An Analysis of the Generational Perception of Corporate Training Programs

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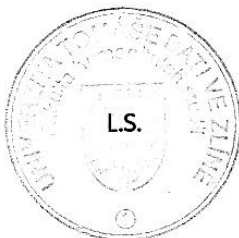
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ABSTRAKT

Tato bakalářská práce se zabývá firemními vzdělávacími akcemi a jejich vnímáním různými generačními skupinami. Práce je rozdělena na dvě části – teoretickou a praktickou část. Teoretická část je změřena na firemní vzdělávací akce, jejich realizaci a různé metody. Dále se zaměřuji na motivaci, a v neposlední řadě také na tři různé generační skupiny. Cílem praktické části je popsat firemní vzdělávací akci a zjistit, zdali se vnímání firemních vzdělávacích akcí liší mezi různými generačními skupinami lidí, kteří se pravidelně účastní a mezi širokou veřejností.

Klíčová slova: firemní vzdělávací akce, teambuilding, učení zážitkem, koučink, outdoor, motivace, generační vnímání, Baby boomers, Generace X, Generace Y, Millennials

ABSTRACT

This bachelor thesis deals with corporate training programs and its perception by different groups of generations. The thesis is divided into two parts – theoretical and practical part. The theoretical part is focused on corporate training programs, its realization and various types of methods. The next part is about motivation, and last but not least are three different generational groups. The aim of the analysis is to describe a corporate training action and find out whether the perception of corporate training programs varies in different generational groups among employees who take part in it regularly, and the general public.

Keywords: corporate training programs, team building, learning by an experience, coaching, outdoor, motivation, generational perception, Baby boomers, Generation X, Generation Y, Millennials

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CONTENTS

INTRODUCTION

Corporate training programs are well known activities, but they are not so popular in the Czech Republic. According to my experiences, a lot of Czech people who belong to the older generation, consider these activities as stupid games. They do not see the bigger picture. A positive perception is more often among younger people who grew up with the boom of this type of training and working in a team.

The corporate training program is an aggregate of useful methods, which combine learning with fun and relaxation. Moreover, a lot of problems can be solved by corporate training programs, and it also has a positive effect on the whole company. As I see it, these types of training, such as team building, learning by an experience, coaching or outdoor, are really interesting (especially for the youngest generation) and definitely have a future.

The aim of this bachelor thesis is to emphasize the differences in generational perception of corporate training programs. Another goal is to find out for what reason are these types of training more preferred by the younger generation and why the older generations tend to avoid the participation.

The theoretical part of this work deals with corporate training programs, especially with the different types of methods that can be used, and the process of organization of the corporate training programs. The choice of the method and the way of the arrangement have crucial consequences on the participants' perception.

Further the theory provides information about the generations, which can be split in to three groups: the Baby boomers, Generation X and Generation Y, also called the Millennials. This part illustrates their historical background, which affected members from these three generations, their habits, values and attitudes to the life, work or family.

The practical part deals with the analysis of 69 people from the general public and 47 employees of a company, in which they organize corporate training programs on a regular basis. Participants from both groups were asked almost the same questions. The surveys were accomplished by a questionnaire.

I.   THEORY

1   CORPORATE TRAINING PROGRAMS

Corporate training programs are nowadays more and more popular among different types of corporations. These activities are used for the development of teams. It is useful for new teams to pull together people who do not know each other. On the other hand, it is also useful for teams in which people cooperate together for a longer time. Even though corporate training programs are helpful for teams, few people still do not believe in these actions. For these people it is seen a waste of their time.

1.1   Individuals, Working Groups and Teams

In general, corporate training programs became popular in around 1960's. However, this phenomenon came to the Czech Republic later thanks to the communist regime. Before this time period, it was usual to focus on the work performance of an employee. An increase in earnings was much more important for supervisors or employers than relationships among their employees. People were required to do nothing more than their job. (Huszczo 1990; Payne 2001, 3)

Around the 1960's, teams started to be emphasized but it was not understood in the same way as it is nowadays. Members of these teams still remained a group of individuals who worked together only for a certain time period. These periods rotated with periods of an individual work. As a team, they finished given task that they had started as individuals. (Palleschi and Heim 1980) In the Czech Republic, people worked in collectives and various working groups during the whole period of communism. They did not like this prescribed way, so they mostly cared only about themselves.

In the 1980's and 1990's, teams became prevalent feature of corporations. Managers also realized that people were one of their most valuable assets. Without their abilities and knowledge, there would be a lower success rate and lower earnings within the company. Due to this awareness and new trends, managers wanted their employees to work together in groups. Their idea was that the more people they had with the same goals and differing natures, the more good, new ideas they would get and more difficult problems would be solved. (Bubshait and Farooq 1999; Huszczo 1990)

The success of the team is hidden in uniqueness and needfulness of each member. This team is capable of bigger actions and better decisions because everyone brings different qualities or opinions to the team. All these inputs create an effective team as everyone is

like a piece of the puzzle. They are still separate parts with unique qualities, but together a bigger picture.

1.2 Definition of Corporate Training Programs

Corporate training programs are needed when a new team is created or when an old team has a problem, e.g. low performance, increasing conflicts between team members, or a new team member. A team should be one whole unit and each member of the team should have the same goals. To reach the highest performance, all problems must be minimized. (Jung 2005)

In this case, this well-known saying could be applied – repetition is the mother of wisdom. These actions should be done several times and on a regular basis to achieve the best results. Repetition of learned skills is very important to deepen them and improve the ability of recalling. (Preston 2005)

There are also more key points that should be met. These activities should be done collectively and one of the goals is to highlight the hidden qualities of the team and its members. (Huszczo 1990; Preston 2005) Everybody should understand the situation and know his/her place. Only in this way will it have the best consequences on the team and its members. (Jung 2005)

Due to the uniqueness of each member, it is crucial to choose the best type of corporate training program for the team. However, there is not one universal method and in these processes every single member of the team must be taken into account. Employees also should feel that they are valued and that they are a very important part of the team. As a result of this, team members are more open to corporate training programs and team building activities. Nevertheless, there are other factors that discourage people from corporate training programs and all kinds of similar activities. (Huszczo 1990; Jung 2005)

1.3 Types of Methods

Corporate training programs can be chosen by a number of different methods. This choice depends on the needs of the team and the employer's requirements.

1.3.1 Team Building

'Team building' is mostly used when a new group of people comes into existence. People in the group need to learn how to cooperate and trust each other. As a result of this they develop ways of communication to use or recognize where they can improve it. When

members of a team already know each other, they can learn how to work in specific team roles.

Situations that arise during the activities can be very similar to real life ones. In this case, it is the best time for a discussion. During the discussion, members of the team talk through what has happened, what could have been done in a different way and so on. The structure of the discussion depends on the lector as he or she controls the way the discussion is going. (Zahrádková 2005, 145-147)

1.3.2 Coaching

This method is based on communication as members of the team discuss the situation. They try to find out the best solution to the problem and, consequently, the team learns how to be independent and work effectively without help from others. They can also learn how to communicate better.

Coaching should be used in teams that are highly motivated. Even having just one member without motivation to solve the problem or to participate in the coaching can make this process longer than necessary. (Zahrádková 2005, 147-148)

1.3.3 Learning by an Experience

This method is very popular nowadays in combination with outdoor activities. During the learning by experience, members of the team have to solve certain situations. Mostly they think there is no additional outcome since it is easy for them to find the solution, but later they realize that there are more solutions which may be better and faster. They have the knowledge but they are not able to utilize it. (Zahrádková 2005, 135)

The learning-by-experience method helps employees to more easily retain and use gained skills, as a result of undertaking a specific activity. First of all, employees think about the problem. Secondly, they apply their learnt skills. After the action, they know whether the solution was successful or not. Last but not least, they can discuss strengths and weaknesses. (Zahrádková 2005, 136, 138)

The variability of possible situations is without question a huge benefit as they can simulate reality. Moreover, participants can easily try out more than one resolution, which would not be possible in real life, because there is only one chance to solve something and you cannot retry. Another benefit is that people learn to act on the problem as a unit. (Zahrádková 2005, 136, 138)

Learning by experience is mostly based on a learning cycle. One of the most well known is Kolb's learning cycle, published in 1984. It is based on four steps that are repeating:

1) Getting an experience from a concrete situation
2) Looking back at what happened, how did the members of the team perceive the situation
3) Generalization of the situation
4) Trying out to practice learnt skills or planning how to utilize new skills and knowledge (Zahrádková 2005, 136)

1.3.4 Outdoor

This method is also very popular because the action takes place in unusual locations for work, such as in nature. This gives more space than in one room. The outdoor method is a combination of more methods because almost everything could be done outside. Nevertheless, high preparation costs and time demands might be seen as a disadvantage. Finding a calm place where the participants will not be disturbed is very important. (Zahrádková 2005, 149-150)

During this method, participants can learn how to work with a lack of information and they may have to adapt to changes in the situation. They also learn how to work under stress and how to cope with it. (Zahrádková 2005, 149-150)

Expedition could be considered as a type of outdoor activity. It is based on more extreme situations than common outdoors. This type is only for consistent teams that are highly motivated, where people know each other well and work as one body. Participants work with their emotions and learn how to deal with a crisis. (Zahrádková 2005, 151-152)

1.4 Preparation and the Process of Corporate Training Programs

Preparation of corporate training programs is crucial. In this step, the organizer can create beneficial action for the participants. However, the action also may hinder the team or it can even make the situation worse.

