

Forms and Methods of Education of Managers in the Czech Republic

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Zásady pro vypracování:

**Zjistěte, co tvoří osobnost manažera a jaké jsou manažerské kompetence.
Zmapujte formy a metody vzdělávání pro manažery (s důrazem na ČR).
Prozkoumejte moderní trendy a metody ve vzdělávání manažerů (s důrazem na ČR).
Analyzujte systém vzdělávání pro manažery v ČR.
Zhodnoťte, zda jsou v ČR dostatečné podmínky pro rozvoj a vzdělávání manažerů.**

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ABSTRAKT

Předmětem této bakalářské práce je analýza systému vzdělávání manažerů v České Republice. Teoretická část je zaměřena na profil manažera a jeho kompetence. Dále se zde zaměřuji na jednotlivé formy a metody vzdělávání manažerů a na nové trendy v této oblasti. V praktické části je zpracováno srovnání vzdělávání manažerů v různých firmách. Dále je analyzován systém manažerského vzdělávání v ČR jako celek. Cílem této práce je zhodnotit a rozhodnout, zda jsou v ČR vhodné podmínky pro vzdělávání a rozvoj manažerů.

Klíčová slova: vzdělávání, manažer, formy vzdělávání, metody vzdělávání, analýza systému vzdělávání

ABSTRACT

The subject of this bachelor thesis is an analysis of system of education for managers in Czech Republic. Theoretical part is focused on profile of manager and his competences. Next focus is on individual forms and methods of management education and recent trends from this field. In practical part is processed comparison of managerial education within different companies. Then is analysed Czech system of management education as a complex. Aim of this thesis is to evaluate and decide, whether there are proper conditions for managerial development in Czech Republic.

Keywords: education, manager, forms of education, methods of education, analysis of the educational system

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INTRODUCTION

Since the very beginning of human society it was human nature to ask questions as well as know the answers. Firstly, these questions were about the most basic things (What causes the rain? Where is the Sun over the night?). With development of science, humans were able to find answers for the most of them. But there are still some more so complicated and complex that cannot be easily answered. Why? Try to ask yourself: “What is the purpose of living?” or “What is the substance of human being?” As the society was developing all the time, also possible solutions for these riddles evolved. So it is possible to say that development is, and always was, one from the most powerful force pushing the World forward. It so strong that nothing is the same as it was before, neither management.

Management was never viewed as something important to know. Earlier there were only small companies with few workers. There was no need to solve difficult problems in infrastructure or to have people solving issues to satisfy all needs of employees. Let’s say, that these companies were mainly based on relationships similar to family. Then came the time of industry and factories and companies were getting bigger. This is a point, where development of management is necessary to keep companies alive. Only professionals highly educated in handling of managerial issues can provide best services in company controlling and that is the reason why managerial education is so important.

Aim of this work is to analyse education of managers as a complex system and to decide, whether the situation in Czech Republic is suitable for managerial development. At first was education based only on experience of older top executives. Nowadays top managers use the newest methods and functional mechanisms to control whole company. Basic presumption is that good manager has to have personal features and achieve some skills, which are needed for his profession. Manager’s personality is based on similar features as human personality. These two have some things in common. Both consist of some inborn abilities and some gained characteristics. Difference is that most important part of managerial personality is something you can learn or you can be taught. For this purpose are used specialized schools and universities.

The future of managerial development cannot be seen only as a following of its past, because new problems are hard to solve by obsolete solutions. But if there is need to keep development in progress, it is necessary to have adequate education with knowledge. In the past manager was the one, who managed solving of tasks and problems. He had subordinate employees to help him, but the task was mostly done by him. He played the

role of executor. Nowadays manager is viewed as strategist and planner, because he assigns work to his employees and then he controls whole process of managing it. Manager has to know, how managerial mechanisms work and how to apply them on his employees. On the other hand today's managers don't have to always have subordinate employees considering self-management, management of the team or management of institutions. Successful manager of organization (top manager) is a leader, who decides about the future of the company, shows the way how this could be done and is trained to handle all managerial duties and responsibilities.

I. THEORY

1 MANAGERIAL COMPETENCES AND CHARACTER OF A MANAGER

Before speaking about managerial competences and character of a manager, it is important to understand, why we have these terms. With development of management, as a scientific field, also theories about proper managers developed. Although there is no consensus about it, all theories have something in common. Basically, all theories describe manager as a person who is responsible for wealth and success of a company. This means they have to lead the company. The reason, why competencies and managerial personality are important, is because these two things are essential for success of manager. Every element of managerial personality and his competency is important for handling managerial work.

1.1 Managerial competences

The word competence itself means kind of ability of an individual person, who is able to perform a job properly. Some authors see "competence" as a combination of skills, behaviour and knowledge. In other words it means to be adequately qualified. All competencies help manager to perform his work with sufficient outcome. The result of given task is the only way, how to measure level of managerial competency. In managerial field there are two main categories of competencies. These are called social competencies (soft skills) and technical competencies (hard skills). These terms are not used for a long time. It has very simple reason. Earlier management didn't exist, so there was no need to sort abilities and requirements for manager. On the other hand characteristics, which are hidden under these terms, are much older. Every good manager must meet both categories, if he wants to be successful.

1.1.1 Social competencies

This term includes all important elements of ability to act with people. This means to be able to communicate with people or to act with them on business level. Every person leading group of people or managing some problem use them. All social competencies are very difficult to measure or evaluate. In this work are mentioned only the most important abilities for managerial profession. These are: analytic thinking, complex thinking, team work, problem solving or self-reflection.

1.1.2 Technical competencies

Technical competencies consist of abilities, which are measurable and well transferable. Within technical competencies are elements like technical knowledge, abilities and talent. All of these are connected with technological, economical or structural aspects of particular work of manager. Unfortunately every manager has little bit different position or must complete different task, so there aren't any universal skills. In other words hard skills are particular abilities, which are needed for particular job. Among hard skills could be classified abilities like: work with PC, knowledge of foreign language or work with some sophisticated software.

1.1.3 Features that managerial competency includes

These features are also crucial for proper work of manager. They have big influence on manager's efficiency. According to Kubeš, there are three main features, which are included in managerial competencies. These are knowledge, personality traits and proficiency. (Kubeš, Spillerová and Kurnický 2004, 31-32)

Knowledge – Basic knowledge is very important for every manager. According to Oldřich Šuleř, knowledge includes all theoretical information and data about their relations, which could be obtained by studies. (Šuleř 2002, 5) All people should have some basic knowledge, but for managers it is crucial. This category contains knowledge about ethic, business, technology, company culture etc. Because manager performs his work in international environment he must have information from these fields.

Personality traits – Traits create essential part of personality of an individual. Partly it can be understood as some kind of inherited predispositions and partly as something, that everyone can improve himself. In management it is very difficult to determine, which personality traits are the best. For example, manager in bank has to have positive relation to work with numbers, but also he has to be able to speak in front of big group of people during meeting. If he couldn't speak in front of people to solve some problem, he wouldn't have led the bank, until he improves his communication skill.

Proficiency – This personal feature includes ability to perform function of manager. It means, that manager is capable of applying management mechanisms on given problem. This works similar like personality traits, because it is also partly inherited. Not everyone is able to apply his knowledge in problematic situation to solve it or to find new solution. On the other hand manager can be taught by older and more experienced professionals, how to behave in particular situation.

1.2 Personality of manager

As every person's character also character of manager consists of different elements, which together create his personality. Human personality is based mostly on inherited characteristics, which are different from man to man. Managerial personality is also based on some characteristics, but every manager has to improve them himself. Ivana Folwarczná in her book defines those characteristics as capabilities to perform managerial function or a set of functions reaching some required level of performance. (Folwarczná 2010, 30) Basically there are two types of psychological features which determine personality of manager. These are inherited qualities and gained qualities.

1.2.1 Inherited qualities

Every human has some qualities, which are inherited. Basically these are very stable and they do not change a lot. Among these qualities, important for managers, are abilities and needs.

Abilities – It is a set of predispositions important in dealing managerial issues. During life these predispositions could be trained and after the training they become better. The most important ability for manager is the ability to lead people. Then are important abilities as analytic thinking or ability of self-education.

Needs- Represents the internal feeling of every human. In most cases we can see needs as a motivation for human doing. For example need for success could be motivation for manager to study some problematic issue, when he wants to successfully solve it.

1.2.2 Gained qualities

In this category are qualities, which everyone can have. They are based on education and practicing. Qualities are mostly taught and developed during managerial profession, but every manager meet them firstly at school.

Skills, knowledge and experience – All these features are very important for every manager. According to these qualities manager could be evaluated. Some authors say that these are indicators of managerial competency, because all of these could be seen in results of managerial work.

Values, attitudes and motives – From this group of features are attitudes the most important. It is ability to have some opinion about something and to behave and act according to it. These three elements are the most variable features in personality of manager. All of them change during the life.

1.3 Personal character of manager

Every human has its own personality. Personality consists of many personal characteristics and qualities. Through them people differ from each other. Most of them are taught by parents. Then there are some of them, which are given by culture or society. From managerial point of view there are qualities, which are very important and every manager needs to meet and practice them.

The most important qualities are:

Assertiveness - a form of behaviour characterized by affirmation of a statement. This affirms the person's rights or point of view instead of threatening the others. In other words assertiveness means ability to self-enforcement and to react in some situation in proper way.

Empathy – This term means one's ability to have feelings like others or to put oneself in the place of other. This ability is very important. Managers should be able to understand the situation of their employees and show them some respect. Without this, it could cause problems within the work team. Managers should also listen to needs and requests of their bosses or customers and then adapt to it.

Communicability and positive influence – People working as managers use these every day. Every day communication with people is routine in this branch. According to Šuleř, the level of leadership is directly proportional to the level of manager's communication. (Šuleř 2003, 131) To have positive influence on others is also needed. If manager isn't able to motivate his team, he will never become Top-manager, because well motivated team is doing everything better. With good working team comes good outcome of its work.

Responsibility and consistency – These two qualities are important for all persons leading a company. Stable success and company development is possible, only if manager feels responsibility for his acting. This means that leader takes results of his decisions and choices into consideration. "Every action has reaction." This rule is crucial in management, when manager decides how to solve something. He has to consider many factors, for example, whether his team is able to do given task with proper outcome. Sense for consistency is quite similar. Every leader has to use it, because perfection depends on details. To be consistent means to be a perfectionist and to think about problems, which should occur.

2 EDUCATION OF MANAGERS IN CZECH REPUBLIC

2.1 History of managerial education

Management itself appeared during 1920's in America. Earlier it was never taken as scientific field and this is the reason, why managerial education is still at the beginning. Origins of education for managers came hand by hand with development of management during 20th century. Companies were getting bigger and bigger and formal hierarchy was not sufficient. The change had to come in these times. Firstly, every man, who was in charge and had responsibility for company, was called "manager". These people were mainly its owners. Then came the change and managers became specialists in field of business and they took over the responsibility for the company wealth and success, instead of owners of companies. Since this time managerial education was more and more important. In Czech Republic this development began in 1989, when the period of centrally planned economy ended. Until the revolution all companies were property of whole country, so there was no private sector and no managers were needed.

2.2 Forms of managerial education

Although management is quite new branch in Czech Republic, there are many forms of education, which could be used. Education for managers could be divided into few parts. These parts are: education at school, education during work and self-education.

