchanged. It depends on the assessment of the facilitator whose aim is to create well-functioning teams. In particular, two workshops should take place. The first is focused on identifying key competencies and behaviour that is associated with such competencies. To verify the outputs from the first workshop, a second, identical workshop is then carried out, but with another team of workers. This leads to the creation of a second set of key competencies and their manifestations. The results of both workshops are then more relevant.

After the end of the workshops, the facilitator should process the outputs. The main task is to transfer everything to the appropriate form and then submit for approval to the original workshop teams that will evaluate whether the revised outputs reflect the original ideas.

In conclusion, everything must be approved by the management of the company.

6.2.5.4. Implementation

It is vitally important to manage the process of implementing the entire competency model into the employee education system and other human resources management subsystems.

If this phase fails, all attempts so far are useless and the entire competency model is a mere concept. Given that the company's employees create a competency model on their own, they should be able to identify with it relatively easily and start using it.

To maximize the use of the competency model and to create a synergic effect within HR management, it is proposed to use the model not only in the training of staff but also in other HR activities. Specific suggestions for using the competency model are listed below:

Recruitment of new employees

The first area in which a competency model should be used is the recruitment. Employees can, thanks to the competency model, be chosen in such a way that their competencies are as close as possible to the requirements of the workplace with the minimum need to educate them to remedy the shortcomings.

Moreover, any deficiencies are identified at the beginning of the employment, which makes it possible, in principle, to start work immediately on the development of the worker and to remove their weaknesses.

Performance assessment

The aim of the evaluation should be to get an overview of the level of the competencies in the case of employee training. This would be a dual type of assessment.

Monthly assessment

Such assessment of work performance in the form of a monthly assessment is used as the basis for the annual evaluation. The monthly evaluation should always be formalized and take place every month and for all employees.

The main proposed change compared to the present is that each monthly evaluation should include the reactions of the supervisor. These would consist of a description, at least one situation solved correctly, and at least one situation where the employee either made an error or could have solved it better. As a result, the necessary information base for the strengths and weaknesses of the employee for the annual evaluation will be developed over the course of the year.

Annual assessment

The aim of the annual assessment within the employee development is to evaluate the competencies of individual workers comprehensively, together with their development over time. Such assessment is based on the monthly output assessment. Due to the notes on activities that an employee is able to perform well and such that are poor, the strengths and weaknesses of the worker are revealed. After that, it is possible to set up an individual development plan. Also, the annual assessment should include the evaluation of the implementation of past development plans and related remuneration / penalties.

System of employee education

Based on the annual assessment, an individual development plan should be designed for each employee, setting up the aims in the area of development through S.M.A.R.T method and particular development activities used to meet such targets during a particular year. The development plan should outline the scope for changes in the job position in case of fulfilment or non-fulfilment of the aims.

Motivation to further education

The development plan should be also used to motivate an employee. After fulfilling the aims of the development plans, "cafeteria points" would be assigned. The points received after reaching the would be defined when drafting an individual development plan so that the worker knows what to expect if they fulfil or fail. "Cafeteria points" might be used by workers to obtain rewards and benefits according to their needs. They might choose from a list of benefits and rewards. Workers would basically "buy" rewards and benefits according to their needs. This method makes it easier to motivate the employees according to their own motivational profiles and their increased ability, thanks to this method of motivation, an employee can be appreciated by the way they choose.

The process of implementation of the Competency Model itself into these human resource management subsystems is supported, in particular, through:

6.2.5.5. Management

After the competency model is implemented, it is necessary to manage it. It is necessary to use it regularly in an agreed manner and to prevent a return to the original ways. The entire competency model should be reviewed after a predetermined period, such as every three years, in order to verify its timelines.

Summary

Human resources are the most important resource of an enterprise, as the rest of the resources might be used through them only. It is therefore necessary to ensure that the employees are sufficiently competent. One of the ways to ensure that employees have the necessary skills to be able to efficiently use other enterprise resources and successfully manage an enterprise is to use a competency model as a central element in human resource management and development.

Regarding the above mentioned, the most important aim of the paper is to analyze the system of employee training in a sample company and then to propose ways to make the system more effective.

To achieve this goal, interviews with an HR manager, an HR expert from external consultancy company, and interviews with the employees of the company were used.

The results of the analysis of the current system revealed in particular the absence of systematic employee assessment, individual development plans and a motivation system for further education as the most important gaps. The whole system of employee training is inadequate as it has been operating in its unchanged form since its establishment. Therefore, an entirely new system of employee education and human resources management is proposed, eliminating the identified gaps.

The proposed system is based on the competency model. A project was designed in which the competency model might be proposed by the employees and implemented into the subsystem of employee education and into the other subsystems of human resource management.

The whole project of competency model design is divided into five stages:

1. Mobilization – its aim to get the support of interested partners of the project;
 2. Planning - planning specific steps, schedule, etc. to create a competency model;
 3. Design
 - Workshop aimed at the design of the competency model
 - Workshop aimed at checking the competency model
 4. Implementation
 - Competency model will be implemented in the following human resources management subsystems:
 - Recruitment of new employees
 - Job performance assessment
 - Regular monthly assessment as a base for the annual assessment
 - Annual comprehensive assessment
 - Employee education
 - Creation of individual development plans based on annual evaluation
 - Motivation of employees to further education through the cafeteria of points.
- Implementation of the Competency Model into the human resource management subsystems is supported in the following ways:
- Promotion
 - Inter-company newspapers
 - Notice boards
 - Employee training
 - Fast implementation of the plans

5. Management

The competency model developed and implemented this way might be used to recruit employees to ensure that people with the necessary competencies are recruited. It might also be used to assess the performance of employees and determine the level of their competency. On the basis of such assessment, it is then possible to reward them, plan their further development and motivate them to complete their competencies to the required level.

It is therefore a versatile tool, used to manage human resources effectively, taking care for their development, increasing the chances of success of the whole enterprise.

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