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MSMT
MINISTRY OF EDUCATION,
YOUTH AND SPORTS



HR EXCELLENCE IN RESEARCH

**FAI/CEBIA-Tech Management
Managerial Education Methodology**

Project Title: Development of Capacities for Research and Development of TBU in Zlín (RoKaVaV-TBU)

Reg. no.: CZ.02.2.69/0.0/0.0/16_028/0006243

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Introduction

The current period is characterised by rapid and far-reaching changes in the introduction of technical and technological innovations and it is essential that any organisation responds to these changes if it is to remain competitive. Systematic Employee Training contributes to increasing the value of Human Capital, i.e. the growth of knowledge, skills, individuals changing attitudes, improving corporate culture, mastering more effective forms of internal and external communication, the ability to deal with stressful situations, better work organisation, faster innovation implementation, effective use of team-work, higher employee motivation – and thus, as a result, to attain the higher performance of the organisation and its attractiveness

In addition, managers who are responsible for the employee selection – their formation, motivation and management, themselves need specific knowledge and skills that will enable them to perform these tasks. Therefore, their education and development is necessary as a tool to support the creation of an effective leadership style.

1. Education and Development of Manager Objectives

These are based on the Implementation of the Strategic Plan of Educational and Creative Activities of Tomas Bata University Plan; from the specific needs and requirements of the Faculty of Applied Informatics – (FAI) and its Regional Research Center CEBIA – Tech, which were defined by an analysis of the strengths and weaknesses within the thematic areas of the Recruitment of Researchers and the European Charter for Researchers Code of Conduct; their superiors, and from the analysis of other monitored data.

Basic goals pursued in creating and implementing a Managerial Education programme:

1. Increasing managers' competencies and shaping the work ability according to the needs of the organisation at the beginning and during the employment relationship.
2. Improving Human Resources so that the organisation has a sufficient number of professionals to cover additional new staff requirements.
3. To improve work performance and increase work productivity and quality.
4. To ensure the required number of properly trained managers who are able to respond flexibly to change, improving work performance, increasing Work Productivity and its quality Cost Savings – (the costs of training one existing worker tends to be lower than the costs associated with the recruitment of new experts).
5. Increasing the Market Price of Managers' Work.
6. Improving Interpersonal Relationships.
7. Improving Employee Motivation and Stabilisation.
8. Increasing the chances of functional and salary advancement of individual managers.
9. Strengthening the attractiveness of the organisation on the labour market.
10. Strengthening Social Security.
11. Enabling the continuous improvement of educational processes such that the evaluation of the previous educational cycle influences the quality of the next.

