

# THE EDUCATION PROCESS IN AN AVIATION COMPANY

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The presented article deals with the education of employees in an aviation production organisation. It is aimed at theoretical underpinnings, at the current state of affairs in the education process in the organisation in question and the conclusion contains proposals that could lead to an increase in efficiency.

**K e y w o r d s:** education, education process, identification of education, education planning, education implementation, education evaluation

## 1 INTRODUCTION

At present, when an employee must adapt to new conditions or technologies more often, it is important for them to expand their skills and knowledge.

In general, the basis of quality production and high productivity of work are, among others, educated and highly trained employees. It is therefore important that each company provide regular and high quality training for their employees.

## 2 ORGANISATION EDUCATION – THEORETICAL UNDERPINNINS

The education of people is one of the aims as well as consequences of modern companies. Modern companies are aware of this fact and begin to connect their productivity and compatibility to the formation of such working potential, that would be characterised by a high degree of talent, knowledge, skills and motivation. Activities aimed at the formation of working potential depend on the strategic goals of a company, with the presumption of a complex, planned and continuous system of education and development of employees with a perspective. In practice, this means that companies do not solve the need for employees with a high degree of professional aptitude just by means of a systematic search of skilled, professionally and psychologically mature applicants for work in terms of external resources, but that they also utilise professional training and development of their own employees, in accordance with the strategic goals and needs.

The basic aim of organisation education is not just the increase of qualification of employees

but also an overall change of their attitude, thinking and behaviour, which will make the achieving of company goals easier. This concerns a mutual interconnection of three elements:

- a willingness to make an effort for employees to acquire new knowledge and skills, which will manifest in their behaviour
- a desire to learn;
- an ability to acquire new working procedures - the ability to learn;
- a possibility to take part in organisation education and utilise it in practice - the chance to learn.

Organisation education is not accidentally counted as an employee benefit, aimed not just at satisfying the needs of the company but also the needs of the employees themselves.

### 2.1 The process of organisation education

The education of employees is an indispensable part of every company. Its character, level and intensity may vary - depending on the specific needs of the company. It is nevertheless important that conditions for an effective education be created everywhere - an education which must be well organised and systematic and which must proceed continually, in terms of a constant cycle.

It must be based in real needs for education (determining which employees are to be educated and in which area), it is necessary to compile an education plan (decide how, who by, when and at what cost to educate), to implement education activities with the use of appropriate methods of education and to evaluate the effectiveness of education. The process of organisation education is presented in Figure 1.

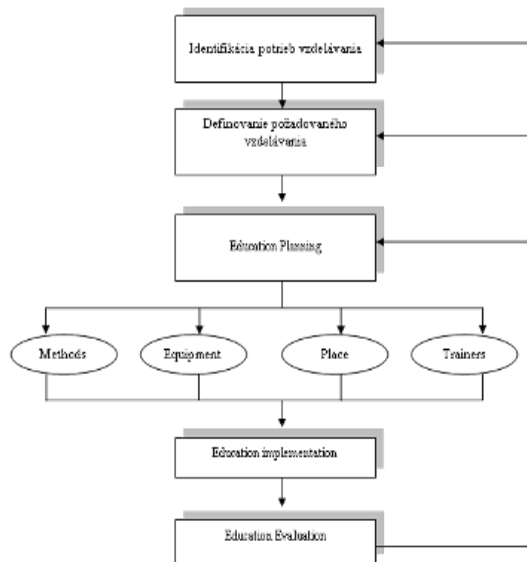


Figure 1 The process of organisation education

### 3 AN ANALYSIS OF THE EDUCATION PROCESS IN THE AVIATION ORGANISATION

In the area of preliminary education, the following conditions are created for the employees of the aviation production organisation:

An employee granted employment or employed by means of external cooperation, must meet the required qualification criteria.

A newly-employed employee is provided with a suitable training concerning:

- The company,
- The organisation structure,
- The ethical code,
- System of quality management and
- On the orders of the General Manager by the head of human resources.

Subsequently, they are to undergo preliminary training on health and safety at work and on fire safety, by the authorised security technician and the responsible fire safety technician.

This is followed by the employee getting to know their workplace. A newly-employed employee must undergo a personal interview with the responsible head of the department, who instructs the employee about their rights, obligations and duties, with the working

conditions, with the remuneration system and the quality management system and they are also instructed concerning health and safety at work, pertaining to the particular workplace.

All this is followed by training in work procedures. A newly-employed employee is entrusted to a delegated employee, who has been selected by the department head for a set period of time, during which they are to train the newly-employed employee in such a manner that they will be able to perform the work autonomously after this period passes.

#### 3.1 The course of the education process in an aviation organisation

The head of human resources performs each year an inquiry into the need for further education of employees, questioning the head of the division, who receives list of employees to take part in education from the individual heads of departments, based on an observation of their employees.