2.2.1 Education at school

Secondary business school - Czech educational system for managers begins at secondary schools. Of course students here aren't taught about management deeply. Education here is focused on basic fields and its features, which every manager needs to know about. Students obtain first knowledge through lessons of history, philosophy, literature and then basics of economy or law. All these subjects create first step in managerial education.

University studies - Earlier were competent to provide education in management only "business schools". Today's situation is very different. With bigger demand for managers also demand for managerial education is bigger. Nowadays are in Czech Republic many universities, which offer studies for managers. These schools could be public or private. Both of them offer the same level of education. Only difference is that in private schools students have to pay fees. For people, who works already there is an option of long distance studies. This is based mainly on self-education and cooperation with tutors during

some lessons. Our system of university education has two levels. On first level students learn basic mechanisms and principles of management and other sciences. After they pass state exams they obtain bachelor degree. Then every student must submit application form for Master degree. Here students take some specialization in which they deepen their knowledge. Unfortunately there is only a few universities, where is distinguished teaching of social studies and management itself.

Advantages:

- highly qualified teachers
- a lot of study materials
- individual tuition if it is needed

Disadvantages:

- not all universities distinguish Managerial and Social education
- big lack of practical experience

MBA- this abbreviation means Master of Business Administration. This title is very usual in America and now it is becoming prestigious also in Czech Republic. As we can read in Veber's book, MBA degree should strengthen specialization of managers and broaden the knowledge related to first years of their profession. (Veber and others 2000, 255) Students can choose from three variants. These variants differ in length of studies. We can have two year studies (usual for America and Western Europe), one year studies or long distance studies, which take longer than first two variants. All three are paid. MBA is based on experience of older successful managers. In America more expensive MBA title means more educated and successful businessmen. In Czech Republic it is similar, but there is no such big supply. Those professionals provide whole education, which is focused on solving real problematic situations of real companies. Students are learning practically themselves and during the MBA course they improve own skills and abilities.

Advantages:

- best top-managers and professionals in the role of teachers
- main focus is aimed on practical exercises and own experience
- many types of MBA programs which you can choose

Disadvantages:

- very expensive education
- previous professional practice is needed

Schools of non-university type – This is very specific type of schools. We can speak about them as they are “business schools” from earlier. All of them are funded by private sector (industrial companies or boards of trade). The reason why these schools were founded is careful approach to rising up of top executives, as Prokopenko said in his book. (Prokopenko and International Labour Office 1998, 63). All advantages result from one simple fact. These schools have money only from its sponsors, so the education must be according to their needs and requirements.

Advantages:

- its curriculum has to follow recent trends in management
- must be oriented on practice
- are more creative in education of its students (these schools aren't afraid to experiment with new methods and techniques in teaching)

2.2.2 Education during work

Internal company programs – a lot of big corporations have own programs of education, for their employees. These programs are oriented on specific fields of management. Lessons are connected with practical experience from company, so educators focus mainly on company's problematic issues and its culture. In most cases are lessons provided by professional managers hired as tutors and teachers. The biggest advantage is the whole process of education, because it is under the control of a company. Focus of every program perfectly corresponds with requirements of the corporate government, because whole program is financed from there.

Advantages:

- all programs fit to requirements of the company
- all information and experiences which manager need to know are provided
- focus on internal company issues and situations

Disadvantages:

- lack of study material
- tutor staff isn't stable

Counselling agency – It is private organization providing management training to receive some profit. These agencies have own “teaching staff”. All teachers are professionals from top management, with many years of experience. “Advantage of counselling is that the confidential nature of such sessions provides participants safer environment in which they can more easily share troubling issues.” (Wankel and DeFillippi, 2002, 14) Education is

connected with practical experience of lecturers. During the process of education teacher act more like consultant than pedagogue. This means they give advices how to solve some problem and manager should resolve it by himself. Solutions are related with previous experience from companies, where they used to work. Every learner is learning through problems resolving with help of his advisor. This is called active learning. Through this, manager obtains his own experiences.

Advantages:

- education based on practical experience
- advisory depends on given problem
- managers are learning through action
- stable consultant staff

Disadvantages:

- lack of study materials
- consultants mostly not educated in teaching

Seminars – Seminars are very useful supplement for managerial education. Focus is on some present problems or some topics related to managerial profession. In this case agencies, which organize seminars, don't have any lecturers or teachers. They don't even have own space, where the seminars take place. Agencies only provide money for hiring space and speakers. Despite these facts, the quality of education is very high. In some cases it is comparable with school education. This is possible, because those agencies have enough money to hire stars from top management as teachers for seminars. There are many varieties of educational programs you can choose. Seminars differ in length and also in aim.

Advantages:

- varied demand of seminars
- quality of education is very high
- the length of programs is from one day up to few weeks

Disadvantages:

- agencies don't have own lecturers or space for seminars
- mostly offered programs aren't interrelated

Conferences - Conferences are mostly held by big publishing companies or private agencies. Basic length of conference is one day, but it can also take more. Focus of every conference is different. Basically is whole conference aimed to one problem or more problems related together. Speakers are professionals from management and there are

usually more than one. Education is provided through lectures and specialized discussions. According to Koontz and Weihrich, conference could be very effective tool of education, only with help of proper specialists and proper speakers. “A careful selection of topics and speakers will increase the effectiveness of this training device.” (Koontz and Weihrich, 2006, 294)

Advantages:

- speakers are highly educated and experienced
- big diversity of opinions of professionals
- through specialized discussion top managers give their experience to other participants

Private lecturers or consultants – Many professors and other professional managers have their own training centres. Every centre offers education modified to fulfil all client requests, because its curriculum is made according to their needs. This service can be provided by an individual or by a group of people. Mostly, owners of training agencies, hire other teachers for cooperation. Quality of program depends on hired teachers, but basically those programs have good quality.

Advantages:

- program modified to client requests
- highly educated and experienced lecturers
- big adaptability of programs

Disadvantages:

- not all agencies have good quality

Additional courses – Nowadays there is large number of additional courses for managers. Additional education is perfect opportunity for personal improvement. Those courses are mainly made to satisfy individual needs of every manager. Its offer is so diverse, that it depends only on every individual, which specific field wants to improve. For example there are courses focused on communication skills, team-management. We can also find courses focused on language for example business English.

Advantages:

- big diversity of courses
- managers can choose course in fields they want to improve themselves
- length isn't so long as in other forms of education

Disadvantages:

- quality of courses can't be guaranteed (courses are provided individually, sometimes by unknown lecturers)
- self-education plays big role in this form of learning

2.3 Methods and techniques used in education

During the whole process of education, schools and institutions use many different methods or techniques, which should help students (managers) to learn something. Some of them are very simple and classic, other methods use principles and mechanisms, which are quite new.

2.3.1 Classic methods of education

According to František Bělohávek and others we can distinguish these methods of education. (Bělohávek, Košťán and Šuleř 2006, 379-381)

Explanation – Explanation is the most common and broadly used technique in education. This method is provided by only one person, who is speaking in front of listeners. Through the speech of educator are listeners gathering information and knowledge about given issue. For proper understanding of explanation can teachers use many tools for example visual presentation or practical demonstrations. This method is used in every form of education. In most cases explanation is combined with some additional teaching method. These combinations are essential, when teacher wants to have feedback from listeners.

Advantages:

- teacher give explanation for unlimited number of listeners
- big amount of information or material could be passed
- content and length of lesson is under control of educator

Disadvantages:

- during lessons there is lack of listener's participation
- given information is difficult to keep in mind
- without additional method there is no feedback from listeners
- speaker can't pay attention to needs of every individual

Discussion – It is also well known method in education. This technique is mainly used as addition to other methods. In principle, it is controlled dialogue of two sides. On one side is teacher and on the other are students. Although it is a dialogue, bigger participation of students is expected. Best usage for this method is during solutions finding, in determining of attitudes or if teacher wants to repeat some material.

Advantages:

- significant participation of listeners (students)

Disadvantages:

- whole discussion needs to have direct control of teacher
- all participants have to be familiarized with given topic

Self-education – This method is based on strong will of students. Nearly all work and research is done by students themselves. Teachers are providing “only” materials and some tuition during consultations. During career the process of self-education doesn’t stop, because every manager should always check new principles or technologies. From this point of view managerial self-education is perpetual.

Advantages:

- the whole process of learning is under control of student himself
- student study only things he needs
- development of independency

Disadvantages:

- during self-education students don’t have any feedback
- students can’t compare opinions and results of studies with others
- self-education needs strong personal will

3 MODERN METHODS AND RECENT TRENDS IN MANAGERIAL EDUCATION

Development of industry is still in progress. Even the development in management of companies itself is in progress. The same situation is in managerial education. With all new trends and researches in management also training and education of managers had to be upgraded to fulfil all given requirements. Every new training method is designed and modified for the most effective learning or obtaining of some skill. During this chapter some new trends and brand new methods will be introduced.

3.1 Recent trends in education of managers

Outdoor training – Method of outdoor training is very popular trend in present managerial studies. Success of this technique lies in its principle. We can take outdoor-training as some sort of open-air course based on practical experience. Whole time it take place outside the school or company. Main focus is to provide experiences for students through many activities. Every activity has own purpose. Vladimír Svatoš and Petr Lebeda in their book defined this kind of education as a method, when the specific feature lies in performing of activities in nature. Those activities create the basic adventure, which is further processed to usable experience. (Svatoš and Lebeda 2005, 28) Students are mainly divided to teams and within the team, they have to solve some problem, must come up with some suggestions for improvements or play managerial games etc. There is a wide scope of activities used during outdoor-trainings. Although we speak about fictional tasks, all of them have to be solved. The game becomes reality and simulations must be managed as they are real. It depends, on which aspect of managerial work is the course focused. All activities are supervised by lecturers, who can help students, but the biggest part of training depends on students themselves.

Advantages:

- students are gaining own experiences
- every participant should discover, what are his weaknesses and strengths
- large number of varieties and combinations of these trainings (depends on field you want to improve)

Disadvantages:

- without active participation it is nearly useless
- in most cases a bit of experiences is requested

Use of computer technology – Nowadays is technology undergoing the biggest development at all. With usage of computers during lessons came new possibilities into hands of teachers. Previous teaching methods were based mainly on transfer of information from teacher to students. Now education aims to be more practical than earlier. New Computer technology allows this change. It brings some new trends like power-point presentations, recordings from meetings or pictures, which are the most basic part of practical education. The improvement of communication and computer technologies brought also some new methods that can be used for learning.

E-learning – System of e-learning appeared hand by hand with development of internet communication. First idea was to reduce time spent at schools. Because of this was created system of web applications and internet servers, which should provide whole education. After some time it was proved that e-learning isn't so effective, because students need feed-back from teachers. Today we can find e-learning mainly in combination with classic lessons, to take bigger effect. In present time e-learning is mostly essential part of every school education providing many important documents or utilities.

Advantages:

- reduced time spent at school
- study materials are accessible from every place in the world, where is established an internet connection
- students decide when, where or how long they will study

Disadvantages:

- big lack of feed-back from teachers (if there's any feed-back it isn't very effective)
- students cannot compare their knowledge with others

E-development – Some people say it is only an alternative for e-learning, but that's not true. Although it is also based on internet connection it has many differences from e-learning. While e-learning use servers with all information, which are needed, basic principle of e-development is to search data and to upload them on servers. In other words the main focus is on individual research of every student. Whole research is aimed on some specific topic or some skill. Students are adding more and more information during their research so in the end they have their own unique complex experience from field they were studying. Lecturers play role of advisors and they provide feed-back for students.