2. Target Group Specification

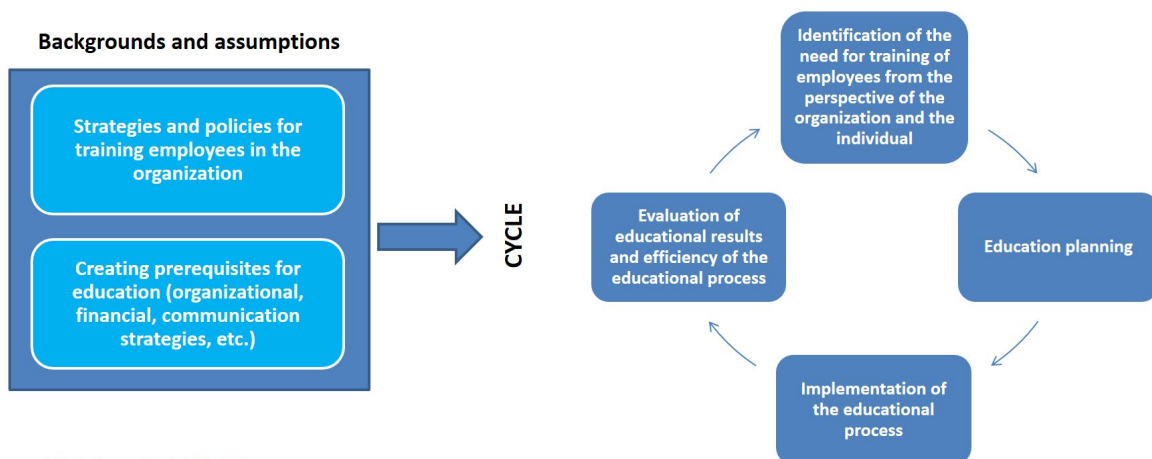
FAI and CEBIA-Tech Management Staff

3. Managerial Education and Development Methodology

The creation of a training methodology ensures that the organisation can respond flexibly to change and – conversely, use it to its own advantage. This provides answers to what – and how, we want to achieve. At the same time, it refers to the organisation's strategy and respects its set goals

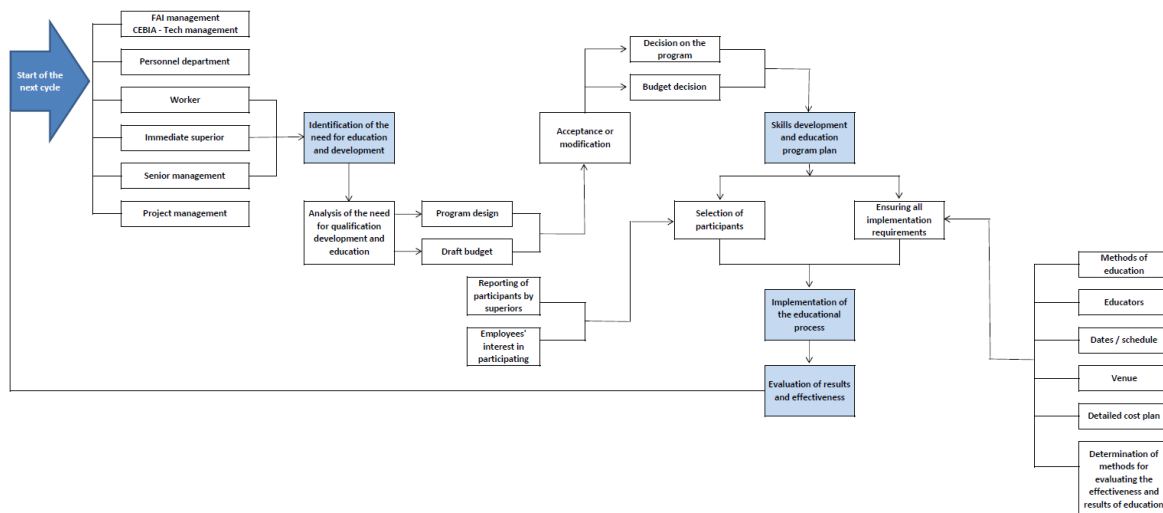
The methodology includes the whole Education and Development Planning process, namely:

- Phase 1 – Identification of Educational Needs.
- Phase 2 – Interpretation of Needs Analysis.
- Phase 3 – Implementation of Educational and Development Activities.
- Phase 4 – Evaluation of Educational Events.



Adjusted according to Cole, G.A

Picture 1 – The Systematic Education of Employees in the Organisation Cycle – General Model



Picture 2 – Managerial Education and Development System Cycle – valid for FAI and CEBIA-Tech

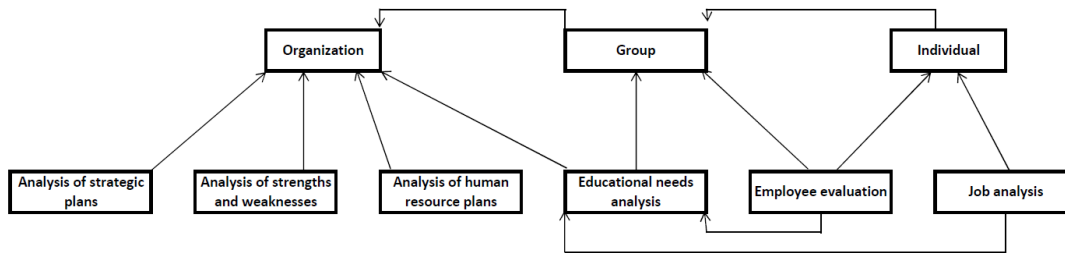
3.1. Identification of Organisational Qualification Development and Education Needs

This is actually the gathering of information about current employees' knowledge, skills and abilities about individual, team and entire organisation performances. The data is compared with the required level – and the discovery of discrepancies is called the Performance Gap.

