

Workplace Education for Administrative Staff in a Czech Language Centre

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Abstract

This research paper aims to provide a comprehensive description and evaluation of workplace education within a selected Czech language center. The study comprises a theoretical framework, an empirical investigation through a specific survey, and concludes with a set of recommendations tailored to enhance workplace education for the administrative team. The theoretical framework establishes the foundation for the research by examining relevant literature and theoretical models related to workplace education. Drawing upon adult learning theories, instructional design principles, and best practices in workplace training, this research paper provides a comprehensive overview of the key concepts and principles that underpin effective workplace education.

Keywords: Administrative Staff, Workplace Education, Language Centre.

1. Introduction

The primary purpose of this research article is to conduct an analysis of the business chosen and, based on that study, to make suggestions for improvements that are appropriate for practice. In order to accomplish the primary goal, subsidiary goals must first be accomplished:

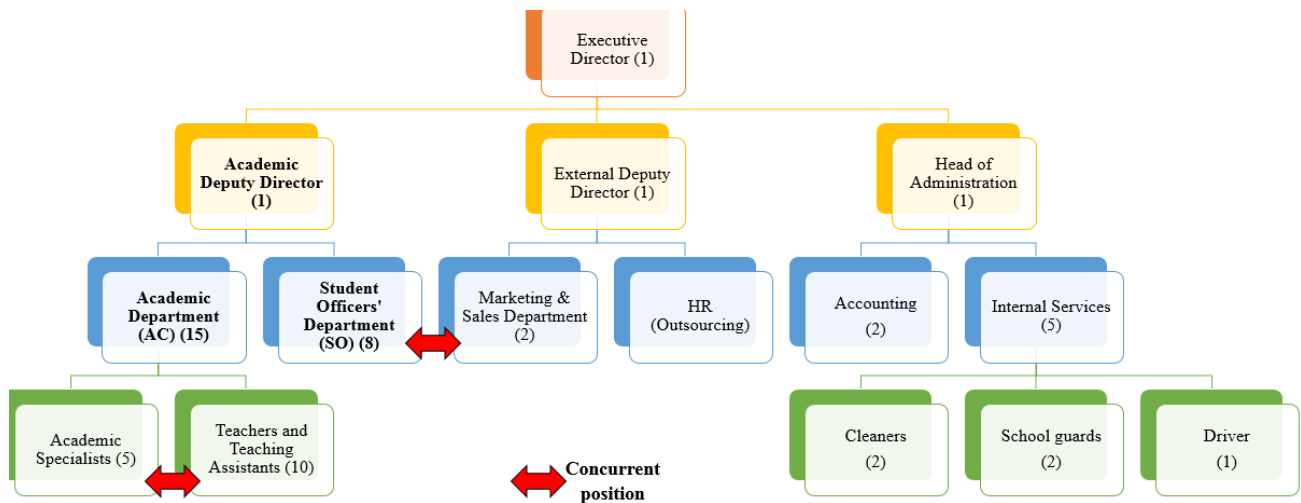
- Secondary goal no. 1: to establish a literature review on the topic,
- Secondary goal no. 2: to conduct research (questionnaire) in the selected company,
- Secondary goal no. 3: to present research findings and propose recommendations

The selected company is a language centre in the Czech Republic; however, any data that may lead to the identification of that language centre must be kept anonymous since the language centre has not given written consent to publish the data. The general company profile is as follows:

- A middle-sized company located in a city with up to 20 000 inhabitants in the Czech Republic,

- Operating as a language centre in the Czech Republic and provides language services to the public, such as language teaching (mainly English),
- Having three branches under the same management team in the neighbourhood and up to 100 employees in total,
- The internal structure with an average number of 36 employees in each branch is demonstrated below.

Figure 1 Structure of a branch in the company.



Source: own research.

This research paper is focused on workplace education for the administrative staff (all members excluding ones in the academic department) since the academic team follows a different training procedure.

2. Literature overview

In terms of the workplace, an effective workplace organization includes various factors like the division of labour (or task management), the formation of organizational units and structures, and the equitable allocation of authority. Delegation and coordination also play essential parts in organizing the workplace in common corporation types (centralization, decentralization, empowerment...) (Management Mania, Organizování, 2022).

About management in the company according to Toppr (2022), management is a complicated process requiring a great manager with suitable management abilities to achieve harmony between all of the many aspects of management. In addition, it is expected that managers at all levels, from operative, executive to top management, participate in all four functions - Planning, Organizing, Controlling, and Leading.

According to Vischer, since the workplace significantly impacts the organization as a whole and its ability to function, it is the job of managers to be aware of the multiple ways in which actions performed in the workplace may affect people and, more generally speaking, the productivity of those workers (Vischer 2007, p. 13-14).

Concerning workplace education in general and in particular, according to British Council (2022), as guaranteeing and creating jobs becomes a primary goal for learners and governments for at least the foreseeable future, expanding economies worldwide will be backed by entrepreneurial thinking and enterprise training from the next generation. Based on evidence from the European Commission, entrepreneurship education may benefit the labour markets and local communities' economy (British Council, 2022).