Advantages:

- through research students are gathering own experiences with their topic

- servers with materials are reachable from every place with established internet connection

Disadvantages:

- students cannot compare their knowledge through discussion
- lecturers act more like advisors than teachers (little interference to study materials)

New Methods used in school education

3.1.1 Active learning

All new researches from management prove one thing. Students are mostly learning and using knowledge from their own experiences. Active learning provides all necessary experiences for these purposes. At schools we can meet many forms of this learning method.

Managerial games – It is one from the most interactive and important element of active learning. All games are designed for teams. Method of game playing is based on simulation. During training are students acting like real managers in imaginary companies. Every team represents one company. The simulation should also cover experiences from competition between companies and their relations. Participants have their own roles and they must adapt to it. Main purpose is the opportunity for students to try their abilities and knowledge in real situations. Students cannot prepare for their roles, so their reactions and decisions are spontaneous.

Advantages:

- students can try themselves, if they have all necessary abilities and knowledge
- students can test their adaptability to different company posts
- during playing, students can improve themselves in fields they need
- students obtain experiences in fields like team work or communication skills

Managerial simulations – Those simulations create very innovative learning method, which is based on similar principles as managerial games, but games are focused mainly on team cooperation. “Managerial simulations make use of a variety of assessment methods to get an overall picture of a person’s management or consulting skills.”(Seems 2008, 32) This method should test abilities of every individual student. All simulated situations are the same as in real life. Students are given some company post and some task that needs to be solved. Every manager has to solve this task within some time limit, so outcome of his acting can be seen earlier than in real situation. Everything is under supervision of tutor.

Advantages:

- simulations improve strategic and analytic thinking
- students improve their abilities and knowledge from own experiences
- students have to face the pressure of real profession and they must prove their abilities are sufficient

Case study – This is another form of active learning, which is also based on authentic situations from real companies. As Jiří Stýblo wrote in his book, case studies are simulations of real examples of solving problems in little groups.(Stýblo,1993, 104) During case study students must present and solve problems of companies or they act in situations, which could appear. In most cases is the work divided to groups of students. Groups are equal to each other. Student's task is to replace wrong solutions with the right one, which will fit to conditions of the company. Students can use every technique they know for presenting. Presentation is mostly followed by discussion with other groups, which can also come up with new ideas or solutions.

Advantages:

- case study is focused on real situations, so students gain real experiences
- through this training students can improve their creativity in finding solutions
- it also helps to try skills and abilities of students

3.1.2 Other new methods

Brainstorming – Activity called brainstorming is widely used in present times and it is based on collective work. Basic principle of this method is to put together some group of people. Then teacher give some assignment to the group (for example some company issue or other situation). Task of every member from the group is to find as many solutions for assignment as possible. "It's not about judging good or bad, wright or wrong, will it work or not? It's about opening up your subconscious to all possibilities." (Cory and Slater, 2003, 18) During brainstorming teacher gives only one limit. Students have to find their solutions within given time. All suggestions should be written down and then discussed within the whole group.

Advantages:

- it helps to improve the creativity of students
- everyone can compare his solutions with other members
- it also improves team work (everybody can take someone's solution and upgrade it)

Disadvantages:

- active participation of all group members is required
- sometimes solutions cannot be realized

Workshops – This is a newly used educational method. During workshops teachers play the role of coach or observer rather than pedagogues. They prepare some program based on different techniques as brainstorming, playing roles etc. All participants have to use their knowledge and use it to find solutions for given task. Topic of every workshop is different, but students know about the content before the workshop starts. During workshop teachers don't teach anything new, because every participant is supposed to already have knowledge and experiences. Workshops should provide opportunity to use skills and abilities in practice.

Advantages:

- practically oriented method of further education
- students can try their skills and discuss their weaknesses
- it improves creativity and ability to find solutions
- this method provides deepening of present experiences

Individual study – Individual study makes part of every learning process. It depends on every individual student which knowledge or abilities he wants to improve. For these purposes students can use services of additional education, which is provided by private companies or agencies. For students of management, there is a large number of different courses that can be used. In some cases also universities provide some additional courses, which aren't compulsory for students, but they can use it for self-improvement. Their biggest advantage is that students don't have to pay for it.

Advantages:

- every student can pick up form of education which will fit to his needs
- whole process of learning is in hands of student
- big diversity of offered additional courses

3.2 New Methods of additional training during work

In-basket education – Main aim of this type of education is to teach managers, how to effectively and quickly handle a lot of “paper work”, which is in basket (pending). As Porvazník and others wrote in their book, after passing of this training, managers should be able to handle their pending work and also to choose, which activities have the highest priority. (Porvazník, Ladová and Rajošová 2008, 45)

Advantages:

- managers obtain skill in handling of “paper work”
- managers learn how to decide which pending work has higher priority

Just-in-time education – This is very specific method used mainly in further company education. Main purpose is to learn information or obtain skills, which are needed just now. Teaching programs like this don't have any stable curriculum. Content of lessons and activities during them, are modified according to recent needs of every company. As students finish this kind of education, they can immediately use their new abilities or knowledge in practice.

Advantages:

- content of lessons is modified according to recent needs of company
- students (employees) are able to use newly obtained information and experiences immediately after they learn it

Both kinds of currently mentioned education (just-in-time and in-basket) are mainly taught together, because aims of these trainings are very similar and in both cases are obtained skills needed for managerial routine.

Coaching – Term itself is mainly known in connection with sports. In its origin first coaches were truly in sport. During time new researches came up with conclusions that sport coaching can provide also useful mechanisms and techniques for other people in different branches. Nowadays it became very popular to have personal coach. Coaching isn't about teaching as we know it. ”Coaching is not a quick fix, it is an approach that offers time and support for teachers to reflect, converse about, explore, and practice new ways of thinking about and doing this remarkably important and complex act, called teaching.” (Knight 2009, 2) Coaches assign little exercises to their students and evaluate results of those assignments. When they have all results, they can tell to their student, what should be improved or where he did a mistake, so students have proper feed-back. Very important are motivation and techniques for self-education. It isn't often that experienced coach will give all information to his student, he will rather give advice, where to find necessary information or how to find solution. This means that coach can teach how and why to study.

Advantages:

- coaches are mainly highly experienced professionals
- through coaching student obtain abilities and motivation for self-education
- focus on self-improvement brings better results of individuals

Learning organization – This is new approach of companies, how to reach better results or how to be more productive. Whole approach is based on work and results of company as it is one big unit. From this point of view nobody is seen as an individual, but as a part of one complex. This means all people from company have same goal and vision how to reach it. It is a logic result of further development of goal-oriented education. All employees have full access to education, but there isn't anybody, who will force them to study. It depends on employees only, whether they want to study or not. This is the reason, why the motivation of employees is so important. "Successful people have the ability to, and are prepared to change and adapt. Successful people are people who learn. Successful organization is no different, successful organizations are learning organizations." (Lassey, 1998, 1) Majority of study materials is designed according to company experiences and company issues. It is provided, because companies don't want its employees to repeat the same mistakes as earlier. Every experience or problem can be seen as something you can learn from. Teachers can create stable staff of company or they are hired from external agencies.

Advantages:

- educated and well-motivated employees have better results
- employees will obtain experiences from previous mistakes and won't repeat them
- further education of this type provide more skills or knowledge based on practical experience

Disadvantages:

- sometimes it is hard to find proper motivation
- employee's participation is crucial

4 SUMMARY OF THE THEORETICAL PART

Within the theoretical part, this work describes the personality of manager and his competencies. The personality of manager plays very important role in managerial work. Managers have to have some inherited predispositions, which create the crucial part of their personalities. On the other hand, majority of these personal features could be gained by practicing or can be taught. Managerial competencies allow managers to handle this profession. Skills, which are needed to be a good manager, could be also taught. Among these properties we can find features called soft skills and hard skills. Another part of managerial competency is created by personal features like knowledge, proficiency or personality traits.

Next sections of theoretical part consist of certain forms and methods of education for managers. Since the beginning of managerial education there are techniques, which we use until today. These techniques are explanation, discussion or self-education. On the other hand, the development of management brought new ideas to the educational system for managers. School education is developing all the time using all possible techniques and methods of teaching. Nowadays we can also meet many different forms of education. The most majority of these forms are used during the work for some company. Here could be mentioned specialized courses, agencies focused on managerial training or private lecturers.

Last section is focused on recent trends and new methods in managerial education. With all the development in fields of managerial work, came development of educational methods. These methods are designed to fulfil recent needs and requirements of managers. For example development of computer technologies brought new options for education. Managers can use e-learning or e-development. Some new methods are based on many researches. Method of outdoor-training was created that way, because it was discovered, that personal experience is the best way, how to learn something.

Management as a science is quite new, so we can't say when the development will stop. With new requests and new technologies also new forms and methods are created. According to recent situation in managerial education we can see, that the process of development still continues.

II. ANALYSIS

5 QUESTIONNAIRE

For the complex analysis of educational system for managers, technique of quantitative research was used. Whole research is based on questionnaire. The questionnaire was designed for true managers and consists of questions focused on managerial education and its effectiveness.

5.1 Questions

The questionnaire was designed to receive data about educational system for managers in Czech Republic. There are 29 closed questions combined with 3 open ones. The reason, why are those two types of questions together, is because some answers have to be closely defined and there was no other possibility than free answer.

5.2 Respondents

For the research in the field of management education were chosen employees of 4 individual companies. All chosen employees work in managerial position, so they are adequate respondents to fulfil the purpose of the research. 30 managers were addressed to fill out the questionnaire. This amount of managers isn't very big, but it is very difficult to find managers with free time.

5.3 Delivery of questionnaires

All questionnaires were distributed in electronic form and send via e-mails directly to respondents. Deadline for sending it back was one week. This time period was enough, because all respondents met the deadline, without any troubles.

5.4 Purpose

The purpose of questionnaire is to perform a research among managers. Data, which will be analysed, will help to decide, whether is in Czech Republic good environment for managerial development or not and whether companies take care of further education of employees.

5.5 Hypotheses

According to theoretical findings I've determined these hypotheses, which will be approved or disapproved through the research among managers. The hypotheses will be approved or disapproved through questionnaire research. H1: Companies in the Czech

Republic take care about the education of their managers. This hypothesis will be approved, if examined companies offer at least 4 different forms of education.

H2: In Czech Republic is proper environment for managerial development.

This hypothesis will be approved, if more than 70% of respondents absolved at least 60% of all forms and methods of education mentioned in theoretical part.

6 ANALYSIS OF MANAGERIAL EDUCATION WITHIN COMPANIES

This analysis is based on questionnaire. All respondents are from 4 different companies, where managerial education creates important part of the company culture. Whole section includes areas of managerial education offered by particular companies. Trainings provided by companies create only one part of the complex system of education for managers.

6.1 Company characteristics

All companies have about 80 employees and, as companies, they are very stable gaining big profit every year. Two companies are join-stock companies and two are limited companies. Three of them are industrial and one provides financial services. Every company exist more than 10 years, except the company A, which is only 4 years old.