The preparation has several steps and the ordering party should decide who will be the organizer. The first step is very important. In this step, the organizer finds out the answers to several questions and must know why the employer wants to run a corporate training program. He or she also needs to know what impulse led to this action. Another question is the goal of the action. The organizer should be familiar with almost everything about the

group of participants – what their relationship is like, what their weaknesses are, how motivated they are or how they cope with stress and similar situations. (Payne 2001, 19-25; Zahrádková 2005, 158)

From the information in the first step, the organizer can decide which type of corporate training method would be the best. In parallel with the type of method, it is also important to take into consideration the type of accommodation if the corporate training program lasts more than one day. (Zahrádková 2005, 160) The organizer must remember that a universal method does not exist. This means that each corporate training program is based on the unique needs of the team. (Payne 2001, 91)

The last step before taking action is to identify the motivation levels of the team. It has a better effect when participants know the upcoming steps. A corporate training action must be attractive to them. The best motivated participants are those who are looking forward to the action. (Payne 2001, 92; Zahrádková 2005, 161)

As a means of motivation, employees must know why the course is done and what the goal is. The participants are supposed to, at least, roughly know how the actions are. This information helps them to decide what to put into their luggage etc. (Zahrádková 2005, 162)

It is better when games on corporate training actions are not compulsory (Zahrádková 2005, 162). Some of the actions might be of a harder nature. Consequently, participants who are not in good condition may have a problem with dealing with the activity. If this happens, they still can be part of the team as they can support the team from the outside or take part in a discussion about solution of the problem.

The last part is an evaluation of the corporate training program, which is done from different points of view. The ordering party evaluates whether the action occurred as they expected and whether the goals were met. The ordering party can also assess the work of the organizer – the communication with him or her and so on. (Payne 2001, 141; Zahrádková 2005, 166)

Another evaluation is done by the participants. They comment on the action, i.e. if they liked it and if it helped them with the problem. The last one who gives the evaluation is the organizer. The organizer comments on the problems that occurred, the development of the team (the improvement or the deterioration) and also could present some proposals to other cooperation. (Payne 2001, 141; Zahrádková 2005, 166)

The evaluation can be done during the corporate training program or at the end of the program. The second type is called a final evaluation and is drawn up much later. Thanks to this evaluation, it is found out whether the action had a positive effect. (Zahrádková 2005, 166)

1.5 Negative Perception of Corporate Training Programs

A negative perception of corporate training programs could be caused by a lot of different reasons, for example employees' viewpoint, leadership of a low quality, lack of motivation and some others.

From time to time, employees do not believe in the power of a team which results in the disbelief of corporate training programs. It is obvious that this problem is most common among people who are in the working process for a longer period of time. These people can be used to working alone and felt that they did not need anybody else for their work. This feeling was quite common before teams came into popularity. (Hayes 2002, 189-190)

Some people simply refuse to take part in corporate training programs. They might think that these actions are uninteresting and have no meaning. According to them, games that are done during corporate training programs cannot help to improve the imperfections of the team. (Clegg and Birch 2005, 3)

The negative perception could be also caused by the sake of employees' feelings. It means that somebody cannot stand the distribution of control among more people. Other problems could be the fear of showing weaknesses, their inner feelings or talking to more people. All these problems are based on a lack of self-assurance. Lack of self-assurance in connection with mockery often results in very bad relationships in the team and low motivation towards corporate training programs with the rest of the team. (Hayes 2002, 190-191)

Certain problems could be caused by the corporation itself or its leadership. A team should have the ability to solve situations or actions alone without an intervention from the leadership. On the other hand, teams work better when supported by the leaders. Nevertheless, the whole team must be supported, not just the individuals, in order to avoid competition among the team members. Employees also appreciate the feeling that they are valued. A lack of this feeling can lead to a loss of motivation. (Hayes 2002, 193-194)

2   THE MOTIVATION

Choosing the best type of method for the corporate training program is not the only important step. The other one is motivation. A corporate training program can be a disaster without motivation. Motivated employees take part in a corporate training program voluntarily and are therefore usually satisfied with their involvement in the program.

A carefully chosen method and location of a corporate training program are relatively good motivators, as was mentioned in the previous chapter, it is better to tell the participants what it will contain. Thanks to this knowledge, they can look forward to the activities.

Once the employees are informed of how the corporate training activities will run, it should not be changed without them being informed. Participants who are surprised by an unexpected situation can lose confidence in their employer because they expected something else. This can lead to lower motivation to take part in other corporate training programs. However, fulfilling the goal is significant in all aspects of employer-employee cooperation. (Clegg 2005, 53)

After the training, trying out gained abilities is another useful incentive. Firstly, employees convert their new knowledge into practice. Secondly they realize whether the training was good or not, and thirdly they repeat what they have learnt. If it has a positive result for the employee, he or she will be glad to take part in the next corporate training program. (Clegg 2005, 85)

Thanking words, words of commendation or recognition for a well done job are powerful means of motivation. Employees do not appreciate it only in the workplace. Participants of a corporate training program also need to hear these words. It is quite a good motivator because after that employees want to do more work that will be of a high quality. It is crucial to decide whether it is good to acclaim somebody in public or privately, face to face. Sometimes it is better to do it in private to avoid the deterioration of relationship among co-workers. (Clegg 2005, 54)

Unfortunately, people who are against these programs cannot be motivated by the same incentives and information. These participants need other motivators. They require the feeling that they will have some benefits by attending the corporate training programs, for example. The idea that they are doing something for their team does not count, because they think it does not work. But each generational group appreciates different advantages, so it is crucial to keep generational differences in mind. Even one unmotivated participant

will make the atmosphere unfriendly in the corporate training program. Therefore the employer has to prevent this situation to reach the goals of the training.

3 GENERATIONS

The term 'generation' is described as a group of people who were born during a certain time period. These people share historical events that happened during their life and because of these common occurrences, they also have similar behavior, values and attitudes to life or work.

Each generation is different. Members of one generation do not work, learn or develop their skills in the same way as their coworkers from other generations do. If an employer wants to have the best results from his or her staff, it is crucial to know which generation group the employees belong to. As soon as the employer understands their needs, he or she can create for them a workplace which they require and appreciate.

It is not easy to categorize people into generational groups. There are so many different points of view, because a clear answer to the question "which year belongs to which generation" does not exist. This uncertainty is caused by the one-by-one flow of historical events that interfered in each other or were long-termed.

Up to now, a lot of studies and works have been written about generations. However, most of them deal with the generational groups in the United States or Western Europe. According to them, workplaces nowadays consist of three generations that are named the 'Baby boomers', the 'Generation X' and the 'Generation Y/the Millennials'. Only the last generation is more widespread, so it is applied also in the Czech Republic. Although people in the first two groups grew up in the same time period, they did not go through the same history, politics and facts like these. Members of the Baby boomers and the Generation X from Western Europe, the United States and from the Czech Republic are different. Nevertheless, they have some features in common. After 1989, people from the first two generations in the Czech Republic quickly adopted trends from western countries.

3.1 Baby Boomers

As it was already mentioned, defining the time period is quite a hard task. The more sources used, the more different terms are stated. Nevertheless, most of the authors describe Baby boomers as people who were born between 1946 and 1964 (Beekman 2011). This generation was brought up during the times of a healthy economy that lead to prosperity (Beekman 2011; Kodatt 2009). Baby boomers went through the time in which the Vietnam War and Civil rights movement took place (Student Aid News 2009). This era meant for women a significant twist. They became a new, valuable part of the workforce.

(Imons 2009) Parents encouraged their children to be creative and not to be afraid of changes (Danielsen 2011). Young Baby boomers tended to behave like rebels but, when they got older, they became conservative (Kodatt 2009).

Baby boomers grew up into efficient people who were more able to make a change. They have an optimistic view of their life and work and members of this generation appreciate contact with other people. They prefer an environment that is based on working in groups. (Imons 2009) Baby boomers define themselves by their work and need to be satisfied with it. Face-to-face meeting is another thing that they acknowledge. (Beekman 2011)

Baby boomers love their work and can sometimes look like they are addicted to it. From time to time they work during the weekends or overtime which is a good thing from the employers' point of view. On the other hand, their families suffer for the sake of their passion. (Kodatt 2009) It is not rare that Baby boomers are divorced (Student Aid News 2009).

This generation is the most experienced part of the workforce. They are aware of their knowledge and sometimes refuse additional training. Baby boomers think they already know the best way of doing things or solving problems. But if they have to learn something new, they prefer creative learning methods. (Geise 2011) Employers can motivate their Baby boomers with cash bonuses or rewards, such as advancement (Beekman 2011). They also like to have a sense of importance (Geise 2011).

3.2 The Generation X

Members of Generation X were born from 1965 to 1980. People from this generation were brought up by their parents during the time period which was full of great changes. (Beekman 2011) The lifestyle of adult Baby boomers had a huge impact on the future behavior of Generation X. Their parents were both working, sometimes overtime or during a weekend, which led to situations when young Generation X members were home alone. As latch-key children, they had to take care of themselves and to be independent. Divorces and corporate layoffs were quite often at that time. (Imons 2009)

People of Generation X are more family-oriented than their parents were. Family is of the greatest importance for them. Work and careers are second in their ladder of values. Members of this generation mostly try to find a balance between their work and free time, which they spend with family. (Geise 2011)

People that are included in this generation tend to be cynical thanks to the way they were brought up and they are often independent and adaptable. On the other hand, there are also some disadvantages caused by how they were raised. They are sometimes selfish and prefer to work as individuals. They like excitement and challenge in their varied work and, although they give preference to their families, work is very important for them. (Kodatt 2009)

Xers are more technologically literate than Baby boomers (Student Aid News 2009). They have no problem with solving something with a minimum of information or instructions and members of this generation also prefer direct communication because they hate when time is wasted. (Beekman 2011)

Event though people from Generation X like their work, they do not take it too seriously. It means that Xers will hardly work for one corporation forever. They prefer acquiring skills from different ranks and types of work. (Imons 2009) Members of the Generation X have no problem to leave the corporation if they do not feel appreciated (Student Aid News 2009) and, because of their orientation on family, Xers appreciate flexibility and an understanding to their needs (Danielsen 2011). The best motivation and reward for well done job is extra vacation time and recognition (Beekman 2011).

