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Professional education and its impact on professional practice

Abstract: This article considers professional education and its impact on professional practice. The educational starting points of the topic and the forms and didactic methods of education which help to activate workers and their participation in education are discussed in the introduction. The article presents the psychosocial aspects of life which modify the work performance of the worker. These are partial aspects of his life path and include both individual educational motives and barriers. Educational barriers can be caused, for example, by the inappropriate setting of professionally oriented educational programs. Managers can have a significant impact on workers's educational motivation.

Keywords: professional education, activation didactic forms and methods, worker's personality, professional training programs, manager's personality

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It is obvious that pedagogy, i.e. education, aims at many social areas. Education affects not only people's opinions, their values or attitudes, but is also reflected in people's ability to perceive the needs of others; education contributes to social empathy, cohesion, social tolerance, cooperation and mutuality. With the help of education, it

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is possible to influence not only the cultural, but also the social or professional sphere of human life. And it is precisely the issue of the professional sphere, or the impact of professional education on professional practice, that this article deals with.

1. Educational starting points of the given topic

This article is based on selected educational issues, which include the concept of life-long education. The author understands the term, in accordance with Vavříková, as "all purposeful formalized and informal activities related to learning, which are continuously implemented with the aim of improving knowledge, skills and professional prerequisites."[1]

The author holds the opinion that education conceived in this way is implemented through social, cultural or professional education. In further professional education, which is the focus of this paper, according to Palán and Langer[2], great emphasis must be placed on educational forms and didactic methods. And this is regardless of whether they are didactic tools used in formal or in informal education. Today's educational emphasis is mainly on modern didactic methods, the goal of which is the activation of educators. Therefore, Belcourt and Wright[3] offer a breakdown of didactic methods according to the degree of participant participation in the educational process. To the author of this article, the division of educational methods featured below appears to be very comprehensible and easy to use in practice. The classification of educational methods shows different methods of education on a scale from passive to active, as shown in the following diagram.

Passive educational methods
model behavior
teaching based on the use of technology (video conferencing, multimedia teaching)
teaching using game and simulation case studies
group discussion (trainer-led groups, groups of equal partners, learning supported by technical means)
action learning
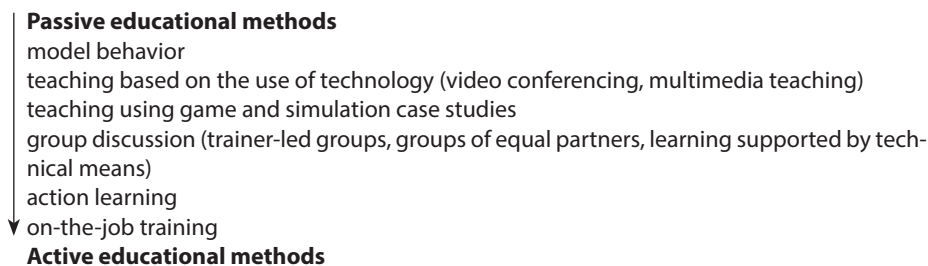on-the-job training
Active educational methods

Diagram 1. Classification of professional didactic methods according to the level of activity

Source: own, based on M. Belcourt, P. Wright, op.cit.

The author works as a manager in the field of human resource management. Every day he is confronted with the fact that a number of psychosocial factors and aspects

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[1] H. Vavříková, *Metodika rozvoje a řízení lidí podle kompetencí. Studijní materiál*, [didactic materials for branch students], AHE, Lodz–Wodzislaw Slaski 2018, p. 6.

[2] Z. Palán, T. Langer, *Základy andragogiky*, VŠ JAK, Praha 2008.