Information Monitored in the Organisation:

Information about the Organisation and (Its) Markets

- **Internal** – Organisational Strategies and Goals, Corporate Culture, People Management Styles, Ethical Principles, Meeting Minutes, Employee Satisfaction Survey Results etc.
- **External** – Market Developments, Trends in the Field, the Labour Market Situation, Research Competition, Meetings and Discussions Results Monitoring, New Education and Information Development Trends, Modern Leadership Styles, Legislative Developments, Youth Profession Preference Choices; all in the Czech Republic and abroad.
- **Information about Jobs and Functions** – Analyses based on Job Descriptions and Functions, and Employees and Their Abilities Requirements.
- **Information on Individual Employees/Managers** – Evaluation Records, Training Needs Interview Results, Development Centre Outputs, Employees Own Need/Requirements, Departure Interview Reports, Training Programme Completion Records, Managerial Qualification Structure etc.



Picture 3 – Information Coherence

In the Information Analysis and Identification of Educational Needs Phases; Key Issues and Problem-Oriented Analysis and Comprehensive Analysis are all used as well.

In particular, we try to discover:

- All problems encountered by job-holders in acquiring basic skills and in trying to apply them successfully.
- Any shortcomings the current job-holder’s performance resulting from knowledge gaps, lack of skills – or poor motivation.
- Any area where the skill level clearly does not meet the required standards.
- Any areas where future changes in work-processes, work-methods or duties and responsibilities signal the need for training.
- How training is carried out at present and how effective it is, and how much it helps to achieve the set goals.

There are a large number of Training Needs Analysis Techniques – as well as number of different classifications of these techniques.

The Following Are Used for Organisational Needs:

From Company-wide Data:

- Strategic Plans and Company Goals Analysis.
- Strengths and Weaknesses Analysis (Annex 1: Analysis of Strengths and Weaknesses).
- Comparison with other faculties, universities – (Benchmarking).
- Working with Documents.
- Statistical, or Other Continuously Collected and Registered Organisation Data Analysis.
- Monitoring Current Work Issue Meetings and Discussions and “Promising” Work Task Results.
- Human Resource Analysis Plans.

From Employment/Job Position Data:

- Job Content and Fulfilment Requirement Descriptions Analysis (Annex No. 2: Sample Job Description form).
- Problem Analysis.
- Information Acquired from Managers Relating to Training and Qualification Needs Analyses.

From Individual Employee Data

- Managerial Educational and Development Needs Results Interviews (Annex No. 3: Competence Interview Discussion Questions).
- Group Meeting and Discussion Conclusions.
- Information Analyses Gained from Related Manager Training Qualifications Needs.
- Subordinates' Opinions.
- Social Skills Analysis.

The Individual Analyses' Results shall serve:

- To identify the organisation's strengths and weaknesses in the Manager Development and Training field and defining the organisation's continuing education needs scope; and the definition of the extent of organisational further education field needs.
- To identify target groups affected by the need for education in different areas.
- To Prepare Specific Educational and Development Programme Content Proposals.
- To Create and Implement Design Education Forms.

3.2. Interpretation of Educational Needs Analysis Results

Interpretation links on to the Educational Needs Analysis Process.

First of all, we have to answer the question whether the identified problem can be solved by education. If so, then it is necessary to decide how the training should be carried out, by whom, when, where – and at what cost; that is, we need to set additional points in the education project and to prepare a specific education programme and implement it.