3.3   The Baby Boomers and the Generation X in the Czech Republic

These two generations were influenced by communism in the Czech Republic (at that time, Czechoslovakia). In spite of the fact that Western Europe went through a time of prosperity and stability, our country was for about forty years under the rule of the regime. It had an unpleasant effect on the Czech people. (Štěpánková and Šašinka 2006)

A lot of changes happened during that time period. Most companies, whole industries and agriculture were nationalized and new agricultural cooperatives came into existence. The most important thing for the communists was the industry, because of preparation for another war (which never came). Thanks to the nationalization, there were no self-employed people. Everything was under the control of the Soviet Union. (Štěpánková and Šašinka 2006)

People who did not fit into the communist image were simply cleared away and only the communist party decided on the occupation of every single person. This unsuitable people did inferior (or very hard) work, were in prison or got the death penalty. Even the smallest transgression against the regime was punished by these sentences. Children

attended the organization called *Pionýr*. Thanks to the activities in this organization they were also independent of their parents and some could not study because of their parent's offences. At that time, a lot of people emigrated because of the situation in our country. (Štěpánková and Šašinka 2006)

There was not a sufficient amount of consumer goods on the market and so bribery and theft was quite common. Members of these two generations, or their parents, were waiting in long queues to get tropical fruit or some meat. If somebody wanted to buy a car, he or she had to be recorded on a waiting list. They could buy goods from the Western Europe in shops named *Tuzex*. (Štěpánková and Šašinka 2006)

Thanks to all these difference, from the rest of the Western Europe and the United States, Baby boomers and Xers in the Czech Republic have different attitudes and values. People from these two generations are not so collectively oriented. They tend to hide their ideas and thoughts. It also led to the Baby boomers' and Xers' disinclination to do corporate training programs. Members of Generation X prefer to be their own bosses, but still accept their own, real boss. The second generation is also known as *Husákovy děti* in the Czech Republic. (Hole, Zhong and Schwartz 2010)

3.4   The Generation Y/Millennials

Members of Generation Y were born after 1981 (Beekman 2011). This generation is the only one that is more widespread, so the Millennials in the west of Europe, the United States or in the Czech Republic are affected by the same historical events. They can share all the information thanks to modern technology that is still evolving.

People from Generation Y were influenced by the terror attacks of September 2001 (Student Aid News 2009). The boom of modern technology has had a great effect on the Millennials (Geise 2011) and this generation is nowadays addicted to technology. Members of Generation Y are used to being incessantly connected with other people by text messages, e-mails and other means of communication. As a consequence of this habit, they usually find solutions on the Internet (Google and Wikipedia are trustworthy sources according to them). (Imons 2009) Millennials also adapted their vocabulary to the new way of communication (Sujansky 2009).

Young Millennials were supported by their parents more than previous generations were. The term 'helicopter parents' is used quite often. Members of Generation Y have a

close relationship with their parents who are ready to help them almost any time, behavior which was not common in the past. (Kodatt 2009)

A lot of members of Generation Y did some sport when they were young. It was also common to take lessons playing some musical instrument or just to chat with friends on various social networks. Most of them still continue to do these activities. (Kodatt 2009)

Even though Millennials grew up during economic instability, they tend to be optimists who expect mostly positive things after their graduation. Unfortunately, these good things do not happen so often. Sometimes, they are not immediately as successful as they expected. (Imons 2009) Members of Generation X are able to work hard wherever and whenever. But as impatient people, they want to see results or achieve goals of their work in a short time. (Beekman 2011)

Millennials prefer a balance between their work and free time. They like a structured workplace and schedules of their time. (Kodatt 2009) Nevertheless, they tend to come late to work or they want to leave earlier because of their free-time activities (Sujansky 2009). Work is second on their list of values after their hobbies and family. Members of this generation need somebody to bring them into line and to oversee them. (Geise 2011)

According to the way of Millennials' raising, they are capable team-players. Members of Generation Y used to do things collectively when they were young and are thereof the most team-oriented generation. (Sujansky 2009) It is beneficial to put together Baby boomers and Millennials as Baby boomers accept Millennials into their teams. The younger generation helps the older one to deal with more complicated technologies, which are above Baby boomers' capabilities. (Beekman 2011) There is only one disadvantage which is that members of Generation Y prefer to make decisions by themselves and like short-term plans (Hullet 2006).

Millennials like fun and will also appreciate it at work. A thrilling environment or work that includes also their free-time activities are the best possibility for them. (Hullet 2006; Sujansky 2009) Millennial also need to feel appreciated and receive lots of positive feedback. They can hardly bear the criticism (Sujansky 2009).

Employers should challenge and support Millennials to make decisions by themselves. They need a challenge in their work which makes them work harder. Other positive impulses are rewards for the whole group and working with the newest technology. It is the best motivation for Millennials. (Imons 2009)

II. ANALYSIS

4 THE GENERATIONAL PERCEPTION OF THE CORPORATE TRAINING PROGRAMS AMONG THE GENERAL PUBLIC

The aim of my first questionnaire survey is to analyze the generational perception of corporate training programs amongst the general public. I used an on-line questionnaire that was open to all people. There was only one limitation, which was the requirement of at least one working experience in a company. The sample of the questionnaire, both Czech and English versions, can be found at the end of this bachelor thesis as the appendix P I and appendix P II.

The questionnaire consists of two types of questions. Most of it has only one possible answer, more answers were available in the second type of questions. The main point of my questionnaire is to divide respondents into three groups according to their generation and analyze each of the three generational groups separately. The purpose is to prove whether the perception differs among the generations, as it was described in the chapter 3 of the theoretical part.

In total, there are 69 people who filled in the questionnaire. According to the gender, it is 44 women and 25 men. The Millennials represent the biggest section of respondents which was, taking into consideration their hobbies, quite predictable. This fact is seen in figure 1, which also shows the proportion of women and men in each of the three generations. The two older generations are almost balanced in the number of female and male respondents. But the respondents from the youngest generation are mostly women, since they are more willing to give this type of information.
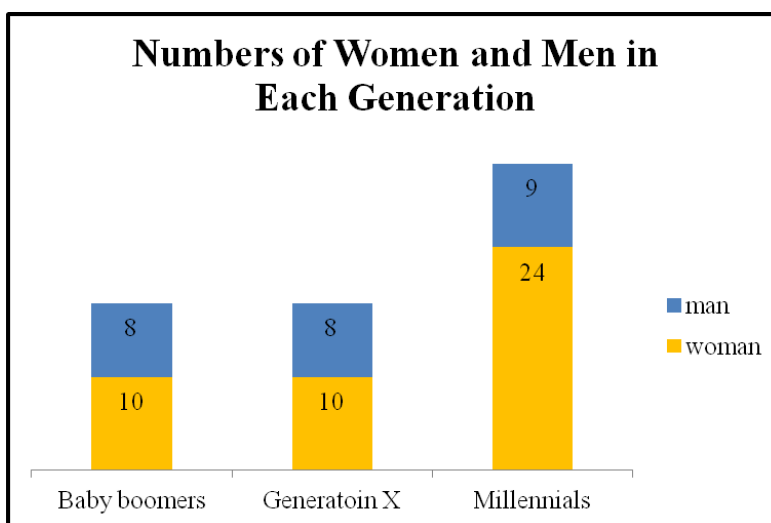

Figure 01: Numbers of Women and Men in Each Generation

In comparison with the theory, the following figure 2 contains, at first sight, surprising information about the participation of employees. Baby boomers and members of Generation X mostly take part in corporation training programs, but Millennials do not. There could be a lot of different problems of this young generation, such as a low amount of working experience, short working process, lack of willingness or the employer, who does not organize these activities. The most often reasons are shown in the next figure.
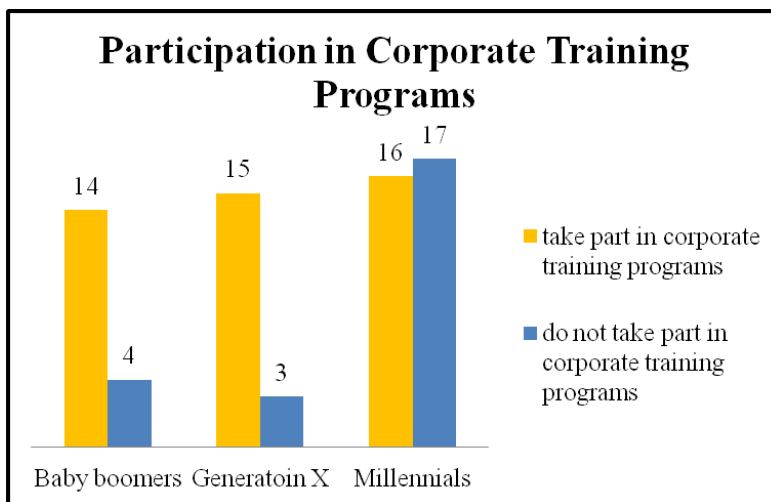
Figure 02: Participation in Corporate Training Programs

As was mentioned above, figure 3 clarifies the reasons why members of each generation do not take part in corporate training programs. The problem in the youngest generation is that quite a lot of Millennials' employers do not organize corporate training programs for their employees, which is a pity because the overwhelming majority of the youngest generation would like to participate in these types of activities. Only two respondents from Generation Y do not want to take part in it and one employee does not know.

Figure 03: Reason of the Absence of Corporate Training Programs
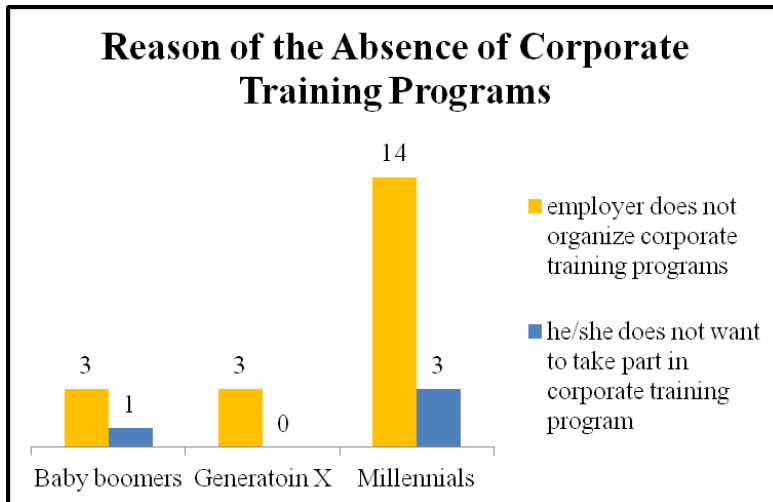

The following figure 4 provides data about the popularity of corporate training methods. Respondents could choose more than one answer.