[3] M. Belcourt, P. Wright, *Vzdělávání pracovníků a řízení pracovního výkonu*, Grada, Praha 1998.

affect the professional performance of workers and their education. Therefore, they also become part of the theoretical starting points of the given topic. The critical nodes of our biodrome as presented by Holmes and Rahe[4] are worth mentioning as well as the methods and levels of evaluating one's own life. According to Hašková[5], these are distributed, for example, into the individual's social time, into the horizontal or vertical dimension of his life path. The horizontal dimension of the life course represents the socio-temporal space in which the individual lives, and which is often associated with his synthetic status. It is necessary to realize that social space, like time, is just an abstract idea that changes over time, depending on the specific group, culture, or community in which the given individual lives and which transforms him. People by entering into various social relationships, give their living space a certain form, function and social meaning. And for an individual to be successful in his social life, it is possible to prepare. Some experts[6] speak in this case about the project of one's own life. Education is one of the ways to manage this dimension of our life path. The vertical dimensions of the life path then represent the progress or decline of the individual on the social ladder. This also includes his work achievements and failures. So it is about those categories that are often in opposition: up-down, rise-fall, success-failure. Hašková illustrates aspects of the life path as follows:[7]

Plain	Biopsychic plane	Working plane	Family plane	Leisure plane
Horizontal- width	Skills, Abilities	Scope of qualification	The scope of the family and family ties	Range of interests, multitude of activities
Vertical- height	Degrees of vitality	Amount of income/position	A measure of standard, income, status	Performance scale, social status
Rating – weight	External and internal bio-psychic features	Reward system and penalties, standards for "success"	Evaluation of relationships	Standards and forms of rewards, recognition

Diagram 2. Sub-aspects of the life path

Source: H. Hašková, *Vlastní cestou?*, op.cit.

The individual dimensions of education can prevent the social or professional decline of a given individual.

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[4] T.H. Holmes, R.H. Rahe, *The Social Readjustment Rating Scale*, "Journal of Psychosomatic Research" 1967, vol. 11(2), pp. 213–218.

[5] H. Hašková, *Vlastní cestou? Životní dráhy v pozdně moderní společnosti*, Sociologické nakladatelství, Praha 2014.

[6] B. Burnett, D. Evans, *Designérem vlastního života. Jak si navrhnout spokojený život na míru*, Jan Melvil, Praha 2016.

[7] H. Hašková, *Vlastní cestou?...*, op.cit., pp. 11–12.

2. Psychosocial origins of the given topic

The author agrees with the opinion of Murray,[8] who uses the term motive to refer to everything that the environment requires an individual to fulfil. The author understands needs as what a person wants or tries to achieve and what he himself stands for.[9] Murray created a taxonomy of needs and motivational themes. Among human needs, Murray also included motivation, which he understood as the interaction between need and pressure. The needs that a person has point to the social situation that a person is in and justify why a person behaves in one way or another.

A person's personality traits then give impetus to a certain style of human behaviour, and the pressures associated with them determine what the course of the individual's behaviour will be in a given situation. When working with people, it is important to realize that human behaviour and actions are influenced by two types of pressure.[10] Alpha pressure represents the level of actually existing social conditions, and Beta pressure can be perceived as a subjective processing of alpha pressure. Beta pressure is about whether the pressures will support the satisfaction of human needs or whether, on the contrary, they will hinder their fulfillment. However, many emotional aspects also affect human motivation. The author of this article understands these as psychological and social processes of subjectively experiencing a positive or negative experience. Their characteristic features are: subjectivity, spontaneity, polarity and actuality and objectivity. It is good to realize that emotions also influence human ambition or our professional aspiration. In addition to the psychological aspects mentioned here, however, they have an effect on work efficiency or many social factors also influence professional education.[11] Among them it is possible to include, for example, family support, relations between workers or between educators.

The author realizes that the work goal is a crucial factor in the effectiveness of work when working with a work group. It is therefore essential that all workers know what and how they will work, what the purpose of their actions is. By clarifying the goal, many problems can be avoided; both during the preparation and during the implementation of the professional activity itself. Adair's circles[12] shown below offer a model of the so-called dynamic balance of group orientation and illustrate the essential aspects of group work. This is an aspect of goal, process and personal reciprocity. The effectiveness of activities is achieved when the mentioned aspects are in balance:

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[8] M. Blatný, *Psychologie osobnosti: hlavní témata, současné přístupy*, Grada, Praha 2010.

[9] M. Šamánková, *Lidské potřeby ve zdraví a nemoci*, Grada, Praha 2011.

[10] M. Blatný, op.cit.

[11] M. Beneš, *Andragogika*, Grada, Praha 2008.