6.1.1 Company A profile

First company provides financial services. It exists only few years, but during this short period the company established its front position on the market. In company portfolio we can find exclusive products with minimal costs. All of them are from field of insurance and investment. All employees are highly educated and well experienced. Philosophy of the company is to have professionals, who will take care about customers and will fulfil all their requirements. Company has 64 employees in the head office and more than 1700 consultants. 5 managers from this company were addressed.

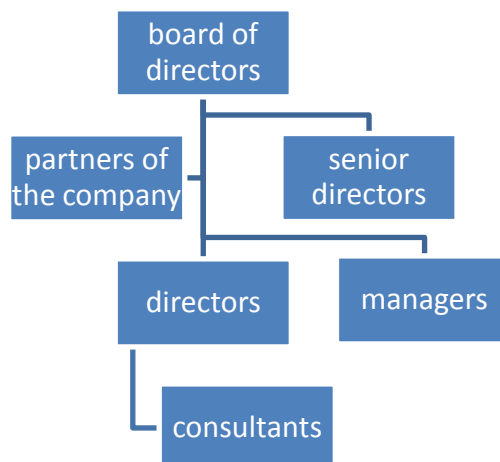


Figure 1 Organizational structure of company (own elaboration)

6.1.2 Company B profile

Main scope of the second company makes industry. In this brunch it has tradition since last century. This company provides mining equipment for big mines. Besides that, the company also offers services related to it. These are services such as reparations, innovations and technical support for mining machines. Company itself cooperates with all important mining facilities in Czech Republic, but also in foreign countries (mainly in Russia, Greece and Poland). Company has 79 employees. 11 managers from this company were addressed.

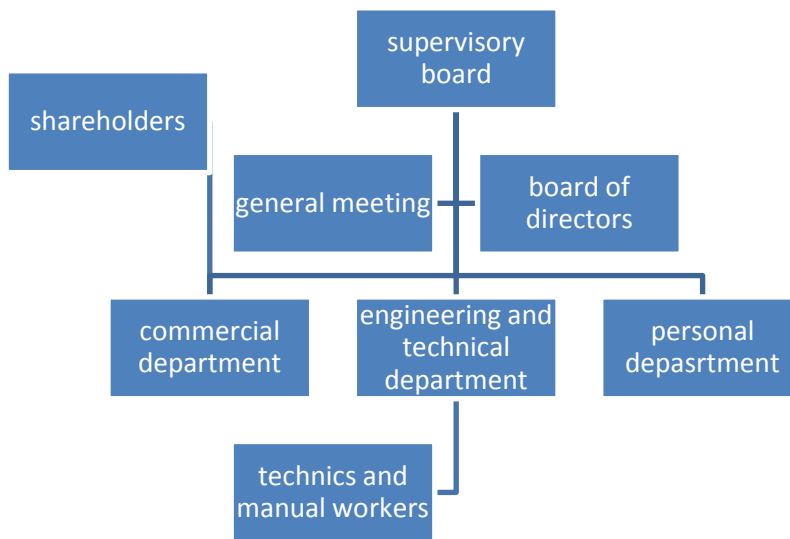


Figure 2 Organizational structure (own elaboration)

6.1.3 Company C profile

Company C offers services related to engineering. History of this company started in 1997, when it was founded. Main part of its activity is to provide all necessary services related to designs and project engineering of machines, which are created for surface mineral mining. Company also supplies transport machines and machines for stockyard manipulation. Company has 90 employees. 8 managers from this company were addressed.

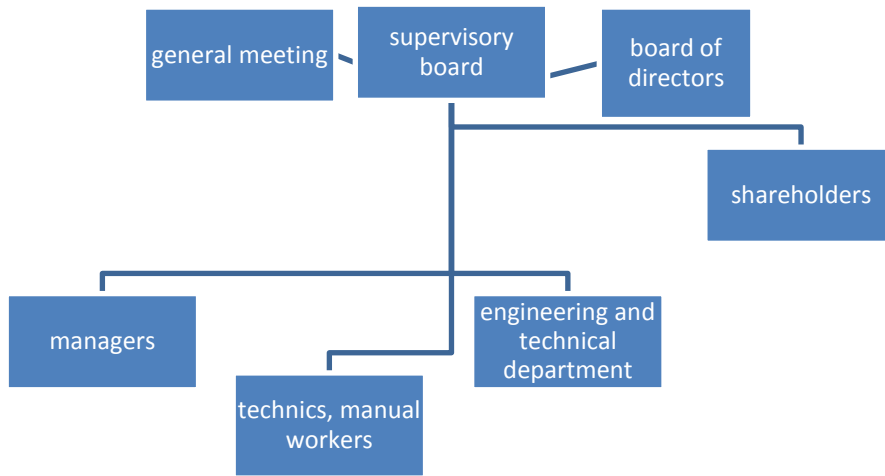


Figure 3 Organizational structure of company (own elaboration)

6.1.4 Company D profile

The last company is also focused on industrial production. Company started its activities in 1991 with only 17 employees. The company started to grow rapidly. Now it is big manufacturer of air conditioning systems. Nowadays the company exports its products mainly to Germany and has 72 employees. 6 managers from this company were addressed.

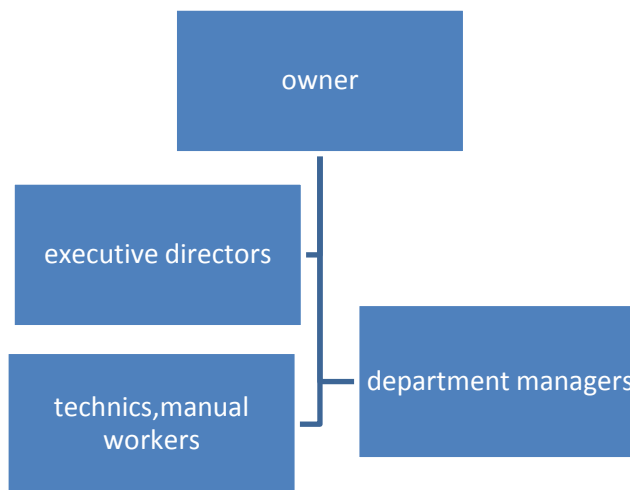


Figure 4 Organizational structure of company (own elaboration)

In this section will be introduced the analysis of education, which managers used. All given information are based on research. There are mentioned only trainings offered by companies. The rest of managerial education depends on every individual manager.

6.1.5 Usage of School education

School education for managers is provided through 3 different organizations. These are High schools of business, Universities and Non-university business schools.

Table 1 School education within companies (own elaboration)

	Company A	Company B	Company C	Company D
High school of Economics	-	18%	50%	34%
University	50%	64%	87,5%	83%
Post gradual studies	-	-	-	17%
Non-university business schools	-	9%	37,5%	50%

This table shows which types of school education managers attended. In every column is presented attendance in the percentage. All numbers represents how many people from every individual company attended those schools (attendance is expressed in percentage). When we look on the first column, there is big amount of managers, who were studying on business schools since the beginning. The most common are university studies. At least one half of all managers attended University, before they started their career. In companies B, C, and D the percentage is even higher. This proofs, that these companies are mostly employing people, with some degree from further education. Unfortunately most of them attended Universities with focus on industry. This situation appeared, because my respondents are mostly managers with more than 10 years of experiences. In times they were studying, university studies in field of management weren't very common. From the table we can see, university degree is enough for needs of those managers, because post gradual studies are not used very often. On the other hand, every postgraduate said, it was big contribution for his career. From the point of view of non-university business schools we can say, they were used quite often too. These schools were used only by companies

with industrial focus. These institutions create curriculum, which perfectly suits to needs of their managers. Company A doesn't use those services at all. Company B has the lowest attendance, but there are 18% of managers, who are going to attend non-university schools. According to the table, company D has managers, who have experiences with all mentioned forms of school education.

6.1.6 Managerial competences

Every person, who wants to be a good manager, has to meet some certain requirements. These are represented by managerial competencies and personal experiences. Competency consists of several factors. Some of them are predisposed and the others can be learned. Within the competencies we can find features as ability to lead people, ability to apply some theoretical solution in real situations or simple ability to communicate with others on proper level. From the corporate point of view, managers, who will meet all these requirements, will be big contribution for them.

Table 2 Managerial experiences and competency trainings (own elaboration)

	Company A	Company B	Company C	Company D
managerial experiences	5 years	more than 10 years	more than 10 years	more than 10 years
social competencies training	yes	-	-	yes
technical competencies training	yes	yes	yes	yes
most frequent focus of social skills trainings	group leading, self-presentation, communication skills, ethics	-	-	problem solving, communication skills
mostly used methods	discussion	explanation	explanation	explanation and discussion

Development of social and technical competencies seems to be crucial part of corporate culture. Social skills include all necessary abilities for communication with people. Within the companies are enlarged the most important of them. According to the table, these are group leading, self-representation, and communication skills. Technical skills include mainly knowledge and skills, which are needed for particular work in particular company. From that point of view is the main focus on internal computer systems (intranet), technical background of the company or corporate know-how. In companies A and D are managers supported in development of both kinds of competency. Companies B and C provide only trainings in technical competencies. This proved that managerial competencies are very important. All skills in both categories are practised or taught by different methods.

6.1.7 Additional forms of education offered by companies

All given companies offer some kind of additional education for its managers. Within the company are used many different methods of teaching.

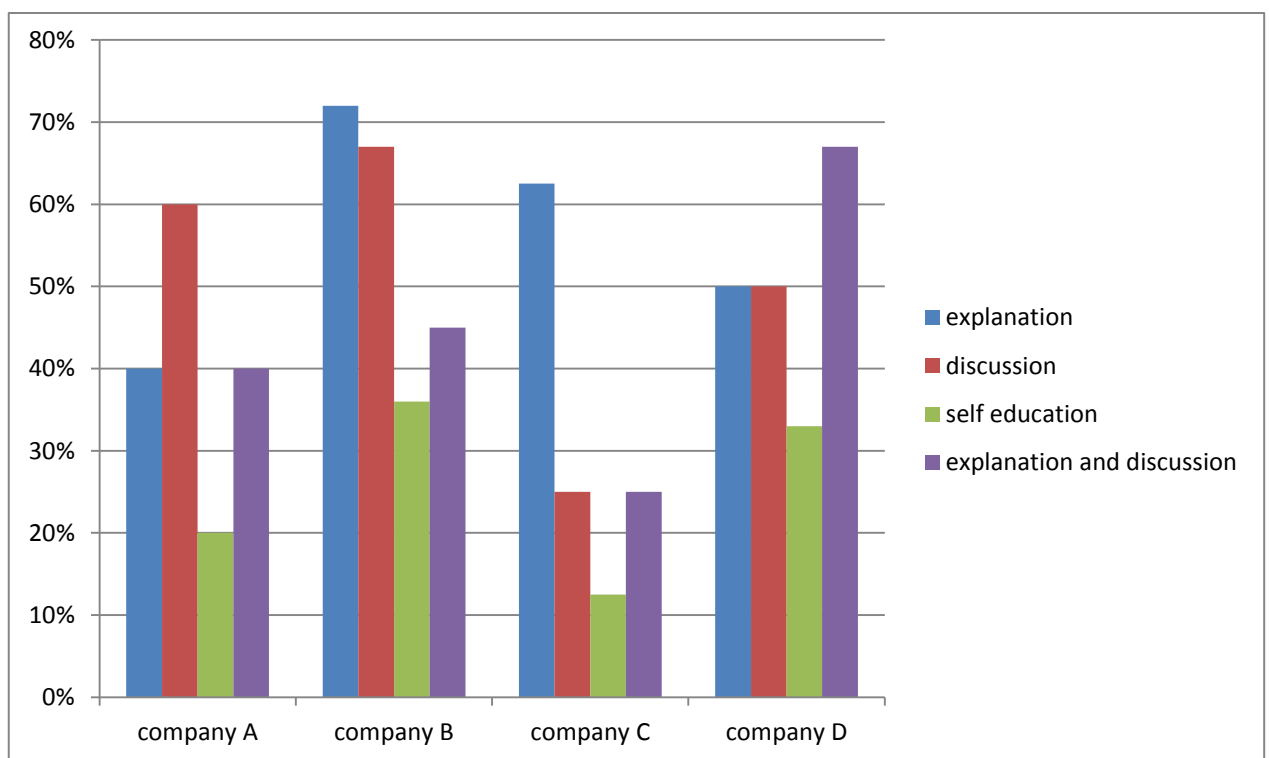


Figure 5 Most frequent method used in education (own elaboration)