Czech Baby boomers and the Xers tend to be less collective than members of the youngest generation. Thus it is not a surprise that the team building method is not the favorite amongst the first two generations, but it is the best for members of Generation Y. The Millennials prefer this method because they are used to collective work from when they were young.

The Baby boomers' favorite method is learning by an experience. This method allows them to solve a problem with a number of different alternatives, which they try out and later are more easily able to apply or recall. Members of Generation X prefer coaching, which supports the theory that this generation prefers direct communication to save time.
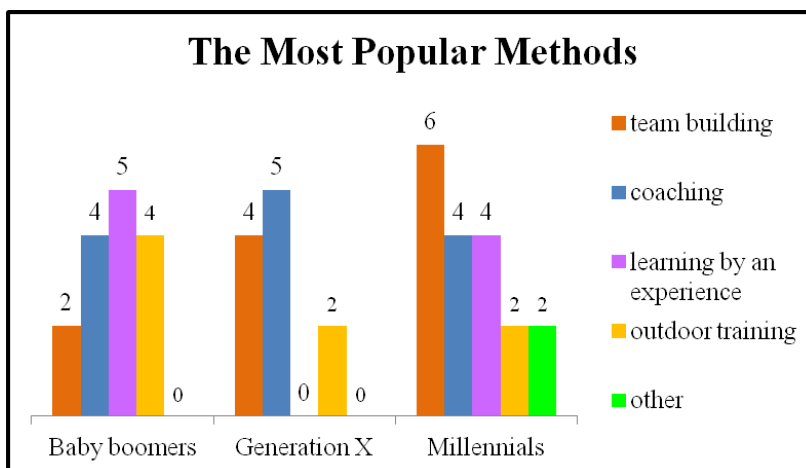

Figure 04: The Most Popular Methods

4.1   The Perception of Baby Boomers

As was already mentioned in the figures from the beginning of this chapter, this generation was made up from 18 of the respondents. Most of them are active participants of corporate training programs.

The second question asked whether they like participation in corporate training programs or not. As we can see in the figure 5, 86% of them like it and only 14% of Baby boomers do not. The negative answer is caused by the fact that all of the 14% take part in these activities because it is compulsory and nothing can motivate them. The reasons why they like the participation are outlined in figure 5.
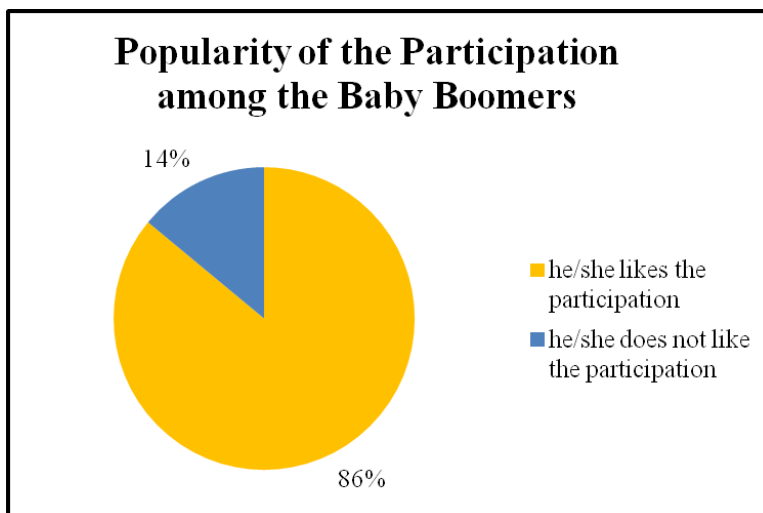
Figure 05: Popularity of the Participation among the Baby Boomers

In this question, employees could select more than one answer, thus figure 6 illustrates the most popular reasons why the participants appreciate taking part in the corporate training programs. The biggest advantage for members of this generation is the development of their skills. Secondly, they appreciate the positive influence on the team. None of the Baby boomers think that corporate training programs help deal with the stress more easily.
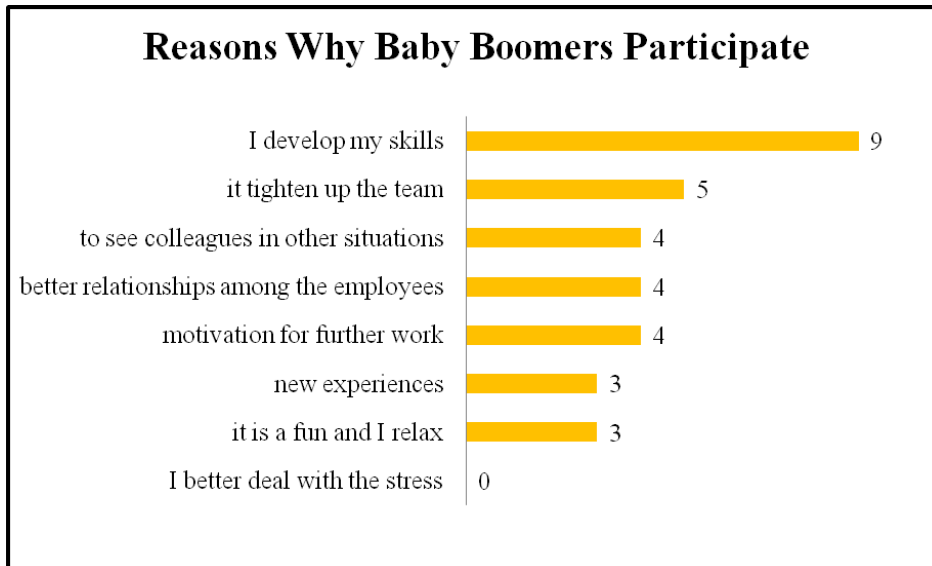
Figure 06: Reasons Why Baby Boomers Participate

The most usual frequency of corporate training programs among members of Baby boomers is once a year, as is shown in figure 7. One of the Baby boomers perceives this frequency as insufficient. According to two members of this generation, another deficient repetition of these activities is the occasional one, which is, regarding the frequency, in second place. Corporate training programs that are organized three times a year are perceived as excessive. The rest of Baby boomers think that the frequency is proportional.

Surprisingly, Baby boomers are more used to corporate training programs than was expected. It is favorable to the employers, but simultaneously, the frequency should be higher. The low frequency is the reason why Baby boomers perceive it so positively. If it were more times a year, the perception would be more negative according to their nature and behaviors.

Figure 07: Frequency of Baby Boomers' Corporate Training Programs

4.2 The Perception of the Generation X

We already know from the first three figures of this chapter that this generation is represented by 18 respondents. The majority of them take part in corporate training programs, only three of them do not. This fact is caused by their employers who do not organize these activities. The high number of positive answers is probably caused by the years of experiences from different working places.

Figure 8 exemplifies how popular corporate training programs are among the Xers. In this case, there is not so big a difference between the two numbers, but most of the members of this generation like the participation. I would say that members of Generation X are able to see the advantages of training nowadays as they got used to it during the time they have been working. The duty to take part in it or unsuitable methods and themes of trainings are the reasons why 40% of these people do not like these activities.
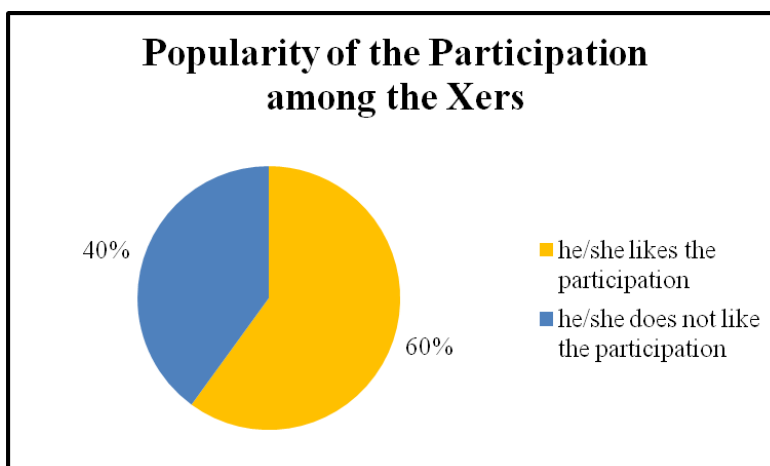
Figure 08: Popularity of the Participation among the Xers

The positive perception is also the merit of their employers, who support them and carry out the corporate training programs in a good way. The reasons for the popularity among Xers can be seen in figure 9. The most chosen reason is that they develop their skills, which is the main goal of corporate training programs. Significant also is the fact that Xers perceive it as fun and relaxing, which means that they are not stressed by the training.

Figure 09: Reasons Why Xers Participate

Figure 10 illustrates the frequency of corporate training programs, in which members of Generation X participate. This figure explains the positive perception of training in practice. The most common frequency, once a year, is not too high so the people from Generation X have no problem with participating. The second most often frequency is low too, only twice a year. It is the same case as with the Baby boomers. A higher frequency would cause a lower positive perception. One of the Xers thinks that corporate training programs organized even twice a year are excessive, which only supports the theory, and my opinion, what would happen if it were more often.
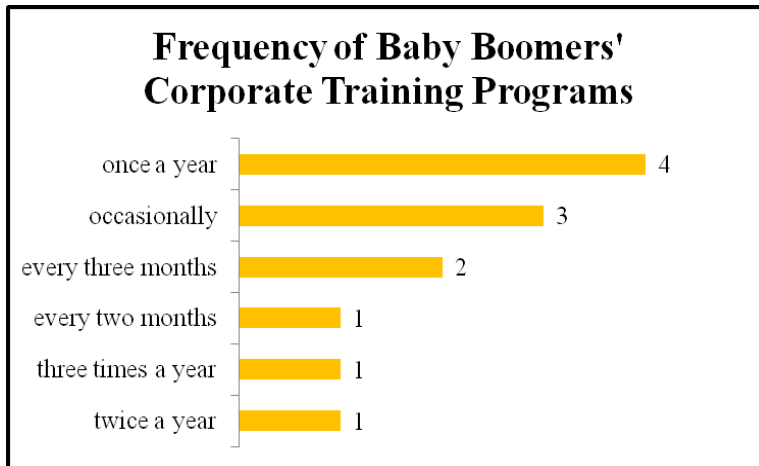
Figure 10: Frequency of Xers' Corporate Training Programs