[12] J. Adair, *How to Grow Leaders: The Seven Key Principles of Effective Leadership Development*, "Strategic Direction" 2006, vol. 22, no. 8.
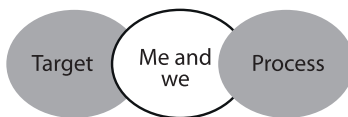
Diagram 3. Adair's circles

Source: J. Adair, op.cit.

In addition to the above, however, the author is aware that many workers also experience various professional or educational barriers. On the personal, cognitive level of workers, it can be, for example, forgetting or procrastination, on a social level the barriers can include, for example, the diversity of workers' social roles. In essence, however, it can be said that the barriers generally declared by workers coincide with the barriers mentioned in the work by Rabušic and Rabušicová.[13] These authors list the following barriers:

Tab. 1. Reasons for non-participation of adults in further education

		Communicated reason	relative count (%)
External barriers	Situational barriers	I don't have enough funds at the moment	53
		I am too busy at work	48
		I have a lot of hobbies, so I don't have time for other educational activities	39
		I don't have time for other educational activities because of worrying about family	33
		I cannot participate due to health reasons	17
	Institutional barriers	There is not enough information about suitable training courses	31
		There are not enough suitable courses on their own	28
		The quality of the courses tends to be relatively low	24
Internal	Personal barriers	Participating in educational courses makes no sense to me	49
		I'm worried that I wouldn't be able to do it	36
		I don't think I have enough education for further education	32

Source: own, adapted from L. Rabušic and M. Rabušicová, op.cit.

With regard to the fact that this article deals with the question of the effectiveness of professional education and subsequent professional activity, the last theoretical starting point is devoted to those aspects that can increase the effectiveness of professional education and the effectiveness of work. From the point of view of education, for example, this is the so-called system approach in adult education.[14] Its four phases help to increase the effectiveness of professional education and action, for example,

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[13] L. Rabušic, M. Rabušicová, *Učíme se po celý život? O vzdělávání dospělých v České Republice*, Masaryk Univerzity, Brno 2008.

[14] V. Prusáková, *Základy andragogiky I*, Gerlach Print, Bratislava 2005.

by identifying factual, not just declarative, educational needs on an individual level as well as on an institutional level.

It is obvious that the system approach has a positive effect on the effectiveness of professional education and its operation and carefully selected, planned and evaluated professional education. The partial steps of planning professional education, the choice of its goals or educational content as perceived by Matulčíková and Matulčík is worth noting.[15] According to these authors this is mainly about: the target group – i.e. the participants of the education, the goals of the education, the content of the education or the organization and the costs required for the education. In this context, its is also worth mentioning the recommendations of the National Education Fund of the Czech Republic, which in its methodological material for the creation of educational programs of further education[16] recommends that those elements that best characterize the educational program be respected when preparing the educational program.

3. Partial aspects of educational programs

The basic elements of creating an educational program include: choosing the topic of the program, determining the target group of the program, setting educational goals, drawing up curricula, choosing didactic forms and educational methods, choosing didactic aids, choosing lecturers, determining assessment tools and methods, and the costs of the educational event. However, we cannot ignore the fact that the effectiveness of education is also supported by evaluation, i.e. the evaluation of professional education. Therefore, some evaluation models and methods used in the educational process also deserve attention. Hamblin's model of educational activity evaluation was chosen. Its sub-steps can be represented, for example, as follows:

Evaluation of the impact of education on organizational effectiveness

Evaluating the impact of education on group effectiveness

Evaluation of work performance

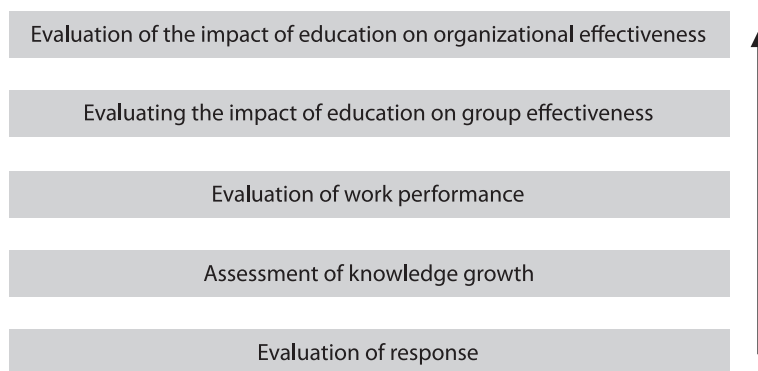Assessment of knowledge growth

Evaluation of response

Diagram 4. Hamblin's model of educational activity evaluation

Source: J. Vodák, A. Kucharčíková, *Efektivní vzdělávání zaměstnanců*, Grada, Praha 2011, p. 122.