This is the graph, in which we can see the frequency of mostly used teaching methods. The percentage represents how often managers met those methods. In company A is education provided mainly through discussion. Companies B and C use mostly method of explanation. Company D uses explanation and discussion in the same way. According to the graph we can say companies usually use explanation or discussion within programs. Discussion is very effective method. Main advantage is that managers, who don't have sufficient experiences or knowledge, can easily ask their colleagues for help. Discussion could be also used for comparisons. Explanation is another often used method in education. Through explanation managers obtain different data or information, which they need for their work. Big disadvantage is passive participation during learning.

6.1.7.1 Internal company programs

Those programs are designed to fulfil all company requirements. It depends, on what is individual company focused. All companies provide, already mentioned, competency development programs. Company A provides 3 main programs for specific purposes of its managers. As they are focused on service providing, main targets of their programs are products, business itself and building of company (learning organization). Within the product program, managers obtain information about their services. What they offer, how does it work and also how to distribute it. In program focused on business itself, they learn for example: how to create business relations or how to represent their company. The last program, this company offers, is based on principles of learning organization. Through this managers are motivated to share the visions and opinions. Then they are taught how to cooperate with other employees to meet the optimal level of efficiency of the company. Company A provides in-basket education and cooperates with coaches. Managers are familiar with e-learning and e-development, which are used during their teaching methods. Company B offers programs, which help their managers to keep in touch with recent trends. All of these are based on internal need. Managers need knowledge from field of industry and technology. They are taught about new technologies in their company and about the present situation within the competition. This firm handle their recent needs through just in-time education and coaching method.

Company C uses internal programs to deliver information about human resources. Managers are taught how to create work teams, how to manage company meetings and also how to motivate their employees. All of this is very important for managers, because

the company depends on the quality of their products. For example, if there isn't good team, whole process of product development will be very slow and the production won't be effective. These programs should eliminate all problems within the team communication etc.

Company D offers the best program. In this case is whole program based on need of every individual manager. This is the best for the company and also for manager, because the company provides complex education for managerial work. This means, when manager identifies he needs to improve something, for example skills of presentation, the company program will be focused on that. Managers will be more qualified and the company saves costs for eventually non-suitable education, which manager doesn't need. This also eliminates need for any other additions.

6.1.7.2 Conferences, seminars, private lecturers, additional courses

Here are mentioned four forms of additional education for managers. Usually, these forms are commonly used by companies. All of them help managers to receive new information and deepen their knowledge.

Table 3 Forms of additional education (own elaboration)

	company A	company B	company C	company D
seminars	yes	yes	yes	yes
conferences	yes	yes	yes	yes
private lecturers	yes	-	yes	yes
additional courses	-	yes	yes	yes
usage of those forms	few times per year	few times per year	only once	few times per year

From the table 3 we are able to identify, which additional forms of education are used. Companies C and D, use all forms. Company A doesn't use additional courses, except their own trainings, and in company B there are no private lecturers. The most common forms are seminars and conferences. Additional courses are mainly used within the development of managerial competencies. Through courses are also deepened language skills, which are needed in companies B, C and D. According to the table, company C doesn't use further

education continuously, but only once. The others trust that continuous education is good to keep in touch with managerial development. This is very positive for companies themselves and also for managers, because through this, they are familiar with all new approaches or methods used in management.

7 COMPLEX ANALYSIS OF FORMS AND METHODS OF MANAGERIAL EDUCATION IN CZECH REPUBLIC

This section is focused on complex managerial education. All available forms and methods are analysed. Also trainings within companies are included.

7.1 Managerial competency and experiences

According to the research competencies and experiences create the most majority of successful manager. These things help them to work with people or to solve some problems in the company.

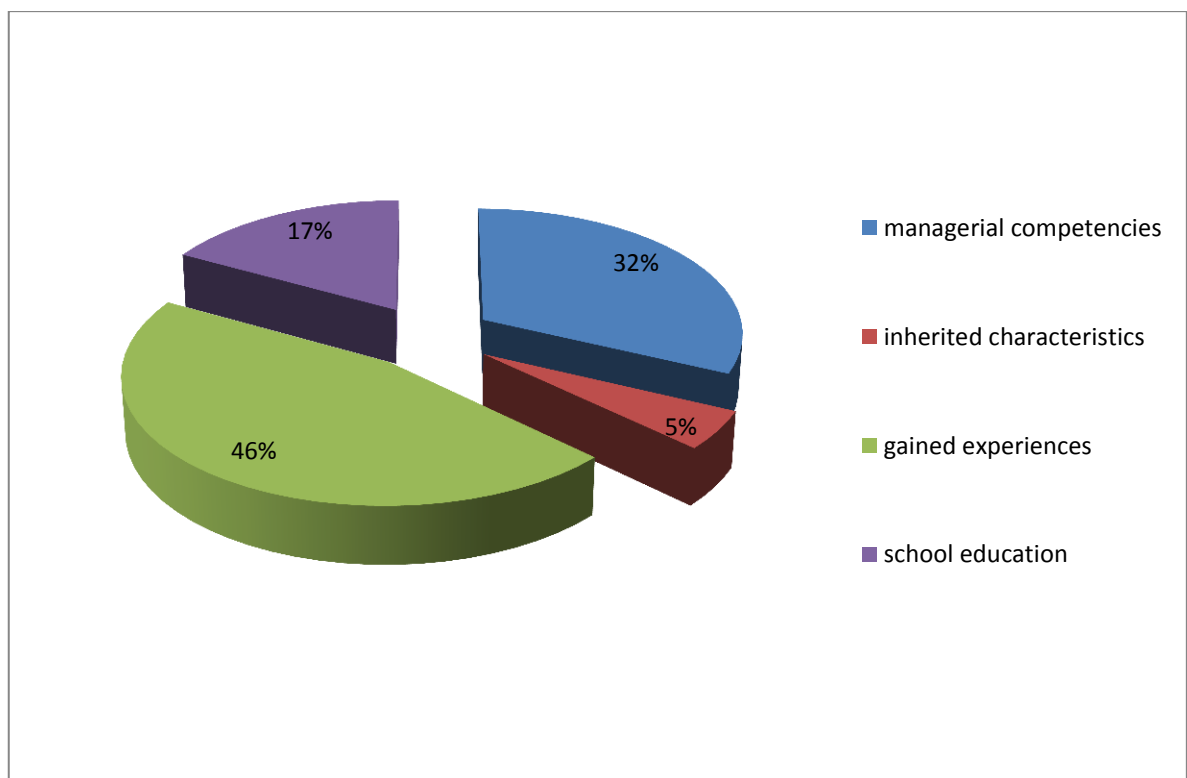


Figure 6 Importance of managerial characteristics (own elaboration)

As the graph shows, all addressed managers think, the most important managerial characteristics create personal experiences. The second important feature consists of managerial competencies. After them stays school education. Inherited qualities are only a small part of managerial personality. From this we can infer that personal development during work is a very common thing. Speaking about inherited qualities, we can say, they are just predispositions for managerial work. Without these predispositions it will be quite difficult to start working as a manager, because everything related to it, will have to be learned. For example, if someone can't communicate on a proper level, he will have to

undergo tough training to reach it. Or if someone cannot educate himself, it will be very difficult to improve or be aware of new development and recent trends in management. School education could be seen as the first step in managerial career. With the school help managers are prepared to start their careers.

In relation to university degree, managers mostly get their jobs in companies. The fact they have absolved university shows, these people are good choice. Every company will employ rather people, who are able to study further and to develop themselves. Of course it took quite long time to become a successful manager, but school education is great possibility for beginning. Competencies of every manager make also very important part. Good manager should know how to communicate with people, how to recognize problematic issues and how to solve them. Competencies among others include knowledge, company know-how or ability to work with new technologies.

All these things are crucial for management of individual companies and in most cases they provide trainings in these areas. The most important part creates personal experiences of every manager. This could be seen in graph 2. Almost one half of success depends on it. Every manager has to gain experiences on his own. In most cases they obtain it during their work, but there are some forms of education, which can provide it too. Here could be mentioned methods of active learning, because their main principle is to obtain own experiences. These are big contribution for future work. We can say, it depends only on every individual, which courses he will attend or whether he wants to develop at all.

7.2 School education

In Czech Republic managers can use 3 main institutions, for their school education. These are secondary schools of Economics, universities and non-university business schools. All three have own characteristics and are good for particular purposes. As was mentioned earlier, school education is first step in managerial career.