4.3   The Perception of the Generation Y/Millennials

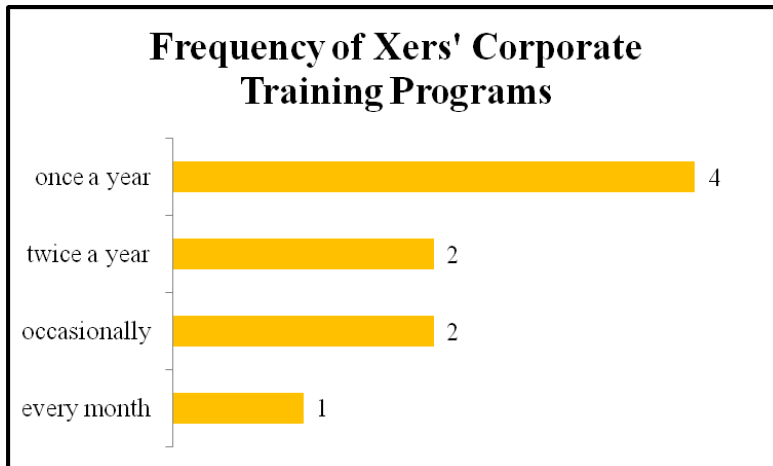We already know from the first figure that there are 33 Millennials amongst respondents. The numbers of employees from Generation Y who take part in corporate training programs, and those who do not, is almost balanced. The group which predominates consists of Millennials, who do not participate in these activities. It is mostly caused by their employers who do not organize corporate training programs, even though all of their employees that filled in the questionnaire would like to take part in these activities. Such employers should weigh up the pros and cons of the training programs.

Figure 11 shows that the popularity of participation is higher than the unpopularity amongst the Millennials. Despite the high percentage of negative perception compared to the previous two generations, Millennials are more interested in corporate training programs than their colleagues from the two older generations. Baby boomers and Xers with a negative perception do not care about the motivators which would persuade them to take part in these activities. All of them answered that nothing would motivate them. The Millennials' negative perception has several reasons which are balanced in the number of respondents. Missing benefits, not so attractive programs and the problem of an unsuitable method for the specific type of work are the most often reasons.

Popularity of the Participation among the Millennials

37%

63%

■ he/she likes the participation

■ he/she does not like the participation
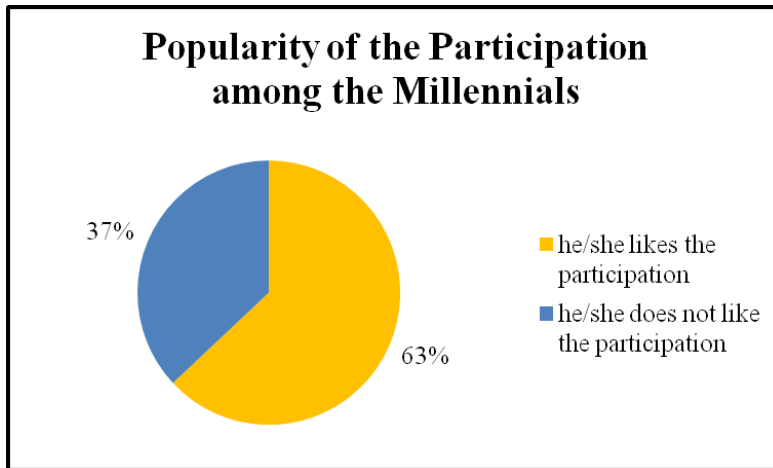
Figure 11: Popularity of the Participation among the Millennials

Figure 12 clarifies why the Millennials appreciate participation in corporate training programs. The most important reason is the same as for the two previous generations. The best advantage is that they develop their skills and the fact that Millennials enjoy these activities is obvious from the second most often chosen reason. The corporate training programs are fun and the participants are relaxed as a result of it. Only one of the Millennials thinks that the training helps him or her to better deal with stress.

Reasons Why Millennials Participate

I develop my skills	7
it is a fun and I relax	5
new experiences	4
it tighten up the team	4
motivation for further work	3
better relationships among the employees	3
to see colleagues in other situations	3
I better deal with the stress	1
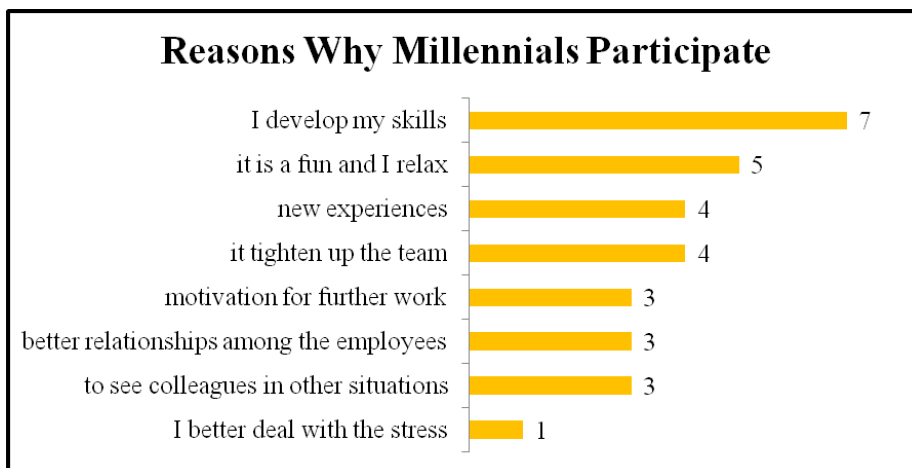
Figure 12: Reasons Why Millennials Participate

Figure 13 states the frequency of Millennials' corporate training programs. The most common answer is not so specific but the next two most common answers denote the higher frequency of the training than the previous generations have.

This generation is the only one in which members do not think that the frequency is excessive. Half of the Millennials who take part in the corporate training programs

perceive most of the lower frequencies as insufficient. It is a sign of the higher popularity of these activities among the members of the youngest generation. Millennials perceive corporate training programs in a better way than Baby boomers and members of Generation X.

Figure 13: Frequency of Millennials' Corporate Training Programs

5 CORPORATE TRAINING PROGRAMS IN THE COMPANY XY

The company XY is a Czech enterprise with a long tradition and quite a big amount of employees. According to the request of the management, I do not use the name of this company.

This company organizes corporate training programs on a regular basis. Considering the frequency of the training, they already have several favorite places for these activities which are r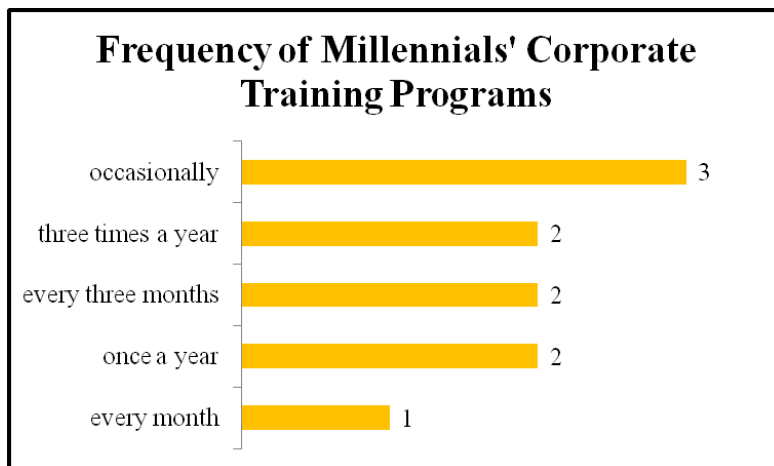otated. They have certain standards and methods for how to make their employees feel comfortable. The enterprise XY arranges corporate training programs themselves or they cooperate with some other companies which organize the whole action on the basis of the information and requirements from the educational department. In the case of cooperation, the learning agency provides the education and organization of the program. Accommodation and board are arranged by company XY.

The request for the corporate training action results from the needs of the main superior of a group of employees. Firstly, the superior notifies the educational department that his or her inferiors need some kind of the training. Secondly, the department decides whether its own staffs are capable of arranging the corporate training program or if some external help is needed.

The employees are highly motivated by the corporate training activities and there are two big motivators. The first is the possibility of career development. Thanks to the teamwork and participation in meetings or corporate training programs the employees can bring themselves to the employer's attention and demonstrate their abilities. Their feelings are the second motivator as some of the employees appreciate the notion that they are doing something for their team and the company as a whole.

The corporate training programs in enterprise XY are voluntary and fully paid by the enterprise. The management is aware of the participants' potentially negative perception if their employees take part in the training only because the fact that they have to, so the company organizes it only for staff who want to participate in it and who want to achieve some goals that will be helpful. The selection of participants is a task for the leading person.

Thanks to the motivators, there is no problem with the participants during the training. It is harder, but not impossible, to agree to do something useful and to put the agreed goals into practice because of other employees, namely with those who are in a lower position and those who do not care about the enterprise.

After the corporate training program they use a questionnaire for a feedback survey amongst the employees. It is divided into two parts. The first part is filled in by the participant. He or she is asked how the lector helped him or her during the training. Other questions are about the impression of the training and which incomes the employee will put into practice. This is the immediate feedback. The second part of the questionnaire is filled in by the main superior and it is done later, after a few months. The completed feedback is saved by the educational department.

5.1   The Description of the Real Corporate Training Program

I had a chance to take part in one of the company's corporate training programs thanks to the obliging employees of the educational department of enterprise XY. It was a great opportunity to see the theory in practice.

This training action lasted two days and it was part of the bigger project, which ran for six months. There was a need to hire an external company which organized this training. Company XY has cooperated with this organization for some time, so the lector who took care of the educational part already knew the participants and also understood their needs. He was able to point out the most significant problems and help them to find the right solutions of the tasks. The main goals were to change and improve the behavior of the employees while they are working, and to teach them how to defend or present their ideas successfully. These goals were divided into several parts.

This corporate training program was mostly focused on education. The training started immediately after the arrival of the participants and during the first half of the day participants showed their presentations which had been prepared in advance. The aim of the presentations was to inform how the parts of the project were implemented and successful. The first task was to rehearse short scenes which will simulate the main topics that are common (or could happen) in their work places. The collective lunch followed after the first part of the training.