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[15] M. Matulčíková, J. Matulčík, *Vzdelávanie a kariéra*, Ekonóm, Bratislava 2009, p. 72.
[16] *Metodický materiál pro tvorbu edukačních programů dalšího vzdělávání*, NFV, Praha 2011.

4. Research

Research carried out by the author as part of his diploma thesis is now discussed. An integrated design was chosen for the subject research investigation. Its advantage, according to experts,[17] is that that integrated research eliminates the shortcomings of only quantitatively or qualitatively oriented research strategies. Respondents to the research were subordinates of the author of this paper. The general goal of the research was to find out which sub-aspects (didactic, psychological or social) of professional education increase its effectiveness and enable workers to use the acquired knowledge in their professional practice. The collection of research data was realized by the researcher's reflection method on the given topic[18] and through a questionnaire survey.[19] The requirement of triangulation of research methods was fulfilled by the projective method. The technique of constructive selection[20] was selected, in which the respondents sorted and arranged their current individual needs with reference to. Maslow's pyramid of human needs.[21]

Quantitatively oriented research data were subsequently analyzed by numerical analysis. Data related to the formulated research objectives, questions and hypotheses were analyzed by univariate analysis. The research hypotheses formulated by the author were subjected to validation. Quantitatively oriented research data were presented in tables showing both absolute and relative frequencies. All tables were provided with a description. The data obtained in the qualitative phase of the research was interpreted in a narrative way. For example, it emerged from this phase of the research that the respondents have relatively little internal motivation for professional education. The research also showed that workers are not active in professional education, that they are not interested in processing their own educational materials, that they are not interested in self-education, nor about self-evaluation of the level of one's knowledge. On the other hand, the research showed that the respondents have a relatively high professional aspiration and that they would like to achieve more professional self-realization. That is why the author of the article decided to delegate some of his own professional activities and responsibilities to some of his subordinates. He decided to do so in an attempt to increase the workers' sense of fulfillment and to encourage their internal motivation so that the effectiveness of their professional education and their professional activities would increase. At the same time, the author used data obtained through his own research to prepare recommendations for educational and professional practice. In the given recommendation, he mentioned

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[17] I. Loučková, *Směrem k integrovaným strategiím nejen ve výzkumu v sociální práci*, "Sociologický časopis"/"Czech Sociological Review" 2001, vol. 37(3), pp. 275–296, 313–332; M. Chráska, *Metody pedagogického výzkumu*, Grada, Praha 2007.

[18] J. Hendl, *Kvalitativní výzkum: základní teorie, metody a aplikace*, Portál, Praha 2008.

[19] M. Disman, *Jak se vyrábí sociologická znalost*, Karolinum, Praha 1999.

[20] M. Svoboda, *Psychologická diagnostika dospělých*, Portál, Praha 2010.

[21] A. Maslow, *O psychologii bytí*, Portál, Praha 2014.

in particular those areas on which increased emphasis should be placed in his professional activities. At the personal level of workers, this is, for example, the area of eliminating educational and professional barriers, about the individual educational needs of the given workers or about their personal resilence so that the workers can cope successfully and effectively with the diversity of their social roles. At the same time, according to the author, it is necessary to emphasize the support of professional communication, the increase of personal, social and professional competences of workers or to support their internal motivation.

5. Sub-role of the manager

As part of his job title, the author of the article works in various professional positions. In addition to the role of manager (leader), he very often also fulfills the role of mentor or coach. The mentioned roles are specific in that in them the author takes a diversified position in relation to the workers. This can be illustrated as shown on the following page:
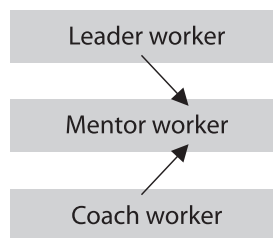

Diagram 5. Partial role of manager

Source: own.