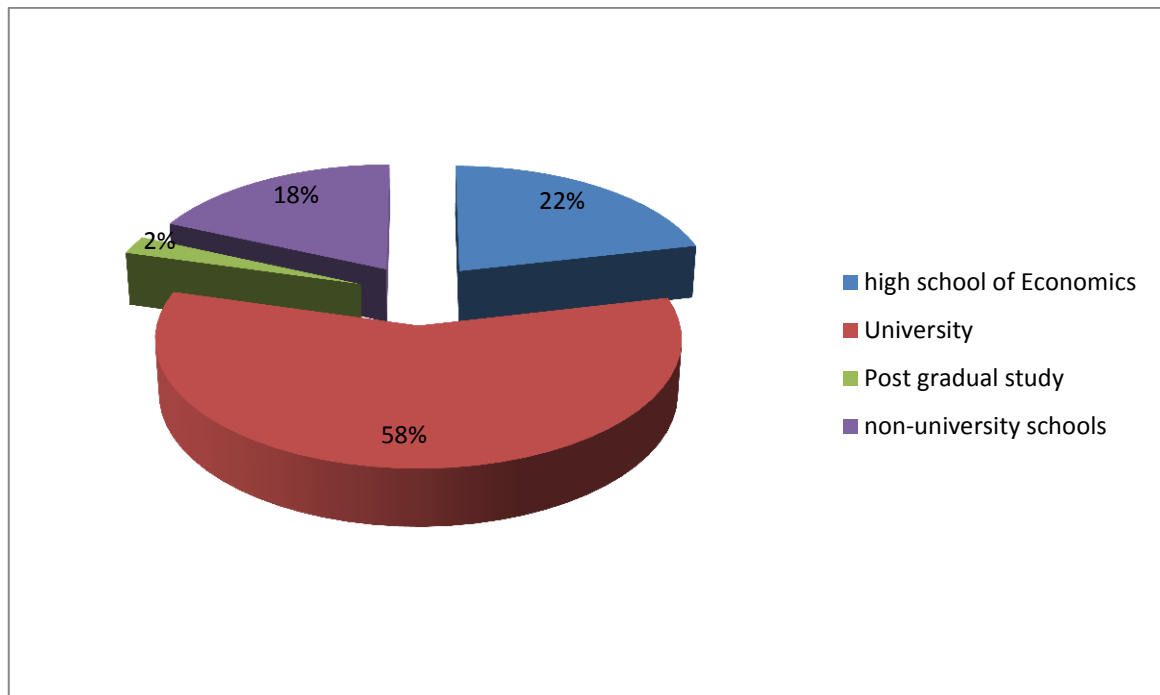


Figure 7 Usage of school education (own elaboration)

This graph shows how many managers used the offer of school education. As we can see Economic high schools aren't used so often. These schools prepare students for further studies at University. It could be said they aren't necessary for managers, because the content of lessons is focused mainly on basic principles of economy, which are also taught at universities. On next level are university studies. Here are students prepared for their future work. Universities help students to deepen their current knowledge and develop their skills. In Czech Republic is quite big offer of universities with managerial focus, but most of them are private. In present time, there aren't many universities offering post gradual studies such as MBA. Only one addressed person have MBA degree, but he says it was very big contribution for his profession. MBA studies are offered in Czech Republic for quite short time and this could be the reason, why most managers didn't achieve this degree. Last school institutions, which managers can use, are non-university business schools. Schools like this offer suitable programs for individual needs of company. If there is anything special that company needs, those schools modify their curriculum according to it. We can say it is perfect opportunity for companies with unconventional focus.

7.3 Education during work

In managerial career we can find many opportunities for some further education or additional trainings. The most majority is used during the work as manager. It can be said

that only one third of the whole educating process takes its place before work. The rest proceeds within the professional career.

7.3.1 Most common methods used in managerial education

In education are used many methods and techniques of teaching. Every method is different and has its pros and cons. Choice of every method depends on particular topic or focus of the lesson. The most known are methods of explanation, discussion and self-education.

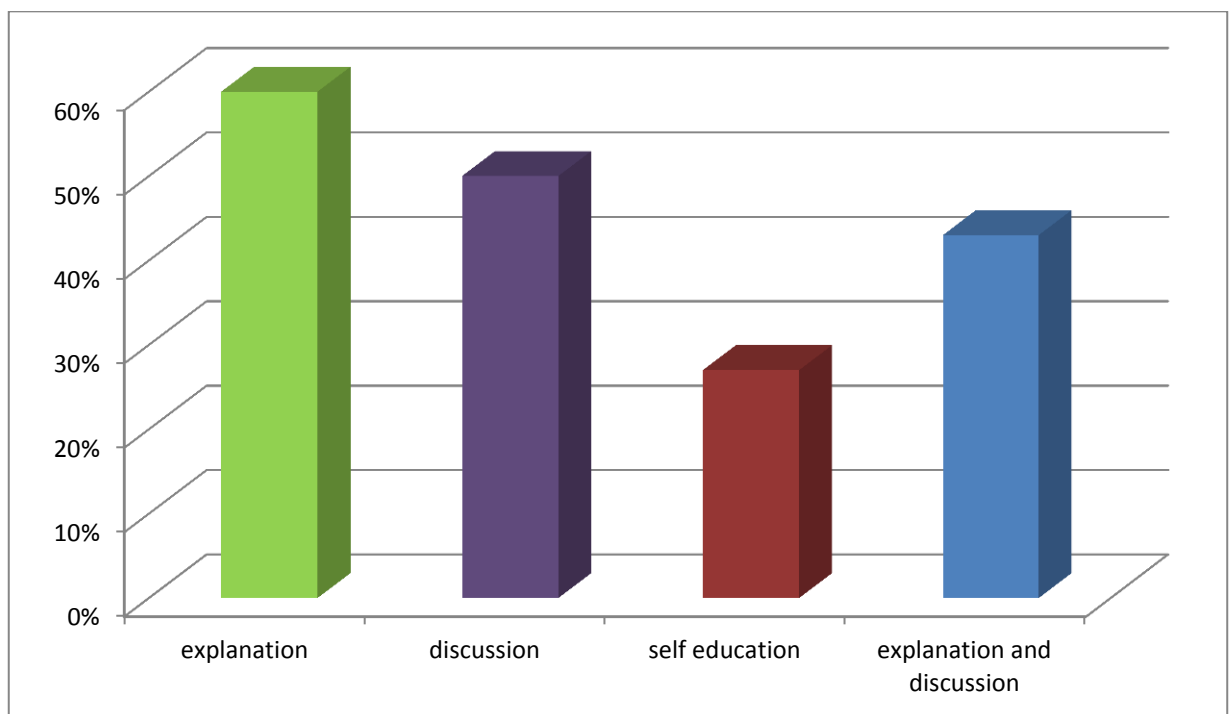


Figure 8 Frequency of teaching methods (own elaboration)

In graph are represented most basic teaching methods and their frequency in education. The most common method is explanation. During explanation is teacher speaking about some topic, while students are listening and making notes. This method is used as addition among many forms of education. Here could be mentioned school studies, seminars or conferences. The biggest disadvantage is the passive participation of listeners. Second method is discussion, which is also widely used. We can use this method as an additional part to almost all forms of education. According to answers of respondents, this method is the most effective one. Within the discussion all participants are allowed to express themselves or to ask for something. Through discussion could be analysed topics from different points of view, because every individual person has own opinion. Discussion could be also used for comparisons. The last method is called self-education. It means

every manager has to study on his own. Efficiency of self-education depends on qualities of students. Everyone has different approach to studies and also different will to study. The will to study makes crucial presumption in this method and this could be its biggest disadvantage.

7.3.2 Forms of education

Studies during work can appear in many different forms. In this part are mentioned the most common of them.

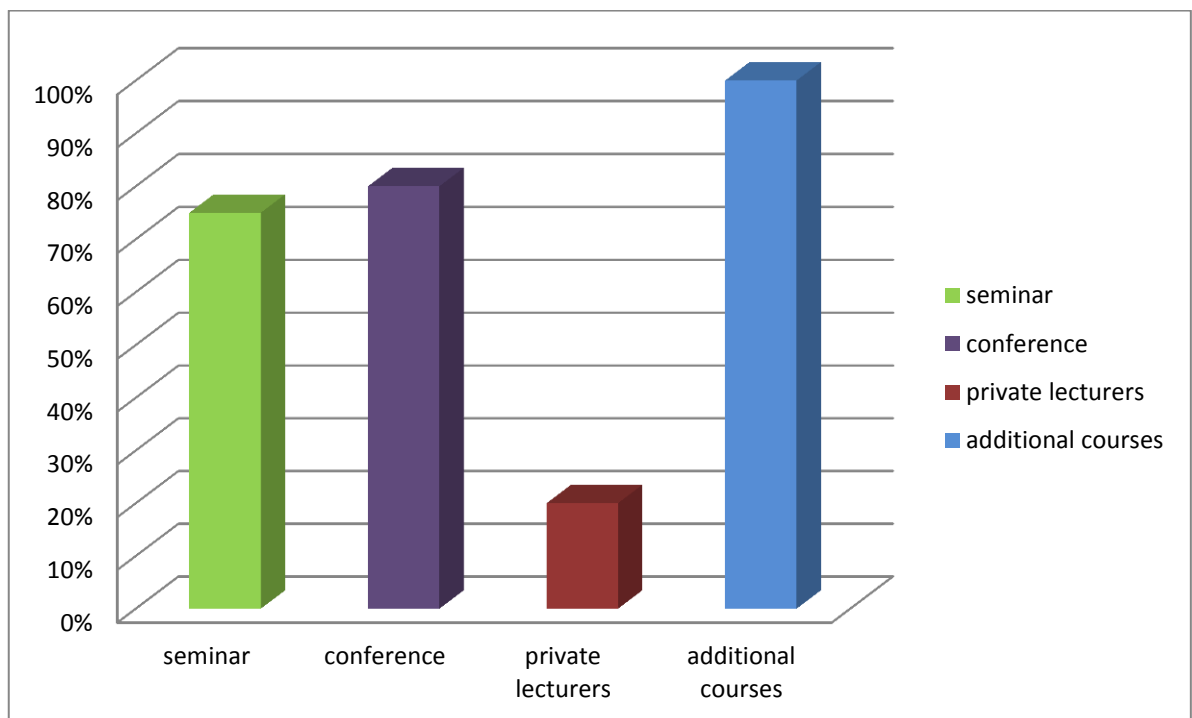


Figure 9 Mostly used forms of education (own elaboration)

According to graph there are four mostly applied forms of further education.

Seminars and conferences

Seminars and conferences are very often used for providing of education. In this form are combined methods of explanation and discussion. Both forms are very effective. As we can see in the graph they are used quite frequently. Seminars are mostly focused on some certain topic or issue. During lessons a speaker informs audience about the problem and then explains how to solve it. After the explanation usually comes discussion, about most critical areas of the problem. Conferences are mostly designed to contain more than one topic, but in most cases topics are somehow interrelated. Within conferences we can meet the best managers, who are usually speakers.

Counselling agencies

Use of counselling itself isn't very common in Czech Republic. We can say it, because there are only about 30 % of managers, who used services of these agencies. For companies this could mean lost opportunity, because lessons in these organizations have high quality. All teachers in Counselling agencies are professionals with many years of experiences. Through lessons they can transfer their knowledge to listeners. They don't use traditional methods of teaching like explanations. Lecturers act more like advisors.

Additional courses

Among courses are included all trainings, which managers undergo during their work, except outdoor trainings and courses with active learning. Courses are provided mainly by private agencies, but sometimes create part of company culture. Companies prefer courses with focus on managerial competencies.