Basic Steps:

- Individual Analyses' Results Summarisation.
- Defining Educational Priorities.
- Creation of Preliminary Plans.
- Formulation of Basic Tasks.
- Individual Programme Proposals.
- Expense Estimations.

3.3. The Creation of a Staff Training Plan

A well-designed Staff Training Plan must answer the following questions:

- What training programmes should be provided? (Content)
- Who will they be for? (Individuals, groups, categories, employees with potential etc.)
- How will the training take place? (Education Forms and Techniques)
- Who will perform the training? (Internal Educators, External Organisations)
- When will the training be implemented? (Time Schedule)
- Where will the training programme be implemented? ("On the job" / "Off the job")
- What will the Price / Cost be? (Budget including – accommodation, meals, travel costs etc.)
- What changes in knowledge or behaviour do we expect from educational event absolvents?
- How will the education results and educational programme effectiveness be evaluated? (Evaluation Methods, Evaluators)

Specific plans for individuals and groups are prepared by a pre-determined project team that also includes HR Department representatives

The Usual Procedure:

- Defining educational programmes that result from Strategy Requirements, Strengths and Weaknesses Analysis, SWOT Analysis, and the analysis of other information above and will concern entire groups of managers – (Economic Knowledge, knowledge of the Code and Charter, Project Management etc.).
- The creation of a list of Managers' Training Requirements approved by their superiors (Annex No. 4: Training and Development Requirements Matrix – sample).
- The selection of forms, methods, places, educators suitable for the given development and education area with regard to the the organisation's financial budget and requirements.
- The creation of a definitive Training and Development Programmes Plans for Employee Groups.
- The creation of "Tailor-made" Individual Manager Plans (IMPs) (Annex No. 5: Individual Education and Development Plan – form).
- The setting of Timetable Frameworks.
- Selection Procedures Organisation – in case of need to use external educational companies, or lecturers, and all administrative requirements provision – (contracts, budgets etc.).

- The summarisation and preparation of documents for approval by the responsible person (FAI Dean), including staff responsible for implementation deadlines.
- Approval.
- Implementation Phase Start.

Basic Manager Educational Programme Areas:

- Legal Requirements Based Education – (Health and Safety, Response Vehicle Driver Training etc.).
- Orientation and Adaptation Programme in the event of a Manager's Appointment.

Both areas are exclusively managed and provided by the HR Department, and are therefore not part of the training plans:

- Professional and Vocational Training ... to maintain or increase qualifications – (New Research Methods, Modern Technologies, Progressive Education Methods, Improving Language Skills etc.).
- Managerial Knowledge and Skills, Basic Areas:

Managerial Skills; basic areas: Time Management	Delegation	Leadership	Mentoring	Motivation	Coaching	Leading Meetings	Moderated Discussions
Problem Solving	Decision - making	Creative Techniques	Team-Building	Evaluation Interviews	Project Management	Change Management	Economic and Legal Knowledge

- Soft Skills, Basic Areas:

Verbal and Non-verbal Communication	Active Listening Skills	Assertivity	Conflict Resolution	Team- work	Stress and Its Management
Presentation Skills	Personal Development Principles	Problem Solving	Personal and Working Lifes Harmonisation	Self-knowledge	The Art of Convincing

Recommended Training Methods for use:

On-the-job Methods

- **(Training) Instruction in the course of Work Performance**
Workers learn by imitating and observing experienced trainers while performing a certain job. This is a suitable training and learning method where employees can quickly and easily acquire the requisite skills and abilities.
- **Assistance**
The employee assists an experienced trainer and thus – masters the given job conditions, requirements, etc.; which they can then handle on their own.

- **Task Directives**

Trainers shall entrust employees with specific tasks, and they must demonstrate certain abilities and skills in performing them. Employee Independence and Responsibility are required.

- **Work Rotation**

Workers change individual jobs at the employer, and thus acquires activities other than their own in the performance of their traditional work. Work Rotation expands their qualifications and increases the adaptability of the worker.