It is necessary to realize that only the coaching role mentioned here is based on different approaches, methods and techniques. In his practice, the author became acquainted with, for example with systemic coaching, which, according to Navarová,[22] is aimed at supporting the social system (families, companies, classes) or with Gestalt coaching, which, according to Mackewn,[23] focuses on developing a stimulating and cooperative work environment. In it, people learn to perceive themselves, their current situation, their challenges and learn to develop their own potential. Neuro-Linguistic Programming also offers people the opportunity to continuously develop and strengthen their potential. The goal of NLP is to discover previously unknown things in your brain and then replace them with others. This educational method is very fast and permanent. This coaching method is based on the fact that the coach helps the

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[22] S. Navarová S., *Kariérový profil nezaměstnaných* (Rigorózní práce), UPOL, Olomouc 2007.

[23] J. Mackewn, *Gestalt psychoterapie*, Portál, Praha 2004.

client to realize his negative or maladaptive thoughts, opinions, values and attitudes and reduce them. According to Peseschkian,[24] NLP coaching helps the client to make crucial decisions in matters in which he hesitates; it helps him find the lost balance, clarify his goals and achieve them, find new ways to harmony in personal and professional relationships.

It helps him find his lost motivation and stop procrastinating, increase his self-love, self-esteem, discover his talent and abilities in the professional, social or cultural field, i.e. develop his potential. Or it helps him set challenging goals, which by their very nature maximize the chances that the individual will achieve what he wants in his personal life and in his profession.

However, taking into account the fact that the mentioned coaching issue is very extensive, the author chose the so-called eclectic approach, in which he actively uses the positive aspects of individual coaching approaches. The author gravitates toward an eclectic approach to coaching, in which, according to the Dictionary of Foreign Words,[25] "new thought units or systems can be created by combining disparate units or systems, propositions, theses, and theories into a new unit, namely without excluding logical or factual contradictions. The basis of the eclectic method is the selection of individual elements from already created systems and theories from the point of view of their suitability for the purposes of the newly created system or theory." According to the author, the said eclecticism is related to the fact that a manager who uses coaching in leading people must be very flexible. They must correctly distinguish when a situation is ripe for coaching, for mentoring, delegating, or even for an autocratic or militant style of leadership. An effective manager knows how to evaluate the situation and correctly decides on an adequate leadership style.

He carefully watches people's reactions and accordingly "plays the role" of a crisis autocratic boss, mentor, delegating leader or coach[26]. When leading people effectively, a coach should fulfill the following skills, traits and characteristics: teamwork, diligence, existence of values, creativity, purposefulness, adaptability, empathy, consistency or self-confidence. And a necessary prerequisite for effective human resource management there is also the personal charm of the given leader or his need to constantly educate himself.

The author focuses, in harmony with Šamánková,[27] on two sub-levels. On a personal level, he tries to help workers cope with the diversity of their social roles. He explains to them that it is quite normal for many of these roles to negate or outright exclude each other. And on a professional level, the author focuses his attention on

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[24] N. Peseschkian, *Positive Psychotherapy. Theory and Practice of a New Method*, Springer-Verlag, Berlin–Heidelberg 1987.

[25] *Slovník cizích slov*, SPN, Praha 1986, p. 132.

[26] E. Haberleitner, E. Deistler, R. Ungvari, *Vedení lidí a koučování v každodenní praxi*, Grada, Praha 2018.

[27] M. Šamánková, *Lidské potřeby…*, op.cit.

the individual educational needs of individual workers and subsequently tries to connect these as much as possible with the objective needs of the organization.

6. Personal development of manager

The author realized in the course of his professional practice that if his subordinates were to fulfill everything that he demands of them, then it is important that he set an example for them himself. That is why the last part of the article is devoted to reflections on the author's own personal development. According to the author, the mentioned personality development can be appropriately divided into three sub-levels. These are: the way to work, the way to others and especially the way to yourself. According to Kolar and Lazarová,[28] personality development is an issue that attracts the attention of a number of scientific disciplines that deal with people and the associated development of their potential. The representative of modern psychology Zeigarniková claims, that "when we evaluate a human personality, we primarily characterize the range of his interests, the content of his needs. We judge a person according to the motive of his actions, according to which phenomena of life he is indifferent, according to what delights him, to what his thoughts and desires are directed."[29]