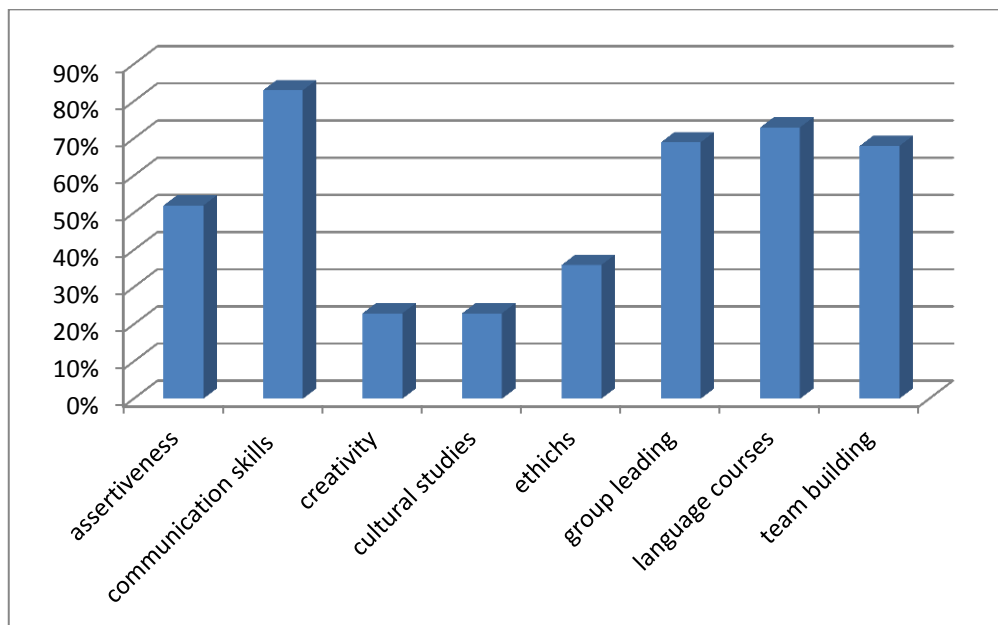


Figure 10 Focus of additional courses (own elaboration)

On the graph are represented mostly used courses and their focus. The graph also proves which focus is the main. According to the graph are most important courses focused on communication and language skills. Nowadays are companies cooperating with each other within the country, but also in international field. That's the reason, why are language skills so demanded. Other important areas practised during courses are group leading and team building. Those two are important for manager himself. Good team will be more effective and assertive manager is able to solve even the most difficult diplomatic situations. Then are stimulated skills in fields of assertiveness, ethics and creativity.

7.4 Usage of new methods and recent trends in education

7.4.1 Recent trends in education

Present development of management brought new trends to teaching. They are based on new findings and researches. Among new trends are the most valuable outdoor training, e-learning and e-development.

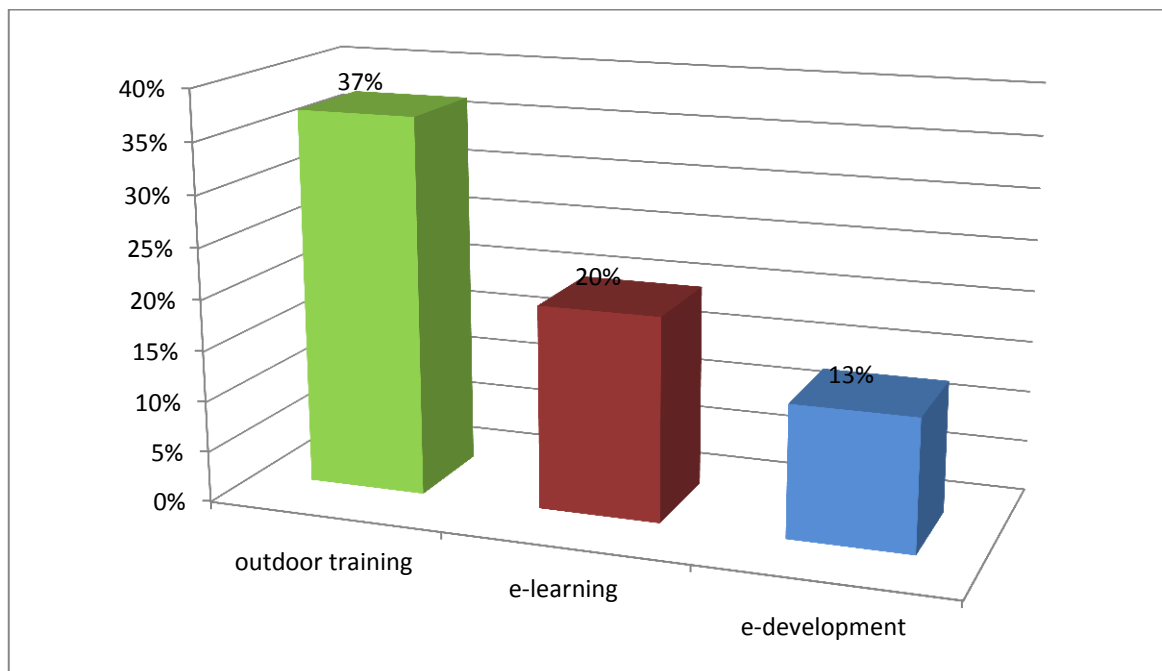


Figure 11 Presence of recent trends in teaching (own elaboration)

As the graph shows, outdoor training is well known among managers. As a teaching method it is very effective, because it is based on creating personal experiences. Outdoor trainings use many different techniques including solving of some imaginary problem and even some sport activities. The other methods came with development of computer technologies. A basic principle of these two methods is usage of internet to provide study materials or exercises. From graph is obvious, these methods aren't provided so often. According to research in companies only one company use them. Since the establishment of the company was computer technology developed, so e-learning and e-development are usual for its employees.

7.4.1.1 New teaching methods

In present days are usually used new methods of teaching. These new methods should make the learning more effective and also easier. All are based on active participation of students.

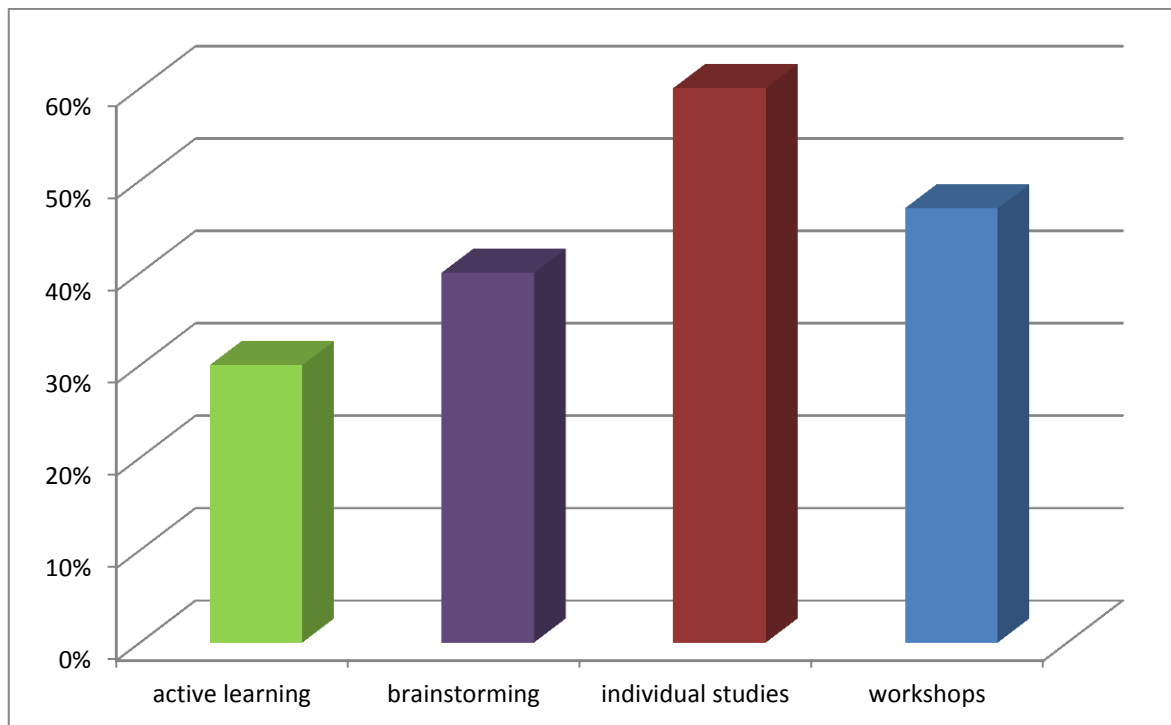


Figure 12 New teaching methods (own elaboration)

Graph represents mostly used methods in present teaching. Every method on the graph is used quite often. As the graph proves, managers learn themselves most of the time. So we can say individual studies make big part of managerial education. Anyone, who isn't able or doesn't want learn all the time, shouldn't be a manager. Workshops seem to be used often too. They are based on practical examples and then there is a time for discussion. Basically we can say it is similar to seminars or conferences, but more focused on practical experiences. Last but not least is used method of brainstorming. We can take it as a session, where the creativity in solution finding is supported. The last method is active learning. This is the most effective teaching method. This proves fact that 15% of respondents said, active learning is very effective, although they didn't absolve it. The principle of this method is based on active participation. In lessons are exercised real situations from real life. Everything has to be solved as it is real problem of the company, despite the fact it is only training. Every participant plays crucial role for the whole

training and through this everyone gains own experiences, which are better to remember than some amount of data. The most frequent kind of active learning is case study.

7.4.2 New methods used within the companies

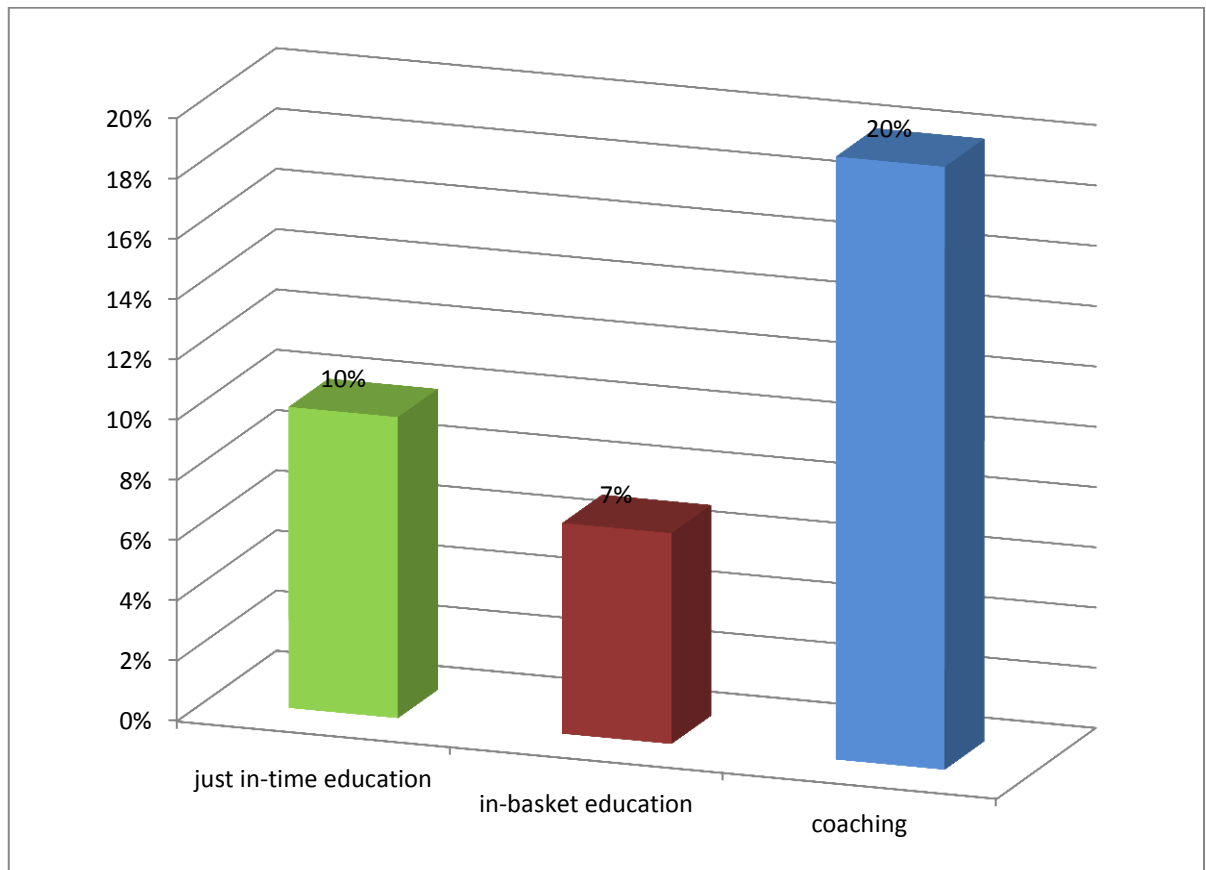


Figure 13 Usage of new teaching methods within companies (own elaboration)

Within the companies there is a tendency to use new methods such as in-basket education, just in-time education or coaching. In-basket education teaches mainly how to manage all the paper work. Within this method are managers also taught about time management. Just in-time education is a very special training, which consists of education focused on needs that company has just now. The last method used in further development of managers is coaching. Coach plays the role of personal motivator. With coach's help managers are motivated to learning. On the graph we can see the frequency of these methods. The biggest frequency has coaching. Another two aren't used very often. For managers it is quite bad, that they aren't familiar with these trainings. On the other hand many companies presuppose managers already have these skills on appropriate level.