In the program there was also a team building activity to avoid loss of attention and to create a pleasant atmosphere. The goal of this activity was not only to help them as a team, but also to make the participants feel relaxed and to amuse them before another educational part.

After the team building activity, the participants went on with their scenes that simulated a real situation. There were three groups of employees and each of them

presented a different situation. The scenes took around ten minutes. The rest of the employees were sitting and watching the simulation and a discussion followed each of the scenes. Firstly, the lector summarized what they saw, which problems were well-solved and he also suggested how to sort out some situations in a better way. After this, all of the participants could say their opinions or suggestions. The discussions were orderly and calm and the participants were able to agree on one solution, which they will observe.

At the end of this educational part, the lector summed up what they had agreed on and how they will put it into the practice. The problems which had not been solved were moved on to the program for the next day. The participants could discuss it through and find some solutions during the casual dinner and evening.

The first day ended with a collective dinner and free amusement. The training continued the next day in the morning immediately after breakfast. They completed the rest of the tasks and finalized topics from the previous day. A lunch was the last action of the corporate training program.

Just to conclude this training, the participants were active and highly motivated to take part in the training. There were also some typical features of the modern age. The lector pointed out that participants and their inferiors are a team so they should cooperate and have good relationships. The second thing was related to ordering. A discussion is a better way to solve something than an order.

According to my observation, the chosen venue of this training was tailored towards the needs of the participants and the organized training program, as a whole, was on a high level. More relevant details and information will be discovered from the following analysis of the questionnaires.

5.2 The Generational Perception of the Corporate Training Programs by Employees of the Company XY

The goal of the second survey was to analyze the generational perception of corporate training programs by employees of a company which organizes the activities on a regular basis. The outcomes of the survey should be more positive than from the first one because these employees are better motivated. A sample of the questionnaire, both Czech and English versions, can be found at the end of this bachelor thesis as the appendix P III and appendix P IV.

The questionnaire has almost the same questions and possible answers as the first one. The purpose was to divide the participants into the three generational groups. Thus, I can compare the results with the outcomes of the first survey which was filled in by the general public and find out the differences.

The survey was conducted by 47 employees of company XY. They filled in the questionnaire immediately after the corporate training program. Focusing on the gender, the whole amount of respondents consists of only two women, the rest of the participants (96%) are men. This unbalanced proportion is caused by the working orientation of the company's department, for which the corporate training programs were organized.

The proportion of the generations in company XY is seen in figure 14. The largest section of participants (58%) is of Generation X, which is nowadays the biggest part of the workforce. Number of Millennials and Baby boomers are almost the same. One woman is in each of the two older generations. All of the Millennials are men.
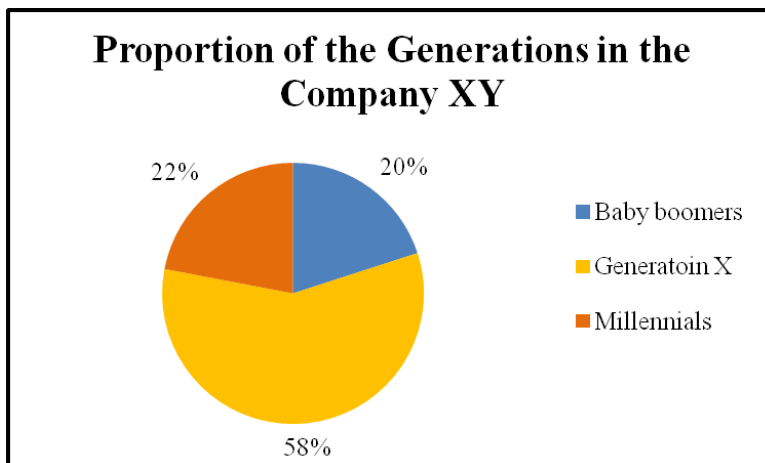
Figure 14: Proportion of the Generations in the Company XY

The following figure 15 provides data about the popularity of participation among the employees of enterprise XY. Thanks to the motivators and frequency of these trainings, the employees tend to behave more as people from the same generation in Western Europe or the United States. People are more used to corporate training programs in these countries. Thus, the answer with a positive perception was chosen by 96% of the respondents. By contrast, the positive perception among the general public has only 69%, the rest (31%) of the respondents do not like the participation.

4% of the employees of company XY, which consists of two people, indicated that they do not like the participation. Both of them are members of Generation X. The main reason for the negative perception is that they have to participate. This can be caused by the pressure of their colleagues, who voluntarily take part in the trainings. Another possible reason is that they do not want to leave their team because Xers prefer companionship.

The longer corporate training programs last more than one day, which could be another problem. Because of the Xers' orientation on family, according to the theoretical part, the best motivator and reward is extra vacation and recognition for members of this generation.
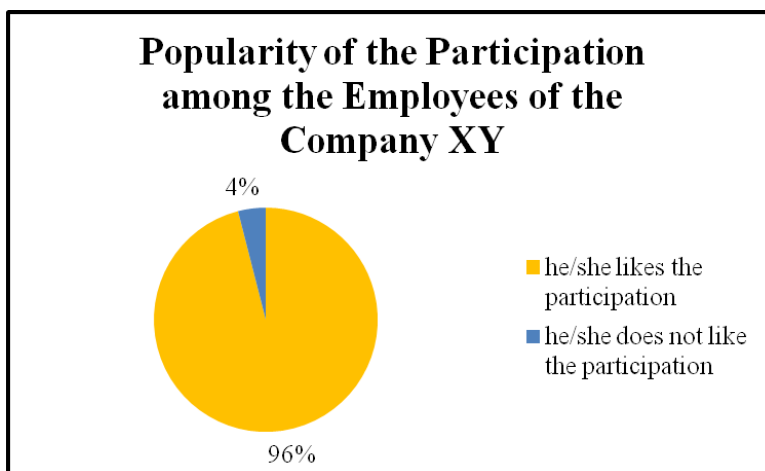
Figure 15: Popularity of the Participation among the Employees of the Company XY

The most popular methods in the enterprise XY are illustrated in figure 16. Participants could select more answers aviable.

The ‚outdoor‘method is the most favorite among the Baby boomers. Members of this generation prefer creative learning styles, which is possible thanks to outdoor training. On the other hand, learning by an experience has the lowest popularity.

According to the Xers‘ sociability, the most popular method is team building. The remaining three methods are in equilibrium, which indicates how adaptable a generation it is.

Figure 16 proves that Millennials are the most habituated generation to the corporate training programs. The methods were chosen by almost the same amount of respondents. There is only one method that outnumbers the rest of the possible answers. It is teambuilding, because members of the Generation Y are real team-players.
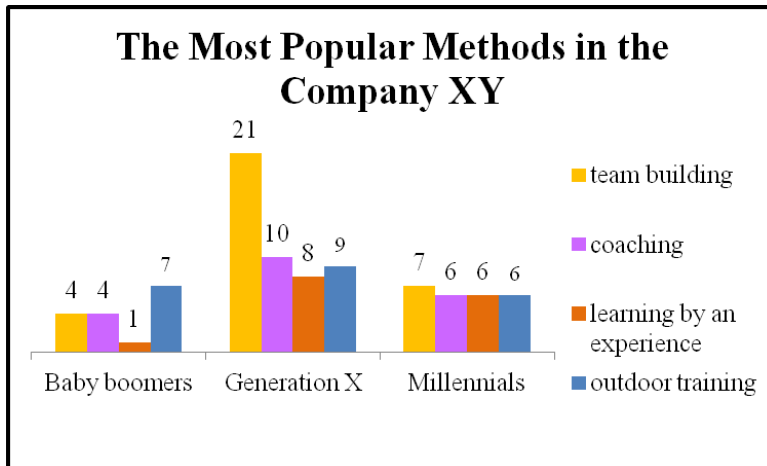
Figure 16: The Most Popular Methods in the Company XY

5.3   The Perception of the Baby Boomers from the Company XY

The next figure 17 provides data about the reasons why company XY's Baby boomers participate. The most common is the reason that they develop their skills. The positive thing is that Baby boomers perceive training even as a motivation for further work. Due to the longest time in a working process, they are the most experienced generation and therefore state the reason of gaining new experience as the last one.

Members of this generation prefer friendship between their colleagues than the whole team, which is more typical for the Czech Baby boomers.

Figure 17: Reasons Why Company XY's Baby Boomers Participate

5.4   The Perception of the Generation X from the Company XY

From figure 18 it is obvious that the first two reasons why company XY's Xers participate are the same as the reasons from the Baby boomers' list, which are illustrated in figure 17.

These two generations have also the last two answers in common, because the members of Generation X are well experienced too. One of the participants filled in the complement answer. He wrote that one of the reasons is the transfer of information to other colleagues.

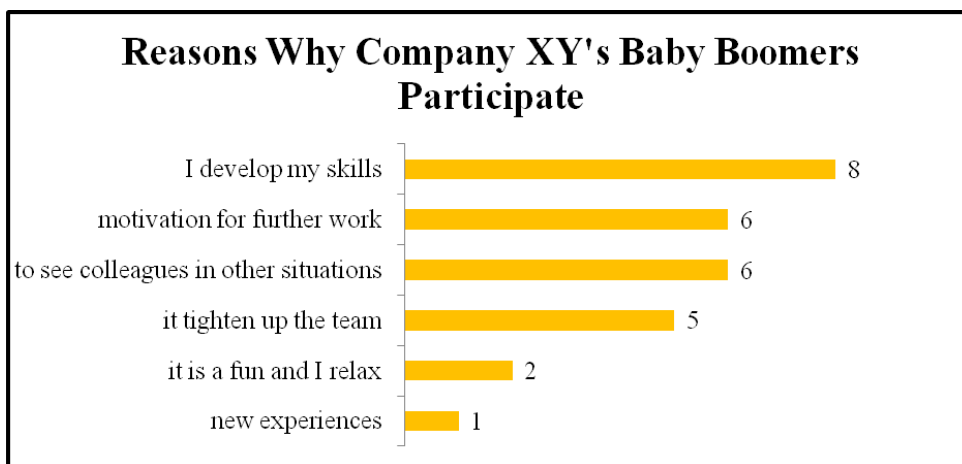This figure also states that Xers of company XY are more team-oriented than their colleagues, who belong to the Baby boomers. The answer that is more focused on the friendship among the colleagues is after the answer that concerns the team.