Each training (in-house as well as external) must be planned beforehand and the „Training and Testing Plan“ must contain the following information:

- Name of education activity,
- Name of institution of education or instructor,
- Number of employees to take part in the education activity,
- Date and place of education activity,
- Planned budget.

It is the duty of every employee to observe the validity of their certificates and statements of professional aptitude that may have limited validity. Any requests for renewals are presented by the employee to their supervisor.

After approval of the „Plan“ by the General Manager, training takes place.

In-house training are held in the company's own training facility or directly at the workplace and they are lead by in-house or external instructors, responsible for the preparation of the training, setting the date of the training and providing training staff. After completion of in-house training, the instructors must draw up a

„Record of In-house Training“, to be handed over to the head of human resources.

External trainings are performed outside of the organisation and include different types of exhibitions, conferences, language courses or individual consultations at companies dealing in the same or similar type of production. After completion of external training, the employee that took part in it must, within fourteen days from its conclusion, present a confirmation of completion (certificate, proof of completion of training, invoice) to the head of human resources.

Each such training, be it in-house or external, is assessed by the head of human resources by means of questionnaires of satisfaction and tests, but also by the employees that have taken part themselves.

#### 4 EVALUATION AND PROPOSALS

The benefits of the education process at the aviation organisation include:

- The possibility of employees to learn languages. Employees take part in language courses in English and German language, whereby these courses are fully covered by the company.
- The creation of very suitable conditions for the education of employees. The company has their own training room and shows great interest in educating their employees.

There also exist certain weaknesses in the process of education of employees, which is why several changes might be proposed that may lead to making it more efficient.

These proposals would include:

- Reworking the „Training and Testing Plan“ into the „Education plan for the year ....“. The proposed structure (Figure 2), with the goal, content and method of the education activity will be more informative than the original .

EDUCATION PLAN FOR THE YEAR .....	Number of workers									Day:
	Costs									
	Trainer/ Agency									Approved:
	Methods									
	Place									
	Content									Day:
	Goal									
	Education activity									Developed:
	Term									

Figure 2 The proposed „Education plan for the year ....“

- Reworking the form „Assessment of Training Efficiency“ into the „Assessment of training efficiency by supervisor“. In this form, the supervisor would provide a detailed description of what they perceive the employee has improved in or, perhaps not improved in and note any inadequacies, propose solutions for them. The form may also include room for the evaluated employee themselves, to state their consent or lack of consent with the evaluation of the supervisor. The proposed form may have the structure presented in Figure 3.

**ASSESSMENT OF TRAINING EFFICIENCY BY SUPERVISOR**

The employee:  
 The responsible supervisor:  
 The training, which the worker participated:

Assessment Scale:  
 1 an employee applies knowledge and skills excellently  
 2 an employee applies knowledge and skills very well  
 3 an employee applies knowledge and skills well  
 4 an employee applies knowledge and skills satisfying  
 5 an employee applies knowledge and skills unsatisfying

Expression the responsible supervisor

Expression the employee

Agree    Agree with reservations    Disagree

.....  
 Date and signature of responsible supervisor      Date and signature of the General Manager      Date and signature of employee

Figure 3 The proposed form „Assessment of training efficiency by supervisor“

- Introducing a new document - the „Education activity assessment questionnaire“. The proposed form is presented in Figure 4.

**EDUCATION ACTIVITY ASSESSMENT QUESTIONNAIRE**

Dear subscribers!  
 To evaluate the education activities, we have prepared a few questions that will give us information on what impact did the training for you as you were satisfied with various areas of education activity, and also how you use the acquired knowledge and skills in carrying out the work.

In the following paragraphs 1 to 5 indicate the individual perceive as the educational activity.

1. The content of education activity  
 very good    good    acceptable    unacceptable

2. Trainer / Education institution  
 very good    good    satisfactory    unsatisfactory

3. The used methods of education  
 very good    good    satisfactory    unsatisfactory

4. Areas of education  
 very good    good    satisfactory    unsatisfactory

5. Length of education activity  
 optimal      long      short

In the following two questions indicate percentage.

1. How do you use newly acquired knowledge and skills in carrying out the work?  
 0%      25%      50%      75%      100%

2. How do you perceive the benefits of education activity?  
 0%      25%      50%      75%      100%

Figure 4 The proposed form „Education activity assessment questionnaire“

- Implementing an in-house course in „Communication with customers“. The company can gain a lot from correct communication with its customers or business partners or the public. Employees may use the acquired skills and knowledge in their normal working routine.

## 5 CONCLUSION

In every company, it is essential to create an effective process of organisation education, which would fulfil the function of acquiring the skills and knowledge required as well as the function of motivation. Companies do not want to just gain better employees but especially to be able to keep the best working for them. It is here that the process of effective organisation education play an indispensable role.

All the experience acquired in the process of education will be beneficial not only for the content of the employees but also for the company as a whole and at the same time, it will bring about an increase in sales and new, content customers.

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