8 SUMMARY OF ANALYTICAL PART

Analytical part deals with the research itself. Everything is based on analysis of questionnaire, which was send to managers from 4 different companies. According to the research I can say that in all companies are mostly employed managers with degree from studies at Universities. According to their age we can see differences in focus of their academic studies. Managers with more than 10 year experiences attended mostly universities with focus on technologies or industry. Only some younger managers attended universities with managerial focus. Possible cause of this situation should be in history. Managerial education is provided in Czech Republic since 1989, when centrally planned economy was abolished. Before that was everything in possession of government, so managers weren't needed.

All companies provide some further education. Every company offers little bit different programs, but some basic requirements are based on the same principles or fulfilled through the same methods. As was proved during the analysis, the most common areas are managerial competencies. Within companies are provided trainings of both kinds (social and also technical competencies). For all companies was recommended, how to make education of their employees better.

In the second part was analysed educational system for managers as whole. From this point of view, we can say there are two parts of it. First part includes education within companies and the second part is education which managers absolve on their own. The most important for managerial profession are experiences from real work and managerial competencies. Competency trainings are usually included in corporate culture of companies. During work are managers educated with help of different forms and methods. The most frequently used method is explanation in combination with discussion. Both methods are used within all forms of education. New development in managerial branch brought also new tendencies and educational techniques. The most common is usage of outdoor trainings and individual studies.

9 RECOMMENDATIONS

According to the research during theoretical part should be recommended several things to all companies. In most cases, all critical areas are covered within corporate culture of companies. On the other hand, managers have to absolve a lot of additional trainings on their own. To all companies I would recommend to use trainings, which are based on practice. These are using methods such as outdoor-training or active learning. Active learning doesn't cost anything except the teacher, who has to be hired. In average teachers wants at least 10 000 Czech crowns per month. It isn't much, but mostly they are hired in more than one company. Costs for the teacher will be compensated by bigger production and higher efficiency. Outdoor trainings cost from 2000 up to 5000 Czech crowns.

Company A has very good internal programs, which adequately correspond with their needs. Although the company exists for very short time, it is very successful. So we can say their management is on high level. Despite this fact, there is big lack of external experiences. These are mostly provided for example by non-university schools or private lecturers. All external persons could enrich the education with their own experiences. Managers in this company didn't attend any other school education than university studies. According to research only half of employees absolved university education. The company itself should provide some school education for their employees. For this purpose they can use non-university schools or hire a teacher, who will take care of further education. Private lecturers aren't so much expensive. The price depends on experiences and success of the teacher. In most cases is paid every individual lesson. The cost can be from 400 up to 1000 Czech crowns per lesson. This company should also use outdoor trainings to build up more sufficient work teams. Usage of outdoor training costs up to 5000 Czech crowns per person. This is quite a lot, but the method is very effective and all participants will get unforgettable experiences.

For companies B and C could be contributory, if they will start with trainings of social competencies in their company. All stuff, managers will learn here, should increase their productivity and also the productivity of the company itself. There is wide scope of courses the company could use. The price of every individual course is different. Most of them costs about 3500 Czech crowns per person. Of course you can find also more expensive ones. For example course of personal coaching costs from 14 000 up to 60 000 Czech crowns. These courses are very expensive, but coaches provide education, which is very effective. Every coach helps to develop personality of manager and also helps with

motivation for self-education. Company C should send managers more often to conferences or seminars. During them is everyone informed about new problems and new solutions for managerial branch. In other words these are very good to be familiar with all the development in management. All seminars and workshops cost from 1000 to 20 000 Czech crowns per person. The price differs according to the length and the content. The most expensive are workshops for top-managers.

For companies B, C and D I would recommend to use e-learning and e-development. Those two methods are very effective, because they are based on distribution of study materials and other data through internet. This saves the costs for administration and also time, which managers have to spend with teachers. This software is available also from home, so managers can study after work. Software for those purposes isn't really expensive. The most common price is about 2000 Czech crowns. For this amount of money you will get licence for the software, which can be used for one year. When the license expires, the software will be disabled. In comparison with real teachers the company saves money, because they don't have to pay every month.

The last recommendation for all companies is to focus more on communication within the company. Sometimes the biggest source of mistakes is bad understanding between employees. People, in management of the company, have to know how the production is realised and what the most problematic areas are. Only with good communication within the company they can solve problems. No one can find a solution for problem, which he doesn't know about. Prevention of this could be done by internal database, where everyone can find most common troubles of the company. Biggest advantage of this database could be the presence of old and successfully solved problems. When the same problem appears again, you can easily find successful solution for it. Whole database could be designed by software companies, who will provide all services related to it. Cost of those software solutions are from 10 000 Czech crowns, but mostly they are even higher. It always depends, how much time the software company spend with development of the database and also on functions of it. Although it is expensive, it will prevent company from redundant losses.

CONCLUSION

In the theoretical part were determined main forms and methods of education for managers in Czech Republic. All information are based on literature, which were used during the research. First focus of theoretical part is to describe the manager. What are his competencies and what creates his personality. Then are mentioned forms and methods of education available in Czech Republic. The last section of theoretical part is focused on recent trends and new methods in managerial education. According to theoretical part were determined hypotheses H1: Companies in the Czech Republic take care about education of their managers. H2: In the Czech Republic is proper environment for managerial development.

Through analytical part was analysed the system of managerial education within companies. This analysis proved companies take care about their managers and offer some additional further education for them. In some companies aren't used all methods. This situation isn't good, because some new methods or new trends should be big contribution for these companies. For this occasions there were determined some recommendations suitable for every individual company.

The second section of analytical part is focused on complex educational system for managers. Through the analysis was discovered, that quite all available forms and methods are often used for further education of managers. Czech system of education consists of two imaginary parts. First part is educational system offered by companies and the second part is education based on particular needs of individual managers. In most cases managers use available courses to improve themselves in areas they need. This is very positive finding, because the system in Czech Republic can compete with systems in foreign countries.

According to analysis of the educational system through questionnaires were approved both hypotheses H1: Companies in the Czech Republic take care about education of their managers. This hypothesis will be approved, if companies offer at least 4 different forms of education. H2: In Czech Republic is proper environment for managerial development. This hypothesis will be approved, if more than 70% of respondents absolved at least 60% of all forms and methods of education mentioned in theoretical part. The hypotheses were approved through questionnaire research among managers.

After the analysis I can say that hypothesis H1 was approved, because every company really offers at least 4 different forms of education, in some of them even more. This is

very positive finding, because companies want to increase the qualification of their managers. With educated employees are companies becoming more productive. During the research was also proved that more than 70% of respondents really underwent mostly all forms of available managerial education in Czech Republic. From this point of view it is good to know, there is a good environment for managerial development, because in present days highly educated professionals are very important. Only with good managers are companies able to survive in contrast to competition from foreign countries.

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APPENDIX P I: THE QUESTIONNAIRE

A questionnaire for analysis of managerial education in Czech Republic

Following questions are related to process of education for managers. Whole questionnaire is anonymous and results will be used for analysis of educational system in Czech Republic. To fill out the questionnaire shouldn't take more than 15 minutes. By every individual question please tick one answer. There are several questions, where you can tick more than only one answer. Questions without any options could be answered by your own words. These questions have no limits.

Thank you for your help and for the time you will spend with my research in advance.

1. How many years of experiences you have within the managerial work?

a. up to 2 years b. up to 5 years c. up to 8 years d. more than 10 years

2. How long does your company exist on the market?

a. up to 2 years b. up to 5 years c. up to 8 years d. more than 10 years

3. How would you evaluate the position of your company on the market in comparison to competition?

a. higher than average b. average c. less than average

4. Did you attend secondary school of Economics?

a. yes b. no

5. Did you attend any university?

a. yes b. no

6. What was the focus of the university? (fill this out only if you answered yes in previous question)

.....

7. Have you ever absolved any post gradual studies?

a. yes b. no

8. Was your post gradual study contribution for your work? (fill this out only if you answered yes in previous question)

a. yes b. no

9. Have you ever absolved any education at non-university business school?

a. yes b. no

10. Evaluate these managerial characteristics according to its importance (number 1 represents the most important and number 4 the least important characteristics).

a. inherited abilities b. school education c. managerial competencies d. work experiences

11. Does your company offer any of these competency trainings?

a. social competencies training b. technical competencies training

12. Which areas were covered within those trainings? (fill this out only if your company offers some training)

.....

13. Does your company offer any additional courses?

a. yes b. no

14. Do you need foreign languages during your work?

a. yes b. no

15. Does your company offer additional language education? (fill this out only if you answered yes in previous question)

a. yes b. no

16. Does your company offer any internal educational programme?

a. yes b. no

17. What is the focus of this programme? (fill this out only if you answered yes in previous question)

.....

18. Have you ever used services of counselling agencies?

a. yes b.no

19. How would you evaluate those services?

a. it was useful b. it wasn't useful

20. Have you attended any of those additional forms of education during work for your company?

a. seminar b. conference c. private lecturers d. additional courses

21. How often do you attend those forms of education?

a. few times per year b. only once c. never

22. Which of those methods have you met the most?

a. explanation b. discussion c. self-education

23. Which of those methods you think is the most effective?

a. explanation b. discussion c. self-education

24. Have you ever absolved outdoor-training?

a. yes b.no

25. How would you evaluate effectiveness of outdoor-training you have absolved? (fill this out only if you answered yes in previous question)

a. very effective b. effective c. non-effective

26. Have you ever used methods such as e-learning or e-development?

a. yes b.no

27. How often do you use computer at work?

a. it is an integral part of my work

b. almost every day

c. just for communication with clients

d. never

28. Have you ever met methods of active learning?

a. yes b. no

29. Which method of active learning have you met? (fill this out only if you answered yes in previous question)

a. managerial games b. managerial simulations c. case study d. other

30. How would you evaluate effectiveness of active learning?

a. beneficial b. not beneficial

31. Do you have any experiences with any of these methods of education?

a. brainstorming b. workshop c. individual studies

32. Have you ever met any of these new methods of education?

a. in-basket education b. just-in-time education c. coaching