In detail, two main kinds of workplace education are onsite and offsite Kadeřábková (2020). On the one hand, she points out that offsite workplace education includes:

- Seminar,
- Workshop,
- Role-playing,
- Case study,
- Elearning,
- Internship,
- High school or university studies,
- Retraining course.

On the other hand, she emphasizes that the typical onsite workplace education consists of the following:

- Coaching,
- Training,
- Instructions,
- Assisting,
- Work rotation,
- Briefing,
- Work-related meetings.

From the viewpoint of Kucharčíková a Vodák (2011, page 76), it is essential to bear in mind the following issues regarding workplace education:

- Who - in terms of who is the subject of Workplace Education,
- How - from the perspective of forms of Workplace Education,
- What - which means the content of Workplace Education,
- When - from the viewpoint of the timing of Workplace Education, and
- Where - the locations of Workplace Education,
- Why - which is linked to the impact of Workplace Education.

Furthermore, according to Online Diagnostika, 2022, administering a questionnaire or test to participants both before and after participation is a traditional method for evaluating an educational program's effectiveness. This allows for the measurement of a variety of training programs in relation to specific abilities.

In the following part, the factors mentioned above are considered in the questionnaire.

3. Methodology

The methodology used for the evaluation is mainly a questionnaire presented to the administrative staff of the selected language centre.

Questionnaire. The questionnaire's ten questions include a combination of open, semi-open, and closed questions. Respondents are free to offer their own answers in the case of open

questions; in the case of semi-open questions, respondents are supplied with several alternative solutions but also have the option to supply their responses.

The standard operating procedure. A questionnaire, either in portable document format (PDF) or Microsoft Word format, is emailed to the employees of the chosen firm, ABC. After each component is completed, the questionnaire is forwarded back to the researcher so that she may review it for flaws and ensure that it is formal. Data processing and analysis are carried out with the assistance of software such as Microsoft Office. The study's findings are used to draw conclusions and make recommendations for practical implementations.

The properties of the sample utilized in the investigation. Those currently employed at ABC company as administrative staff are eligible to participate in the study project. Individuals who participated in the survey were chosen randomly based on the above criteria.

4. Analysis results and Recommendations

To begin with, the questionnaire consists of 11 questions, organized into four key sections in line with the objective of the study. The first part of the three questions focuses mostly on learning the respondent's basic information, including gender, age, and highest education level attained. The second part of the two questions focuses on working details about the respondent's role and time spent for the organization. The third section of five questions aims to elicit more details on workplace education in the ABC company, including general satisfaction with workplace education, perspectives on its advantages, the methods employed, and feelings regarding employees' knowledge and their performance. The final section consists of one question to gather any further comments that employees may have regarding workplace education.

After collecting and analysing all feedback forms, a typical respondent is recognized as a female between the age of 25 and 35 with a Bachelor's degree. They prefer and take more pleasure in onsite workplace education (60%) than offsite work education (40%) provided by Company ABC.

As for training methods and training efficiency, Company ABC primarily utilizes Mentoring, Coaching, and Traineeship. The typical female staff at company ABC believes she already possesses all of the necessary knowledge and skills (75%) and does not need additional training. This is supported by the fact that she describes workplace education as an "obligation" or "must".

Therefore, to boost the efficiency of workplace education, some recommendations below can be taken into consideration:

- Make it a priority to increase the variety of instructional methods that are incorporated into workplace education
- Make a distinction between the many forms of employee education offered in the workplace, and arrange employee training appropriately
- Carry out an in-depth analysis of the protocols, policies, and procedures.
- Consider an online internal training (E-learning) system that can be designed more attractively and suitably for each group of staff.

Figure 2 Standardized online training courses process for employees.



Source: own research.

5. Conclusion

The chosen business is a language school located in the Czech Republic. Any information that could be used to identify that language facility must remain anonymous. This study focuses on the administrative personnel's education because they must take a different training route than the academic staff. Since the workplace affects the operation of the business as a whole, Vischer asserts that managers must be aware of the various ways that training activities taken at work may affect people.

The profile of a woman between 25 and 35 with a Bachelor's degree makes up the majority of respondents. The typical female employee at company ABC thinks she already has all the essential knowledge and abilities and does not require further training (75%). While there are two primary components of workplace education: onsite and offsite, employees prefer onsite training plans (60%) (if any) and Mentoring, Coaching, and Traineeship are common methods used in Company ABC.

Among the suggestions for the centre are, for instance:

- Increase the diversity of instructional methods used in workplace education as a top priority.
- Differentiate between the many types of employee education provided in the workplace and arrange employee training appropriately.
- Conduct a thorough examination of the protocols, policies, and procedures.
- Take into account a system for internal e-learning.

In the future, the author would like to focus on a detailed company analysis from the viewpoint of workplace education for administrative and non-administrative members and propose more profound bases for improvement.

Education in any company is a crucial aspect that can lead to the company's improvement and development, on the other side, to bankruptcy and the end of the company's life. Companies must pay more attention to workplace education and bring employees' education to light, even if it may (and will) cost company owners a certain amount of money. It is necessary to consider education as an investment in the future and the company's prosperity.

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