Figure 18: Reasons Why Company XY's Xers Participate

5.5 The Perception of the Generation Y/Millennials from the Company XY

Figure 19 provides data about the reasons why company XY's Millennials participate in corporate training programs. This generation has completely a different ranking of the reasons. Millennials do not put the option that they gain new experiences among their reasons.

Suprisingly, even though they appreciate the fun in their working places, they stated it as the last reason for their participation. As the most experienced generation with these types of activities, Millennials are aware of the main purposes of corporate training programs.

As was mentioned in chapter 3.4, Millennials are also used to doing things collectively and are capable team-players. Hence, their second and third reasons are about the tightened team and friendship. According to the order of the reasons, Millennials are really the most team-oriented generation.

Figure 19: Reasons Why Company XY's Millennials Participate

6 THE YOUNGEST MILLENNIALS

Types and methods of corporate training programs can be useful also for those who are at school. There is quite a similar environment in a class and a work place. In both situations, people meet each other five days per week. Thus, they need to be able to communicate and to get on well somehow. Good relationships and communication skills are some of the most important steps that lead to success.

The youngest members of Generation Y are on their best way to take advantages of different training programs. They meet with these types of training at school and also during their free time activities. The youngest Millennials have the best preparation for their working life and cooperation with colleagues within a company. Almost all of them see the positives in these activities because they mostly connect it with positive memories and experiences.

Courses, where Millennials from one class get to know each other, are very good examples. They are used when they start high school, because the year before they were in a different class, with different classmates. So now they are confronted with new people and surroundings. Thanks to training programs, it is easier for them to get used to these new things and, I would say, it is much more beneficial to their future.

These courses mostly take place outside the school and town surroundings. Thanks to this change, the participants perceive it as an amusement rather than an obligation. Quite popular is the combination of team building, outdoor and experience. These methods are the most used ones. The most common are short courses which usually take around three days, so it is not so expensive for parents and most of the children can take part in.

During the activities the participants are coached by a lector. The methods and activities must be chosen according to the needs of the class. The teacher can also be involved in the activities if he or she wants. Classmates build a relationship with each other and also with their teacher, who can find by observation the characters of his or her students.

According to the research that was made after each course, it is very popular with the students and teachers. A lot of high schools order these courses for their new students. All of the participants think the course helped them a lot and they really appreciated it. A situation where someone from the young Millennials is against these activities is quite rare. The most common complaint is that they did not have a computer or the Internet there. The youngest part of this generation can be really addicted to things like these, but it was not so

serious a problem for them because of the length of the course. The amazing experiences from the course outweighed their feelings of addiction to other things.

CONCLUSION

This bachelor thesis in hand deals with the generational perception of corporate training programs, particularly how the perception varies amongst the members of the generations from the general public and from the company, which has an elaborated system of motivators and corporate training programs.

The analysis proved most of the theory. Sometimes, it was not initially visible, but after a deeper survey, the theory was supported by the information from the analyzed questionnaires.

The last figure 20 compares the perception of the three generations of the general public and from the company XY. The difference between these two groups of participants is obvious thanks to this comparison. Motivated people, who participate in the training more often, perceive corporate training programs in a better way than their colleagues from other enterprises.

However, there are more facts that are hidden between the lines. For example, people from the general public tend to behave as the Czech Baby boomers and members of Generation X. The three graphs, that concern the generations of the general public, does not provide the required information in this case, but it was completed thanks to the other parts of the questionnaire.

Actually, the popularity of the participation is growing towards the youngest generation in the Czech Republic. The low negative perception among the Baby boomers and the Xers is hidden behind the low frequency. The training, which is more frequent than three times or two times a year, is perceived as often repeated. On the other hand, the negative perception among the Millennials is caused by their employer, who chooses bad methods or unsuitable topics.

Contrary to the first group of respondents, thanks to the motivators and frequency of the trainings, Baby boomers and Xers of company XY appreciate corporate training programs and behave more as their generational colleagues in the United States or Western Europe. Thus, there is only one generation that negatively perceives training, namely the members of Generation X. This problem can be solved by the motivators that fit better to this generation, for example the additional vacation.
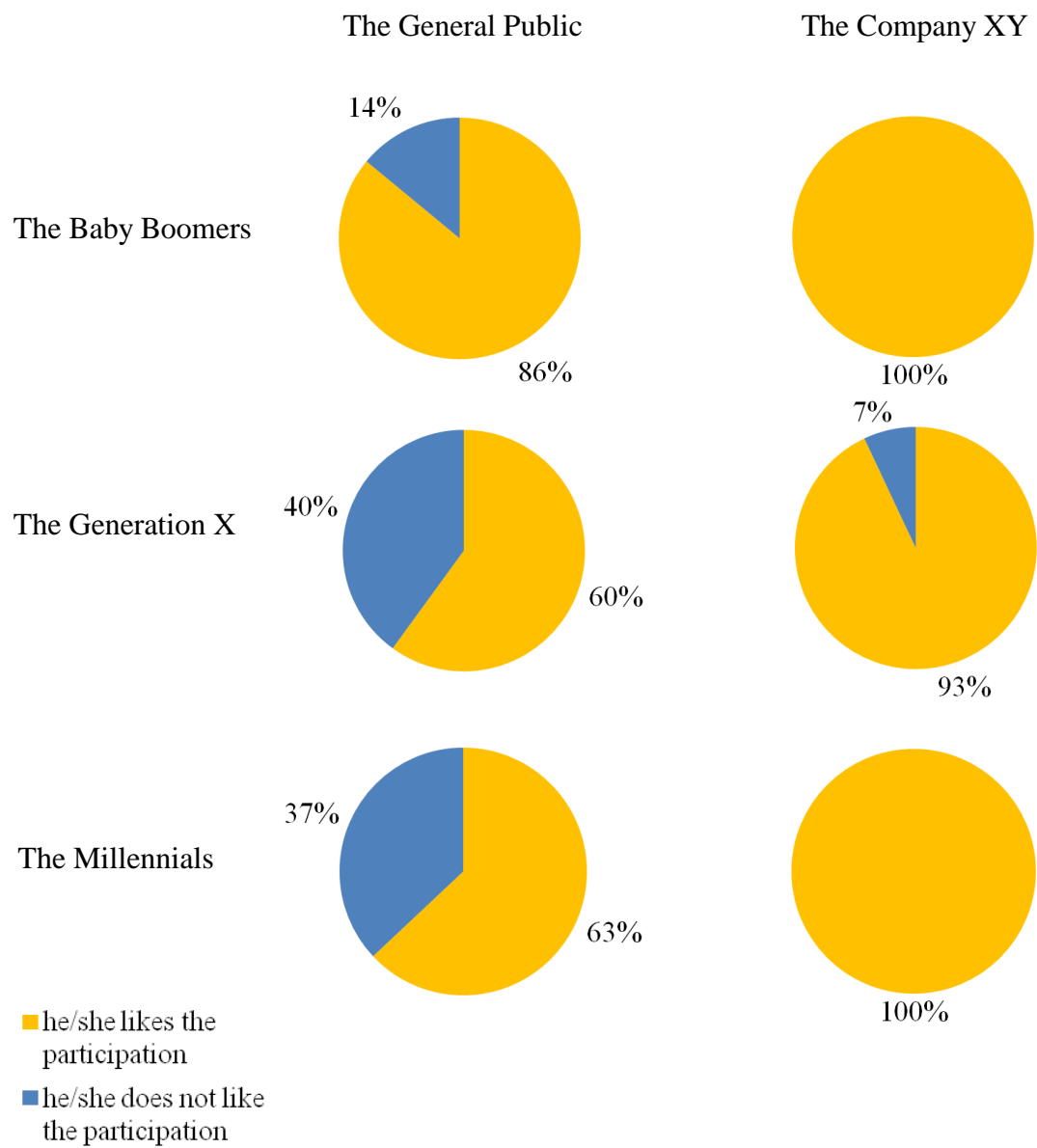
The Overview of the Perception

The General Public   The Company XY

Figure 20: The Overview of the Perception

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P I   The questionnaire for a general public (Czech version).

P II   The questionnaire for a general public (English version).

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APPENDIX P I: THE QUESTIONNAIRE FOR GENERAL PUBLIC (CZECH VERSION)

Vnímání firemních vzdělávacích akcí různými generačními skupinami

Vážená paní, vážený pane,

jsem studentkou třetího ročníku Univerzity Tomáše Bati ve Zlíně a chtěla bych Vás požádat o vyplnění mého dotazníku, který je součástí mé bakalářské práce. Pomůžete mi tím zjistit, jak jsou firemní vzdělávací akce (teambuilding, outdoor, koučink atd.) vnímány různými generačními skupinami.

Tento dotazník je zcela anonymní, a proto se nemusíte bát upřímně odpovědět. Tento krátký dotazník Vám zabere maximálně 5 minut.

Není-li uvedeno jinak, pak u každé otázky zaškrtněte pouze jednu odpověď, která vystihuje Váš názor.

Předem Vám děkuji za ochotu vyplnit tento dotazník.

Lucie Šustková

1) Zúčastnil/a jste se někdy firemní vzdělávací akce?
   - ☐ ano
   - ☐ ne (**pokračujte otázkou č. 10**)

2) Účastníte se rád/a firemních vzdělávacích akcí?
   - ☐ ano
   - ☐ ne (**pokračujte otázkou č. 4**)

3) Proč se rád/a účastníte? (**můžete zaškrtnout i více odpovědí; pokračujte otázkou č. 6**)
   - ☐ rozvíjím tím své zkušenosti
   - ☐ je to pro mě odreagování a zábava
   - ☐ motivace k další práci
   - ☐ nové zážitky
   - ☐ stmelení kolektivu
   - ☐ poznávání kolegů v jiných situacích
   - ☐ lepší vztahy mezi zaměstnanci
   - ☐ lépe se vyrovnávám se stresem

☐ jiná odpověď:

4) Proč se neradi účastníte firemních vzdělávacích akcí? (**můžete zaškrtnout i více odpovědí**)

☐ účastním se, protože musím

☐ jsou to pro mě stresové situace

☐ tyto aktivity nemají žádný smysl

☐ je to jen ztráta času, který jsem mohl/a věnovat práci

☐ zhoršení vztahů mezi kolegy

☐ musím spolupracovat s lidmi, které nemám rád

☐ je to pro mě fyzicky náročné

☐ jiná odpověď:

5) Co by Vás více motivovalo k účasti? (**můžete zaškrtnout i více odpovědí**)

☐ nic   ☐ jiná odpověď:

6) Kolika firemních vzdělávacích akcí jste se již zúčastnil/a?