Armstrong and Taylor[30] state that the starting point of education itself and personal development is the systematic identification of educational needs, on the basis of which each individual can choose between different procedures and approaches not only in education, but also in personal development. According to Prusáková,[31] the analysis of educational needs is the cornerstone of the already mentioned systemic approach to education and is based on the correct definition of the difference between the current state of the individual and the personality level that the given individual wants to achieve.
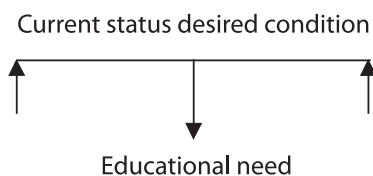
Current status desired condition

Educational need

Diagram 6. Educational need

Source: M. Štainer, *Analýza vzdělávacích potřeb. Text kapitoly pro nakladatelství Raabe*, 1999, p. 1.

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[28] J. Kolář, B. Lazarová, *K sobě, k druhým, k profesi. Teorie, programy a metody osobnostního a sociálního rozvoje pedagogických pracovníků*, Masarykova univerzita, Brno 2008.

[29] V. Smékal, *Pozvání do psychologie osobnosti*, Barister & Principal, Brno 2009, p. 231.

[30] M. Armstrong, S. Taylor, *Řízení lidských zdrojů. Moderní pojetí a postup*, Grada, Praha 2015.

[31] V. Prusáková, op.cit.

And last but not least, the author emphasizes the current concept of lifelong learning and education and his own professional activity is based on the emerging educational paradigm from the belief that today we live in a knowledge society in which knowledge is highly valued and knowledge.[32] The value of knowledge and education lies in the fact that it brings its user closer to understanding and learning about the world.[33] It is possible to acquire the necessary knowledge and knowledge through learning, which, in such an oriented society, is represented by the just-mentioned concept of lifelong learning.[34] This concept requires a constant readiness to learn.

According to the Lifelong Learning Strategy of the Czech Republic,[35] the ability to learn throughout life has a higher value in today's society than specific competences acquired through the given learning. And the concept of learning mentioned here is based on the premise that in the society of knowledge, the knowledge acquired during initial education is no longer sufficient for a person's lifelong employment. Therefore, at the end of his presentation at the Academy of Humanitoes and Economics, the author discussed his own educational needs. The author declared that he would like to continue studying andragogy, work psychology, or social psychology, for example. That is, in those fields that became the starting point of the contribution presented here. Professional education makes practical professional activity more efficient and helps people to maintain competitiveness on the labour market and to fulfill their own needs and visions.

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[34] M. Pol, L. Hloušková, *Občanské vzdělávání dospělých*, Masaryk Univerzity, Brno 2008.

[35] *Strategie celoživotního učení*, MŠMT, Praha 2007.

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Edukacja zawodowa i jej wpływ na praktykę zawodową

Streszczenie: Artykuł dotyczy edukacji zawodowej i jej wpływu na praktykę zawodową. We wstępie omówiono edukacyjne punkty wyjścia tematu oraz formy i metody dydaktyczne edukacji, które sprzyjają aktywizacji pracowników i ich partycypacji w edukacji. W artykule przedstawiono psychospołeczne aspekty życia, które modyfikują wydajność pracy. Są to częściowe aspekty jego drogi życiowej i obejmują zarówno indywidualne motywy edukacyjne, jak i bariery. Bariery edukacyjne mogą być spowodowane na przykład nieodpowiednim ustawieniem programów edukacyjnych zorientowanych zawodowo. Menedżerowie mogą mieć znaczący wpływ na motywację edukacyjną pracowników.

Słowa kluczowe: kształcenie zawodowe, aktywizujące formy i metody dydaktyczne, osobowość pracownika, programy doskonalenia zawodowego, osobowość menedżera

O autorze

Radek Kadera – pracuje na średnim stanowisku kierowniczym w obszarze zarządzania ludźmi. Ukończył kierunek edukacja dorosłych, aby lepiej poznać metody motywujące pracowników do zaangażowania w rozwój osobisty. Jednocześnie autor zdaje sobie sprawę, że jednym z głównych czynników motywujących jest on sam. A jeśli chce, aby jego pracownicy byli zmotywowani i stale się rozwijali, to on sam również musi angażować się w rozwój osobisty.