

## **PRESENTATION OF THE BUSINESS CASE**

### **When was applied the Methodology?**

TEMPO TRAINING & CONSULTING, Ltd. operates in the field of vocational education and training for a long time and it is one of the most important training organization in the Moravia-Silesian region. At the beginning of 2006, this company extended its activities also to the providing of complex services connected with the preparation and realization of projects co-funded from the Structural funds for the external clients. In this year were submitted 5 projects, which were prepared in the framework of above mentioned service and the result was 100% success – all projects were approved and recommended for funding.

One of the beneficiary organizations, which was granted for the project realization was IPO SECURITY, s. r. o. that is situated in Ostrava. This organization is specialized in the protective and security services, which are provided to the public as well as private countries. The main field of activities of IPO SECURITY are:

- Physical security guard
- Detectives of department stores
- Bodyguarding
- Special services (guest for commercial criminality, safety audits, consulting, etc.)
- Patrol
- Money transport

As it was mentioned in the previous text, whole training project was financed from the public sources. More specifically, 75 % of the financial contribution was delivered by the European Social Fund and 25 % of the financial sources was provided by the Czech national budget. The beginning of the project was dated to 1<sup>st</sup> July 2006 and according to the rule “n+2” applied in the shortened programming period was finished on 30<sup>th</sup> June 2008.

The main aim of this project was to raise the company adaptability and competitiveness in the conditions of the Czech Republic. This global objective should be reached through the improving of staff skills and competencies. The project training activities were devoted to employees and working staff and it would improve their personal working productivity as well as increase the individual creativity. As the specific goal of the project was set up to support not only starting up of new processes in the company as a whole, but mainly to strength the changes in working behavior at individual employees. As it was necessary to ensure the sustainability of project results and outputs, IPO SECURITY engaged to continue procedures developed within the project also after its end. Moreover, this company wanted also to continue in the evaluation process during the period of eligibility to assess the impact of additional activities on the performance of the company.

## What was applied?

TEMPO TRAINING & CONSULTING, Ltd. is providing the complex services connected with training projects and actions. This company is due to its composition able to offer overall solution of human resources training - from personal audits, through training needs specifications and training realization to final evaluation. Problem is that the awareness about company training strategies and using of complex solutions is still on relatively low level and clients are not used to benefit from such an approach, because they are still preferring individual training without any “complementary services”, which can represent key points in the whole process.

But this was not the case of project undertaken for IPO SECURITY. This project was prepared by the experts and training consultants in the cooperation with the company representatives, so it was possible to found the solution which would fit the best to the needs of the company. Already during the project preparation were set up main evaluation and assessment criteria and tools, which would contribute not only to the project effectiveness, but also to the achievement of the global goal of the project.

Even through that, it is necessary to lay down that the project was not primarily devoted to the evaluation and assessment methods and that's why were not undertaken all phases of evaluation. This is pointing mainly to the final phase of Return on Investment. But in fact, we can say that the project implementer tried to follow standard evaluation methods divided according to the levels as much as possible. It was used the 5 level evaluation/assessment method, which was part of the whole training cycle undertaken in the framework of this project.

In the framework of the project was realized very complex course, which was composed by different modules that were devoted to different target groups. Each module was designed for 1 or 2 training days (1 training day = 6 hours), what depended on the difficulty of the theme and previous knowledge of trainees. It is also necessary to mention, that all courses were adapted according to the needs and environment of IPO SECURITY, which contributed to the higher efficiency of the training activities. This was made on the basis of the results from diagnosis and analysis of the training needs.

### Trained groups of staff

Staff of IPO SECURITY that was represented by Top Management, Middle Management, Directors, Executive Staff, Administrative Workers, Technicians, Patrols, Guardians, Units Assembly and Workers specialized in the field of protective services.

### Courses trained in the project

Team Work, Communication, Time Management, PC Courses, Negotiation and Argumentation, Efficient Team Leading, Conflict situations and their solutions, Cope with stress.

## Which were the methods or tools?

### TRAINING

During the training activities were applied different methods and tools, which should contribute to the better achievement of overall results. The emphasis was given mainly to the individual approach to the course participants. This was enabled by the composition of trained groups, which were composed by small number of persons – at most 12. Main object was to provide the participant personal help as much as possible. Moreover, thanks to this approach, it was possible to make the evaluation more deepen and hopefully we get also more accurate data and feedback from trainees.

Except of the individual approach were used also another methods and types of training practices. In following lines, we will briefly describe some of the most important ones.

- *Theoretical interpretations* – at the beginning of each module was given to the trainees the basic background of trained theme. This theoretical information were provided to participants through PPT presentations and the main aim of this activity was to introduce them into the theme as much as possible.
- *Discussions* – some of the modules were organized in the form of round tables and its main aim was to start up the discussion, which would not be opened in the standard environment of the company. Moreover this method should strength and motivate employees to express their opinions.
- *Model situations* – this method was used mainly at the soft courses like communication. Main aim was to define and model the most usual situations, which are met by the trainees during their working day and provide them several directions, how can they effectively solve them.
- *Solving of study cases* – this method was used mainly at the ICT courses. Main aim of this method was to provide to the trainees complex practical example – study case – and to show them which methods, ways and approaches can they use for its solution.
- *Video-trainings* – this method was very nearly connected with the “model situation”. During the training was used the video-camera by which were recorded the “model situations”. After the performance of the participants was the video played and were analyzed the main faults and laid down main recommendations for improvement.
- *Workshops* – traditional workshops, where were all participants involved into the active learning. This method was used mainly during the training activities for the TOP and Middle Management staff.
- *Brainstorming* – brainstorming as a method was practically part of each course. At the beginning of the course was made with the participants short brainstorming, to get the general overview about the trainees and their knowledge and awareness about the trained theme.