- **Coaching**

Is a longer-term continuous stimulation process; and the need to orient these training resources to the desired work performance – respectively, to set their own goals and initiatives; taking into account the trainee’s individuality.

This is based on the fact that each individual is good at something; and, if sufficiently motivated – can achieve all their set goals. With a Coach’s Assistance ... a “Coachee” can achieve their goal(s) faster and more effectively by removing internal barriers – fear, anxiety, low self-esteem, etc. The coach does not solve the problem or situation; but helps the person to come up with the solution(s) themselves.

Thanks to correctly posed questions that a coachee would not ask themselves, the coach helps them to look at the thing/things from a different angle – with different eyes; to find connections, etc.

- **Mentoring**

Employees are trained under the guidance of a Mentor – i.e. a professionally-qualified person who passes on their experience(s) to other employees and advises them in performing certain work activities.

- **Counselling**

Mutual Consultation is actually a matter that influences both the educated and educators; which overcomes the one-way nature of their relationship.

- **Workshops**

In the course of this method, participants become acquainted with problems and facts concerning not only their own workplace, but also the organisation as a whole or other areas of interest.

- **E-learning**

Is an educational process that uses Information and Communication Technologies to create courses, to distribute study-content, to communicate between learners and educators, and to manage studies.

- **360° Feedback**

Is an evaluation method in which one employee is provided with feedback by a larger number of respondents; its name derives from the 360 degrees forming an imaginary circle, with the evaluated individual standing in its centre and receiving responses from everyone around them.

Only those people who often come into contact with them at work provide feedback to the employee. These can be their subordinates, colleagues, superiors – (i.e. Internal Resources); but also clients – (External Resources). In addition however, the 360° feedback subjects also evaluates themselves.

Off the Job Methods

- **Lectures**
Focused on the mediation of factual information or theoretical knowledge
- **Lectures with Discussions (Seminars)**
Employees learn through the instructor's explanations and discussions with the Instructor.
- **Demonstration (Illustrative Learning)**
Employees learn through the Instructor's explanations and discussions with them. Knowledge and Skills are mediated in an illustrative way using audiovisual technology, computers, demonstration of procedures, etc., in models or real working conditions.
- **Case Study**
It is a very widespread and popular method of education. The basis is that managers or their groups study, diagnose and propose a solution to a problem that has been predefined.
- **Workshop**
It is a variant of a case study. In this case, practical problems are resolved in a team and from a more complex point-of-view.
- **Brainstorming**
Is also a form of case-study – within a group of students, everyone will suggest a way to resolve the problem. This is followed by a discussion of the proposals and the search for an optimal solution proposal or a combination of several proposals.
- **Training**
The active acquisition of skills and competences. It is a form of Experiential Learning.
- **Simulation**
A method largely focused on practice and requires stakeholders' active participation. Participants will be given a detailed scenario and must make a decision within a certain time. This is usually a solution to common life situations that may arise during managers' duties.
- **Management Games / Roles**
A method that is clearly focused on the development of participants' practical skills. Participants assume a role and resolve interpersonal relationships, disputes, and negotiations that arise within the given role.

- **Outdoor Programmes**

These use outdoor sports activities where employees naturally develop skills like Analytical Thinking, Decision-making, Implementation, Planning, Organisation, Selection, Leadership, Evaluation, etc.

- **B-learning – Blended Learning**

This combines personal participation in teaching – (e.g. lectures, workshops, weekend seminars), with self-study and educational support through electronic channels, (e.g. e-learning, Information Systems, Electronic Materials, e-modules, etc.). This form of study is an ideal way of combining education and employment.

3.4. Measuring the Effectiveness of Education

Description of Measuring the Effectiveness of Education Levels

It is a very complex matter since it is difficult to separate all the influences that affect an individual's performance, and thus to only measure the effectiveness of the education itself. In our organisation, we use four measurement levels; introduced in the 1960s by Donald Kirkpatrick.