☐ 1 – 5   ☐ 11 a více

☐ 6 – 10   ☐ nevím

7) Jak často se firemních vzdělávacích akcí účastníte?

8) Tato frekvence je pro Vás:

☐ nízká   ☐ přiměřená   ☐ vysoká

9) Jaké metody firemních vzdělávacích akcí Vám nejvíce vyhovují? (**můžete zaškrtnout i více odpovědí; pokračujte otázkou č. 13**)

☐ teambuilding – hry a aktivity na utužení a stmelení kolektivu

☐ koučink – založeno na diskuzi s koučem

☐ zážitková metoda

☐ outdoor – aktivity probíhají v přírodě

☐ žádná

☐ jiná odpověď:

10) Z jakého důvodu se neúčastníte?

☐ nechci se účastnit (**pokračujte otázkou č. 12**)

☐ zaměstnavatel nepořádá firemní vzdělávací akce

11) Měl/a byste zájem o firemní vzdělávací akce, pokud by je Váš zaměstnavatel pořádal? (**pokračujte otázkou č. 13**)

☐ ano   ☐ nevím   ☐ ne

12) Co by Vás motivovalo k účasti?

☐ nic   ☐ jiná odpověď:

13) Vaše pohlaví:

☐ žena   ☐ muž

14) Váš věk:

☐ 31 let a méně   ☐ 32 – 47 let   ☐ 48 let a více

Děkuji Vám za trpělivost a čas strávený při vyplňování dotazníku!

APPENDIX P II: THE QUESTIONNAIRE FOR GENERAL PUBLIC (ENGLISH VERSION)

A Generational Perception of Corporate Training Programs

Dear Sir, dear Madam,

I am a third year student of Thomas Bata University in Zlin and I would like to request you for filling in my questionnaire, which is a part of my bachelor thesis. You help me to find out how the corporate training programs (teambuilding, outdoor training, coaching etc) are perceived by different generations.

This questionnaire is completely anonymous, so you do not have to be afraid to answer honestly. This short questionnaire takes you 5 minutes max.

If it is not stated otherwise, you are supposed to choose only one answer which expresses your opinion.

Thank you for your willingness to fill in this questionnaire.

<div align="right">Lucie Šustková</div>

1) Have you ever taken part in a corporate training program?
   ☐ Yes

   ☐ No (**continue with question n. 10**)

2) Do you like participating in corporate training programs?
   ☐ Yes

   ☐ No (**continue with question n. 4**)

3) For what reason do you like the participating? (**more answers are possible; continue with question n. 6**)
   ☐ I develop my skills

   ☐ It is a fun and I relax

   ☐ Motivation for further work

   ☐ New experiences

   ☐ It tighten up the team

   ☐ To see colleagues in other situations

   ☐ Better relationships among the employees

☐ I better deal with the stress

☐ Other answer:

4) For what reason you do not like the participating? (**more answers are possible**)

☐ I take part, because I have to

☐ It is a stressful situation for me

☐ These activities has no sense

☐ It is just a waste of a time, which I could spend by doing my work

☐ Deterioration of relationships among the colleagues

☐ I have to cooperate with people that I do not like

☐ It is physically demanding

☐ Other answer:

5) What would motivate you better to take part in it? (**more answers are possible**)

☐ Nothing   ☐ Other answer:

6) How much of corporate training programs have you already taken part in?

☐ 1 – 5   ☐ 11 and more

☐ 6 – 10   ☐ I do not know

7) How often do you take part in corporate training programs?

8) According to you, this frequency is:

☐ Low   ☐ Adequate   ☐ High

9) Which methods of corporate training programs fit you the best? (**more answers are possible; continue with question n. 13**)

☐ Team building – games that help to tighten up the team

☐ Coaching – based on a discussion with a coach

☐ Learning by an experience

☐ Outdoor training – activities take part in the nature

☐ Nothing

☐ Other answer:

10) For what reason you do not take part in corporate training programs?

☐ I do not want to (**continue with question n. 12**)

☐ My employer does not organize corporate training programs

11) Would you be interested in taking part in corporate training program if your employer organized it? (**continue with question n. 13**)

☐ Yes   ☐ I do not know   ☐ No

12) What would motivate you to take part in?

☐ Nothing   ☐ Other answer:

13) Your gender:

☐ Woman   ☐ Man

14) Your age:

☐ 31 years and less   ☐ 48 and more years

☐ 32 – 47 years

Thank you for your time and the patience while filling in the questionnaire!

APPENDIX P III: THE QUESTIONNAIRE FOR EMPLOYEES OF COMPANY XY (CZECH VERSION)

Vnímání firemních vzdělávacích akcí různými generačními skupinami

Vážená paní, vážený pane,

jsem studentkou třetího ročníku Univerzity Tomáše Bati ve Zlíně a chtěla bych Vás požádat o vyplnění mého dotazníku, který je součástí mé bakalářské práce. Pomůžete mi tím zjistit, jak jsou firemní vzdělávací akce (teambuilding, outdoor, koučink atd.) vnímány různými generačními skupinami.

Tento dotazník je zcela anonymní, a proto se nemusíte bát upřímně odpovědět. Tento krátký dotazník Vám zabere maximálně 5 minut.

Není-li uvedeno jinak, pak u každé otázky zaškrtněte pouze jednu odpověď, která vystihuje Váš názor.

Předem Vám děkuji za ochotu vyplnit tento dotazník.

Lucie Šustková

1) Jak dlouho jste zaměstnancem této společnosti?

☐ méně než 5 let   ☐ 11 – 20 let   ☐ 31 a více let

☐ 6 – 10 let   ☐ 21 – 30 let

2) Účastníte se firemních vzdělávacích akcí (jako byla ta dnešní) rádi?

☐ ano   ☐ je mi to jedno   ☐ ne

3) Pokud ano, proč **(lze označit více nabízených možností)**:

☐ rozvíjím tím své zkušenosti   ☐ nové zážitky

☐ je to pro mě odreagování a zábava   ☐ stmelení kolektivu

☐ motivace k další práci   ☐ poznání kolegů v jiných situacích

☐ jiný důvod:

4) Pokud ne/je Vám to jedno, proč **(lze označit více nabízených možností)**:

☐ účastním se, protože musím   ☐ tyto aktivity nemají žádný smysl

☐ jsou to pro mě stresové situace   ☐ jiný důvod:

☐ je to jen ztráta času, který jsem ☐ zhoršení vztahů mezi kolegy

mohl/a věnovat práci

5) Kolika firemních vzdělávacích akcí jste se již zúčastnil/a?

☐ toto je moje první   ☐ 6 – 10   ☐ nevím

☐ 2 – 5   ☐ 11 a více

6) Jaké metody firemních vzdělávacích akcí Vám nejvíce vyhovují **(lze označit více nabízených možností)**:

☐ teambuilding – hry a aktivity na utužení a stmelení kolektivu

☐ koučink – založeno na diskuzi s koučem

☐ zážitková metoda

☐ outdoor – aktivity probíhají v přírodě

☐ žádná

☐ jiná:

7) Vaše pohlaví:

☐ žena   ☐ muž

8) Váš věk:

☐ 31 let a méně   ☐ 32 – 47 let   ☐ 48 let a více

Děkuji Vám za trpělivost a čas strávený při vyplňování dotazníku!

APPENDIX P IV: THE QUESTIONNAIRE FOR EMPLOYEES OF COMPANY XY (ENGLISH VERSION)

A Generational Perception of Corporate Training Programs

Dear Sir, dear Madam,

I am a third year student of Thomas Bata University in Zlin and I would like to request you for filling in my questionnaire, which is a part of my bachelor thesis. You help me to find out how the corporate training programs (teambuilding, outdoor training, coaching etc) are perceived by different generations.

This questionnaire is completely anonymous, so you do not have to be afraid to answer honestly. This short questionnaire takes you 5 minutes max.

If it is not stated otherwise, you are supposed to choose only one answer which expresses your opinion.

Thank you for your willingness to fill in this questionnaire.

Lucie Šustková

1) For how long have you been employed in this company?

   ☐ Less than 5 years   ☐ 11 – 20 years   ☐ 31 years and more
   ☐ 6 – 10 years   ☐ 21 – 30 years

2) Do you like participating in corporate training programs, similar to the one you have participated in today?

   ☐ Yes   ☐ I do not care   ☐ No

3) For what reason do you like the participating? **(more answers are possible)**
   ☐ I develop my skills

   ☐ It is a fun and I relax

   ☐ Motivation for further work

   ☐ New experiences

   ☐ It tighten up the team

   ☐ To see colleagues in other situations

   ☐ Other answer:

4) For what reason you do not like/do not care about the participating? **(more answers are possible)**
☐ I take part, because I have to
☐ It is a stressful situation for me
☐ These activities has no sense
☐ It is just a waste of a time, which I could spend by doing my work
☐ Deterioration of relationships among the colleagues
☐ Other answer:

5) How much of corporate training programs have you already taken part in?
☐ This is my first ☐ 6 – 10 ☐ I do not know
☐ 2 – 5 ☐ 11 and more

6) Which methods of corporate training programs fit you the best? **(more answers are possible)**
☐ Team building – games that help to tighten up the team
☐ Coaching – based on a discussion with a coach
☐ Learning by an experience
☐ Outdoor training – activities take part in the nature
☐ Nothing
☐ Other answer:

7) Your gender:
☐ Woman ☐ Man

8) Your age:
☐ 31 years and less ☐ 32 – 47 years ☐ 48 and more years

Thank you for your time and the patience while filling in the questionnaire!