All activities and exercises were aimed at improving and development of participants' particular skills and knowledge.

## EVALUATION AND ASSESSMENT

As it was mentioned in the previous text, during the project lifetime was used the evaluation method, which was composed by 5 levels. The levels were directly in connection with the project stages. Even though the project was not directly pointed on the implementation of evaluation and assessment methods, these were considered as very important part of the project and that's why, it was devoted to them relatively high emphasis. In the following text, you can find briefly described each stage of evaluation and tools, which were used during its implementation.

### *Diagnosis*

This very important step was realized at the beginning of whole project and was undertaken in cooperation among the external experts/specialists and internal staff responsible for the training of employees. Main aim of this stage was to make the personal audit of the company and to analyze the skills and knowledge of current staff. These data were found out through the questionnaires distributed among employees as well as through the personal interviews with HR, top and middle management staff. The obtained data were summarized and were taken as the starting point. On the other hand were also summarized the goals and objects, which would be reached through the training activities, from the point of view of owners. By taking into account both point of views (employees and employers) was developed the structure of training and was decided about the courses composition. After this facts were laid down, it was possible to start up with the training activities.

### *Reaction evaluation*

All participants evaluated particular training courses immediately after the seminary. These evaluation activities were realized through the questionnaires (all trainees) and personal interviews (chosen sample of trainees). From the first part of the questionnaire we found out personal information (it means name, age, profession, position in the company), title of the course, date and place. The second part of displayed and showed the participants' degree of satisfaction with the course timing, content of training, tutor's leading of the course, atmosphere, etc. Participants could also mention their experiences, ideas or suggestions. It was a good way how to easily find out immediate participants' impressions and discover strengths and weaknesses of the training. What is pointing to the personal interviews with chosen sample of the trainees, its main aim was to deepen some of the answers and make more complex overview, which would take into account also other relevant factors that these evaluated through the questionnaire.

### *Apprenticeship evaluation*

After the whole course (it means after implementation of all individual modules) was applied the apprenticeship evaluation. Its main aim was to evaluate the quality of whole training cycle. This was evaluated from the point of view of its structure and content. The task of the participants at this stage of evaluation was also to mention and set up the strategy, how they could apply the obtained information in their professional and working life and how the skills and knowledge could improve their job performance. But the most important point of this evaluation level was to test the obtained skills/knowledge/competencies at the trainees. This testing was made through the specially developed tests, which were adapted by the lectors and experts

according to the content trained during the courses. Tests included all themes trained and were very complex. Results from the test than served as the data and records for the owners, how successful the training was and which new skills/knowledge/competencies were obtained by the trainees (company's staff).

#### *Transfer evaluation*

Three months after the end of the training cycle the participants had to review the implementation of the obtained skills, information and knowledge in their profession. It was necessary to summarize how the skills and knowledge were implemented into their work. The employees also commented how the gained information affected their profession. This evaluation level was undertaken through the special questionnaire, which was developed to obtain the required data. Moreover, to verify the credibility of employees' answers, there was chosen the sample of workers, who were monitored and analyzed for 2 working days in the company. The aim of this monitoring was to obtain real information if the employees really use the trained skills and knowledge and if they are able to solve "old" problems in new/innovative way.

The training course was also evaluated by the employer. It took place three months after the end of the training cycle. The employer had to outline benefits of the course and how the training had affected profession development of the employees and also the progress of the company. This evaluation was made through the personal interview with the owners and as the supporting data were serving the statistics and information providing the basic information of company's performance in the last period. One of the aims was also to get information from owner about his opinion on the training results and get knowledge if he feels any change in the staff behavior.

#### *Impact evaluation*

Impact evaluation was not realized in the project from several reasons. As it was mentioned in the previous text, this project was not primarily targeted on the implementation of evaluation and assessment methods. As the impact evaluation was not previewed in the project application, IPO SECURITY did not want to undertake this one. Even though it was offered to them this service, they refused it, because the TOP management of the company did not want to raise the costs connected with this training. Moreover the impact evaluation was considered as very time consuming and long-time task, because it was necessary to eliminate the real impacts of training from the external effects. According to the management of the company (on the base of costs – benefit analysis) this level of evaluation will not provide to the company any crucial information in the current performing of company. But in general, the company was prepared for undertaking of Impact evaluation. It was only necessary to undertake the activities and research, which would enable to filter the training impacts from external effects.

#### *Return on Investment*

Even though IPO SECURITY had all relevant and important information about costs connected with the training action, they were not interested in the counting of RoI. The reasons for that were very similar to the ones laid down at the Impact evaluation. Main reason was that the TOP management did not see any additional benefit in that. Moreover, to count the RoI, they would had to undertake the Impact evaluation.

### **What were the results?**

According to the assessment we analyzed and results of the course, which were evident from the implementation of the obtained skills and knowledge. The course has contributed to improvement of work effectiveness, ICT skills, communication inside the company environment, team work and saving of time.

In view of the results we could consider the company training as successful project because all groups of participants were positively motivated, they cooperated actively with the tutors and teachers during all training courses and therefore they have improved their skills and knowledge which helped to company development and progression.