Measurement Level	Brief Description of Aims and Measurements	Measurement Method(s)	Measurement Timing	Subject of Measurement(s)
1. Reaction	Measuring Participants' Response to the Programme	Participant Questionnaire Lecturer Questionnaire Auditor Questionnaire	End of Educational Event	Course Satisfaction Lecturer / Participant Behaviour Levels Impact of Education on Organisation Functions
2. Reaching/ Learning	Measuring Skills and Knowledge Improvement Influenced by the Programme	Tests	Prior to Educational Activities and Shortly After	A Shift in Individual / Groups Knowledge Fulfilling the Success Limits Percentage
3. Behaviour	Measuring Changes in Behaviour in Practice that Reflect the Programme's Impact	Scaled Competencies Evaluation Questionnaire	Evaluation of the Participant prior to the event, and 3 months after Evaluation from the Senior Manager before the event, and 3 months after	Transfer of Competencies Due to Training Influences Comparison of the Competencies Level with the Requisite Level
4. Results	Key Performance Indicator Changes Measurements due to the programme	Monitoring Performance	Before the Event Monthly A year after Event	Shift in Performance Trend Analysis

Level 1: Reaction

The aim is to find an answer to the question: Were the participants satisfied with the educational event?

Level 1. Measurements are made in the form of questionnaires completed immediately after the event. Usually, a questionnaire is only used for event participants – but, for larger programmes, the questionnaire can also be used to address lecturers or auditors who evaluate the benefits / contributions of the event. (Annex No. 6: Event Participant Questionnaire.)

Level 2: Learning

The aim being to find an answer to the question: Did participants achieve the set goals of the educational event?

We also conduct second measurement levels using tests, whose results are expressed by objective measures; e.g. – the % of Completed Tasks, the Group's Arithmetic Mean, or Standard Deviation in Assessing Group Differences.

The basic precondition for the possibility of comparing test results from individual test subjects is issuing tests under the same conditions – and, ensuring evaluation according to uniform criteria. For these reasons, staff involved in Creating, Administering and Evaluating tests ought to ensure the following principles:

- **Impartiality** – All participants are guaranteed testing objectivity.
- **Confidentiality** – It is essential that test contents are not published prematurely.
- **Personal Data Protection** – Test results are not published, individual data on those tested are protected. Exceptions may be the tested's line managers, obliged to comply with Personal Data Protection rules.

Level 3: Behaviour

The aim of this level is to find the answer to the question: Did participants change their behaviour in the work process, based on what they learned?

Behaviour Evaluation determines whether the learned skills have been put into practice, or whether participant behaviour changed in any way after completing the educational programme. We therefore determine the "transfer" learned into participant lives, resp. Graduate Educational Activities

At this level, Evaluation Implementation is no longer so easy. It is very difficult to estimate whether the change in behavior occurred as a result of the educational programme, or on the basis of some other intervention or experience not directly related to this programme

In our organisation, we use Pre-course and Post-course Observation Methods to see if behaviour has really changed. Evaluators – (usually a Senior Manager), compare changes in a participant's behaviour. (At the same time, co-workers or other persons in contact with the participant – subordinates, senior superiors, clients, etc.), may ask the same questions.

We also ask participants themselves, after a longer period of time, whether they really translate what they learned into practice. This form of evaluation is usually carried out during Further Training Requirements Interviews

Level 4: Results

The goal of this level is to find the answer to the question: Has there been a positive change in performance as a result of changes in behaviour or acquisition of skills?

In this case, we monitor the impact of education on the organisation's operations; using measurable indicators: e.g. – Increase in Turnover, Decrease in Turnover, Order Processing Acceleration, Higher Client Satisfaction, etc.

As regards this phase's evaluation process complexity, the financial demands associated with the evaluation – and inconsistent conclusions; we do not perform this process in our organisation

Conclusion

In today's rapidly changing environment, every organisation must have a Human Resources Plan that is flexible and follows new trends in these areas. All organisations face the challenge of attracting and retaining employees with skills, knowledge, experience, competencies and values are consistent with the organisation's needs; as well as their Human Resource Management Strategy

Education and Development represents one of Czech Managers' Key Motivators – as research has shown. This is also one of the reasons why we too consider Systematic Manager Development and Education to be a basic FAI and CEBIA-Tech Strategic Goal implementation factor.

**Current Practice Strengths and Weaknesses Divided
According to Thematic Charter and Code Areas**

	Strenghts	Average – Improvement	Weaknesses
Ethical and Professional Aspects	Freedom of Research Adherence to Ethical Principles Professional Responsibility Respecting Good Practice in Research Rules Absence of Signs of Discrimination		Results Dissemination and Exploitation Public Involvement
Recruitment and Selection	Respecting Qualifications Recognition of Seniority Mobility as an Advantage		Post-doctoral Appointment?
Working Conditions	Qualifications / Seniority Recognition Gender Balance		Research Environment Principles Job Stability and Durability Salary Policy Career Counseling Career Development Possibilities Tuition
Training and Development	Professional Training Support	Knowledge of the Charter and Code	Managerial Knowledge and Skills



Tomas Bata University in Zlín

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760 01 Zlín

Faculty/Workplace:

In Zlín; Dated:

Work Description

Name, Surname; Title:	Workplace:
Job Classification – (Function):	
Wage Classification: (Function):	
General Job Classification Characteristics – (Function):	

Description of Work Activities:

Special Powers and Responsibilities:

Special Knowledge and Skills:

Note(s):

With Effect from:

Taken over by:

Employee Signature

.....

Head of the Workplace

Sample Competence Interview Questions

1. What characteristics – (knowledge, skills, competencies), are necessary for you to do your job well?
2. What obstacles do you most often have to overcome at work and what competencies, knowledge or skills help you in doing so, or which would you need to acquire in order to be more successful in overcoming obstacles?
3. When you have just completed a challenging task that has tested your abilities and skills and turned out successfully, how did you specifically proceed? What decision or behaviour did you contribute to this success? What competencies would help to complete the task, with less effort
4. Sometimes, we fail to complete a task such that we are satisfied with the result. If you have such an experience – what caused the failure? (Lack-of-Knowledge, Poor Time Management, Communication Problems, etc.)
5. If dealing with a "Problem Person"; what strategy do you use? Do you have "Alternative" behaviour forms if you fail with the usual strategy?
6. What characteristics of yours – (Knowledge, Skills, Competencies, Behaviour), help you to perform work well? Where do you see your own reserves?
7. Not everyone likes to share/tell bad news. Which characteristics would help you to better manage the situation?
8. Do you often prepare written documents, reports, formal letters and presentations? What development characteristics would make your job easier in such cases?
9. How do you plan your time? ... Especially if you have an excessive number of tasks ahead of you? What are your Strengths, in this case – what could eventually help you to work under less stress?
10. In what way do you delegate tasks and control their fulfillment? What skills would help you feel comfortable with these activities?
11. Praise and Constructive Criticism are part of a manager's job and tools. How often do you use these? Do you think you have reserves in these skills?
12. How – and in what way, do you motivate subordinates / colleagues? In this case, what are your Strong Characteristics and where do you have Reserves?
13. How would you describe the course of a successful meeting? What caused the success?
14. How – on the contrary, was the meeting unsuccessful? What was the cause of the failure? What individual participant characteristics contributed to success or failure? (Verbal / Non-verbal Communication Methods, the Art of Listening, Time-management etc.)
15. How often do you use Assertivity Skills? Do you manage to apply this technique in everyday life?
16. In what team-role would you feel best – and in which worst; and why? Would supporting your characteristics in this way help you be more flexible in managing different roles?
17. Different Management Styles exist. How many of them have you tried? Do you lack any knowledge or skills to expand your Management Style range?
18. Should you have to convince a team to complete a challenging task – what means would you choose? What worked for you – what didn't? What skills would you need to more easily convince a group?
19. How do you generally evaluate Managerial Knowledge and Skills in your organisation? Which areas deserve attention – what knowledge and development and use of needed skills should be strengthened?
20. What skills, knowledge, and characteristics should an organisation help staff through training or development programmes?

Hard and Soft Skills Fields Education Requirements

Manager's Name	Language Training	Coaching	Project Management	Knowledge of the Charter and Code	Leading Meetings	Basics of Economics	Legal Awareness	Mentoring
Manager's Name	Basics of Human Resources	Strategic Management	Communication Skills	Conflict Resolution	Assertiveness	Stress and its Management	Presentation Skills	Individual Requirements

INDIVIDUAL EMPLOYEE DEVELOPMENT PLAN FOR THE PERIOD ...

Employee Name and Surname:		
Position:		
Unit / Dept.:		
Supervisor's Name:		
A. Setting up Development (Consolidation, knowledge and skills in the current job position expansion according to the current job description)		
Skills / Competencies:	Name / Title – Educational Activity Description:	Deadline:
B. Identification Potential		
<input type="checkbox"/> Horizontal Potential	Change of Specialisation / Expansion of Knowledge in the Field:	
Development Settings (Expansion of knowledge and skills in connection with the expansion / change of job description)		
Skills / Competencies:	Name / Description of Educational Activity:	Date:
<input type="checkbox"/> Vertical Potential	<input type="checkbox"/> Ready for a higher job position within a period of up to 2 years	
	<input type="checkbox"/> Ready for a higher job position in the period of 2 – 5 years	
	<input type="checkbox"/> Successor	
Development Settings (Job Position Change Preparation – <u>Career Advancement</u>)		
Skills / Competencies:	Name / Title – Description of Educational Activity:	Deadline:
Total number of hours – (working days) spent in education in cal. year:		
Total Costs paid by Employer:		
Date:	Date:	
Employee's Signature	Superior' s Signature	

Dear Participant,

You have received a questionnaire to evaluate the educational event you attended. Please complete the questionnaire responsibly and express your views openly.

Identification Data:

Participant Name, Function:	
Educational Event – Name:	
Date of Event:	
Venue:	

When completing the questionnaire, please make a cross in the box that best characterises the assessed level:

1. The educational event met your expectations:

Completely Sufficiently Partially Insufficiently

2. I evaluate the educational event's contribution for my professional and personal development as:

Completely Positive Rather Positive Rather Negative Completely Negative

3. In your opinion, the educational event goals were met

Completely Sufficiently Partially Insufficiently

4. The lecturer presented the topic clearly

Completely Sufficiently Partially Insufficiently

5. The lecturer responded flexibly to the educational event participants' questions and comments

Completely Sufficiently Partially Insufficiently

6. The lecturer demonstrated their expertise

Completely Sufficiently Partially Insufficiently

7. The overall impression the lecturer made on you was

Completely Positive Rather Positive Rather Negative Completely Negative

8. The methods used were appropriate to the training event's content

Completely Sufficiently Partially Insufficiently

9. The prepared materials were suitable in terms of content

- Completely Sufficiently Partially Insufficiently

10. The prepared materials were suitable as far as concerns its graphical side

- Completely Sufficiently Partially Insufficiently

11. The premises in which the educational event took place were suitable

- Completely Sufficiently Partially Insufficiently

12. The educational event organisation was good – (refreshments, meals, accommodation)

- Completely Sufficiently Partially Insufficiently

13. And finally, we ask you to estimate the educational event’s benefits – (please write it below):

In what activities will you try to apply what you have learned in this programme?

.....
.....
.....
.....

Please indicate which main performance indicators will be improved by this completed training event:

.....
.....
.....
.....

14. Please use this space for further comments (+ positive, – negative)

.....
.....
.....
.....

Thank you for completing the questionnaire.

Handwritten Signature:

Date of Completion of the Questionnaire: