



Jihočeská univerzita
v Českých Budějovicích
University of South Bohemia
in České Budějovice

USB Staff Training and Development Strategy - Concept



University of South Bohemia in České Budějovice
Branišovská 1645/31a
370 05 České Budějovice
IČ: 60076658 www.jcu.cz



HR EXCELLENCE IN RESEARCH



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ANALYSIS IDENTIFICATION DATA

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	 EVROPSKÁ UNIE Evropské strukturální a investiční fondy Operační program Výzkum, vývoj a vzdělávání  MŠMT MINISTERSTVO ŠKOLSTVÍ, MLÁDEŽE A TĚLOVÝCHOVY

USB Staff Training and Development Strategy was changed into USB Staff Training and Development Strategy - Concept by the USB management/Steering Committee during the comment period. The reason for this is the current rapidly changing nature of the training needs in connection with the ongoing pandemic situation caused by the COVID-19 virus. USB Staff Training Development Strategy - Concept therefore provides a starting point for a future strategy, which will reflect changes in the work environment and the needs of the employees and the employer after the pandemic situation.

1 INTRODUCTION

The University of South Bohemia (USB) is a public university-type higher education institution. It was established in 1991 and since 2012 operates in 8 faculties: Faculty of Economics, Faculty of Arts, Faculty of Education, Faculty of Science, Faculty of Fisheries and Protection of Waters, Faculty of Theology, Faculty of Health and Social Sciences and Faculty of Agriculture. At present, USB offers students more than 200 Bachelor's, Master's and Doctoral programmes.

USB is a modern educational and research institution and centre of science and research in southern Bohemia.

In 2019, USB employed 1,494¹ employees, of which 640 were academic staff, 145 researchers and 708 other employees.

Women were employed in all positions and make up 42% of all employees. Most women were employed as other scientific, research and development staff, - this category is populated by 72% of women and 28% of men.

Tab. 1 Academic, research and other employees of the USB (average adjusted number)

Constituent part of the USB	Academic staff											Research staff			Other employees	Employees in total
	Academic staff in total	Professors	Associate professors	Assistant professors	Assistants	Lecturers	R&D teaching staff	Adjunct professors	Postdoctoral fellows ("postdoc")	R&D staff not included in other categories	Other R&D staff					
USB Faculty of Economics	69,043	1,942	14,300	46,958	0,000	5,843	0,000	0,000	0,000	4,080	0,540	31,542	105,205			
of which are women	31,035	1,333	5,783	20,709		3,210				1,640	0,317	23,388	56,380			
USB Faculty of Arts	60,645	5,973	14,692	36,977	0,083	2,920	0,000	0,000	1,200	9,430	1,409	20,996	93,680			
of which are women	22,027	0,967	4,000	15,977	0,083	1,000			0,200	3,962	0,000	16,821	43,010			
USB Faculty of Education	127,124	4,660	21,751	86,607	8,048	6,058	0,000	0,000	0,000	0,433	0,050	94,302	221,909			
of which are women	57,840	0,864	8,751	40,735	3,790	3,700						65,216	123,056			
USB Faculty of Science	116,908	7,871	14,055	27,663	0,000	0,000	67,319	0,000	13,970	69,490	2,073	92,225	294,666			
of which are women	28,192	0,750	2,607	12,818			12,017		5,860	30,800	1,118	66,042	132,012			
USB Faculty of Fisheries and Protection of Waters	40,482	5,627	8,857	21,807	1,000	1,890	1,301	0,000	10,800	12,480	1,737	80,448	145,947			
of which are women	8,449		0,142	5,417	1,000	1,890			6,200	3,820	1,703	42,419	62,591			
USB Faculty of Theology	33,477	3,980	9,752	18,799	0,800	0,146	0,000	0,000	1,500	3,190	0,002	23,160	61,329			
of which are women	9,567		1,750	7,517	0,300					1,150		20,351	31,068			
USB Faculty of Health and Social Sciences	106,733	7,200	17,470	76,484	5,499	0,080	0,000	0,000	0,000	1,480	3,008	54,133	165,354			
of which are women	68,387	2,450	10,020	50,650	5,207	0,060				0,700	2,484	40,280	111,851			
USB Faculty of Agriculture	80,356	10,167	22,663	46,866	0,000	0,000	0,660	0,000	1,000	5,750	1,995	58,431	147,532			
of which are women	23,895	1,000	4,667	17,837			0,391		1,000	3,580	2,001	34,927	65,403			
Other USB facilities/places of work	5,149	0,648	0,674	2,922	0,500	0,000	0,405	0,000	0,000	0,330	0,209	252,832	258,520			
of which are women	1,280	0,136	0,372	0,572			0,200			0,290	0,199	190,888	192,657			
TOTAL	639,917	48,068	124,214	365,083	15,930	16,937	69,685	0,000	28,470	106,663	11,023	708,069	1 494,142			
of which are women	250,672	7,500	38,092	172,232	10,380	9,860	12,608	0,000	13,260	45,942	7,822	500,332	818,028			

Note: **Average adjusted numbers** – a quotient of the total number of actually worked hours for the reference period from January 1 to December 31 by all staff in the category monitored (incl. APW, except for APJ) and the total annual work time pool attributable to one employee working full-time. **R&D teaching staff** – scientific, research and development staff participating in educational activities. **Research staff** – a person who is not a member of academic staff pursuant to Section 70 of the Act No. 111/1998 Coll., on Higher Education Institutions. **Postdoctoral fellow ("postdoc")** – a member of staff of a higher education institution for up to five years after defending his/her Ph.D. academic degree or its equivalent. He/she works as a part of a research team of the institution in question on a specific task, typically under the management of experienced research staff, and publishes his/her results independently as well as in the context of a creative team. He/she is in fixed-term employment (in the duration of 1-3 years) for one period, three successive periods at the most. His/her salary is regulated by the rules of the payroll system of the institution in question while he/she may obtain bonuses under research grant projects in addition. **Other R&D staff** – technical and specialised staff that do not participate in research but are vital for research activities (e.g., research facility operation). **Other employees** – all other employees who do not participate in education or research directly; these are particularly administrative, technical or other employees.

The outlined definitions of individual categories of employees/staff applies to tables 6.1 and 6.2.

Source: USB Annual Activity Report, 2019

¹ Rounded to whole numbers according to mathematical rules, these are average recalculated numbers



The university includes, among others, the South Bohemian Research Centre of Aquaculture and Biodiversity of Hydrocenoses in Vodňany and the Polar Research Station in Svalbard. USB cooperates with more than 300 universities around the world.

1.1 Goals of the University/Strategic Direction of the University

The basic strategic direction of USB is described in the Long-term Plan of USB². USB activities implemented in a specific year are described in the USB Annual Activity Reports³.

University of South Bohemia wants to be a university beneficial to the city and the region, belong among the best in the Czech Republic⁴ and become a competitive university on the European as well as global scale⁵.

1.2 Goals in the Area of Staff Training and Education

The University of South Bohemia relies on highly qualified and competent staff in all areas of its activity. The ongoing focus will therefore be on further development of human resources which necessitates the development of intellectual capital and careers.

As part of strategic staff development and training, USB will provide its employees with a comprehensive support in their career development. Proposed training will be tailored for the given position and job.

Employees can develop not only their knowledge and professional skills, but also their personal characteristics and soft skills, based on the requirements of their job position.

Training and professional development will be tailored to four target groups - academic staff, managerial employees, researchers and other employees. Training areas in various topics as required by the professional and personal development will be determined for these four staff target groups.

² Source: <https://www.jcu.cz/about-the-university/documents-1/long-term-strategic-plan-usb>

³ Source: <https://www.jcu.cz/about-the-university/documents-1/annual-reports-usb>

⁴ In the "Best Universities 2020" survey of the TÝDEN magazine, USB faculties ranked among the best in the Czech Republic. (Faculty of Arts - 2nd place, Faculty of Science - 4th place, Faculty of Economics - 5th place). In 2020, USB was named the best rated "post-revolution" university in the Czech Republic, as it was the only university founded after 1989 to receive the highest possible award from the Council for Research, Development and Innovation at the Office of the Government of the Czech Republic (CRDI). Out of multidisciplinary universities CRDI awarded like these only 3 other institutions which are universities with long-standing tradition.

⁵ USB succeeded in the prestigious Times Higher Education ranking in 2020 and defended its position from the previous year in the evaluation for 2021. Within Czech universities, USB moved up one place year-on-year, when it ranked 4th out of 18 universities in the Czech Republic evaluated in "The World University Rankings 2021".

2 ANALYSIS OF THE CURRENT SITUATION

2.1 Current Staff Training

Education and training of employees is based on the valid legislation of the Czech Republic: Act No. 111/1998 Coll., On Higher Education Institutions and Act No. 262/2006 Coll., The Labour Code.

It is also based on current USB ordinances and internal regulations which include in particular: [USB Conditions of Employment](#), [USB Study and Examination Code](#), USB Code of Lifelong Learning and R 306 Rector's ordinance on the Registration of Lifelong Learning Activities. At some parts of the university, the policy for career and self-development opportunities as well as any other recommendations for employees are set out in the Career Code.

USB employees are provided with legally required training, both introductory and periodic. They can also participate in lifelong learning programmes⁶, not only in courses for employees but also in public courses. They can also choose from courses and seminars of affiliated institutions as well as from any external supplier. The employee's superior assesses whether the outsourced training complies with the quality standards, matches the employee's needs and is economical.

In addition, employees can take part in a domestic or international internship.

The university also participated in organizing lectures, conferences and workshops.

2.1.1 Legally Required Staff Training

USB undertakes to comply with the procedure and obligations of providing staff with instruction, training and examinations in order to ensure occupational safety and health protection in accordance with the relevant provisions of Act No. 262/2006 Coll., Labour Code, Part Five: Occupational safety and health protection of employees at work.

Provided training and instructions⁷

- **Introductory training** (proper and demonstrable introduction to work procedures, Conditions of Employment, work risks and regulations to ensure health and safety);
- **Introductory instruction at the workplace** (follows on from the introductory training; a proper and demonstrable introduction to specific conditions at the workplace);
- **Fire protection training** (the obligation to train employees on fire protection is stipulated by Act No. 133/1985 Coll., On fire protection, as amended and a decree No. 246/2001 Coll., On stipulation of fire safety conditions and on State fire supervision performance (Decree on Fire Prevention);
- **Recurrent training** (immediate superiors are responsible for conducting recurrent training);
- **Non-routine training** (performed, for example, when work tasks or the situation at the workplace changes etc.);
- **Other legally required trainings** (driver training, managerial employees training, training by job position, etc.)

A written record must be kept of each training, instruction, practical training and examination completed.

2.1.2 Further Staff Training Opportunities

Employees can use the following training opportunities:

- Lifelong Learning programmes;
- Training provided by USB partners;
- Further education for professional and personal development of the employee's own choice.

⁶ Managed by USB Rectorate Institute od Lifelong Learning

⁷ An overview of all trainings and instructions, including all the requirements and deadlines for their fulfillment, is set out in the Rector's Ordinances on Staff Education and Training on Occupational Health and Safety and Fire Protection (Ordinance R 183)

2.1.3 Lifelong Learning Programmes

Employee lifelong learning programmes are intended for those in an employment relationship with USB (full-time and part-time employees, employees under Agreement to Perform a Job, Agreement to Perform Work). The programme mainly offers language courses – English and German – taught by Czech as well as native speakers. Lifelong learning also offers online training – a list of these courses is provided in the [catalogue of online courses](#).⁸ Employees can choose from the following areas: Economics and Management; IT and Mathematics; Natural Sciences, Technology and Agriculture; Professional and Personal Development; Social Sciences and Humanities; Art and Culture; Health and Lifestyle.

Employees can also choose from a wide range of public courses. An updated overview of all courses is available on the [LLL website](#).⁹ The courses are provided by the following USB departments: Faculty of Economics, Faculty of Fisheries and Protection of Waters, Faculty of Arts, Faculty of Education, Faculty of Science, Faculty of Theology, Faculty of Health and Social Sciences, Faculty of Agriculture and Goethe Centre which provides German language studies.

In 2019, a total of 529 lifelong learning courses were provided by USB. There were almost 10,000¹⁰ participants, of whom 2,452¹¹ chose courses oriented toward the performance of one's occupation. Of these, the greatest interest was in courses lasting more than 100 hours. The highest interest was in courses focused on Education and Training.

Tab. 2 Lifelong learning courses provided by USB – number of courses

Broadly defined ISCED-F fields	Code	Courses oriented towards the performance of an occupation			Leisure courses			U3A	Total
		up to 15 hours	from 16 to 100 hours	more than 100 hours	up to 15 hours	from 16 to 100 hours	more than 100 hours		
Programmes and qualifications – general education	00								0
Education and training	01	21	22	70	30	35			178
Arts and humanities	02	1	19		8	50		47	125
Social sciences, journalism and information sciences	03		1		1	2		22	26
Commerce, administration and law	04				3			1	4
Natural sciences, mathematics and statistics	05		1			3			4
Information and communication technologies	06	6							6
Technology, production and construction	07				4	2			6
Agriculture, forestry, fishery and veterinary medicine	08	13	3	2	83	23			124
Health and social care, welfare care	09	2	11		21	6		16	56
Services	10								0
Total		43	57	72	150	121	0	86	529

Source: USB Annual Activity Report, 2019

⁸ Link: [JU: Course catalog \(jcu.cz\)](#)

⁹ Link: [English version \(jcu.cz\)](#)

¹⁰ As natural persons who can participate in more than one course are reported, this shows the real total number of course participants (see information in Tab.3)

¹¹ See information in footnote 5

Tab. 3 Lifelong learning courses provided by USB – number of participants

Broadly defined ISCED-F fields	Code	Courses oriented towards the performance of an occupation			Leisure courses			U3A	Total	Participants under Section ^) of the Act on HEI ¹
		up to 15 hours	from 16 to 100 hours	more than 100 hours	up to 15 hours	from 16 to 100 hours	more than 100 hours			
Programmes and qualifications – general education	00								0	
Education and training	01	159	196	1 222	328	57			1 962	1 177
Arts and humanities	02	8	216		45	609		622	1 500	8
Social sciences, journalism and information sciences	03		5		7	108		930	1 050	
Commerce, administration and law	04				26			12	38	
Natural sciences, mathematics and statistics	05		13			51			64	
Information and communication technologies	06	75							75	
Technology, production and construction	07				18	2			20	
Agriculture, forestry, fishery and veterinary medicine	08	80	50	184	2 762	454			3 530	44
Health and social care, welfare care	09	57	187		83	96		431	854	17
Services	10								0	
Total		379	667	1 406	3 269	1 377	0	1 995	9 093	1 246

1) Lifelong learning participants who were accepted into accredited degree programmes pursuant to Section 60 of the Higher Education Act.

Source: USB Annual Activity Report, 2019

2.1.4 Training Offers from USB Partners

USB is a member of many educational institutions, such as the Association of Adult Education Institutions of the Czech Republic (AIVD), whose prime focus is on organizing seminars, the Association of University Employees (APUA), which provides educational events and conferences, etc.

Thanks to this, employees can benefit from special offers for members (e.g., discounts on seminars, conferences and courses). They can also participate in educational events offered by USB partners in České Budějovice, namely The South Bohemian Agency for Support to Innovative Enterprising, the Regional Contact Organization of South Bohemia - ERA, the South Bohemian Chamber of Commerce and others.

2.1.5 Other Education for Professional and Personal Development Based on Employee's Choice

- Participation in conferences, lectures, seminars, workshops;
- Mobility (internships);
- Self-education.

2.1.6 Participation in conferences, lectures, seminars and workshops

Employees can participate in conferences, lectures, seminars and workshops. Lectures take place not only outside the institution but at the workplace as well.

The University of South Bohemia also participates in organizing conferences.



Tab. 4 Conferences (co)organized by USB (number)

A constituent part of the USB	With a number of attendees over 60	International conferences
USB Faculty of Economics	4	2
USB Faculty of Arts	0	6
USB Faculty of Education	4	0
USB Faculty of Science	9	9
USB Faculty of Fisheries and the Protection of Waters	1	3
USB Faculty of Theology	0	1
USB Faculty of Health and Social Sciences	8	2
USB Faculty of Agriculture	3	3
Other USB workplaces	5	5
Total	34	31

Note: If a conference has more than 60 delegates and is international, it is reported in both columns. If a conference meets only one of the criteria, it is reported in the relevant column; if it does not meet any criteria, it is not included in the table. An international conference is any conference attended by at least one foreign speaker where all papers are localised to at least one of the following languages – English, French, German, or a language typical for the conference specialisation, e.g. philological branches.

Source: USB Annual Activity Report 2018

2.1.7 International Mobility/Internships

Employees can take advantage of several types of international mobility which is financed from various mobility programmes, sub-projects or operating costs of the relevant department.

The basic types of international mobility are:

- Teaching stays for academic staff (e.g., Erasmus+ programme, CEEPUS and others);
- Training, shadowing, participation in professional development courses for all employees (e.g., Erasmus+ programme);
- Research stays for academic staff and researchers (see researcher mobility)
- Participation in conferences.

Mobility is always approved by a superior. Information is provided by the International department at the given unit/ faculty, which deals with internal issues and mobility opportunities at the given workplace. International departments of the individual constituent units keep records of mobilities as part of other faculty/department/institute activities and provide administration and consulting services.

Institute for International Relations manages the most used mobility programme Erasmus+ across the university and some other sub-projects aiming to support internationalization. It also provides a consulting service on mobility.

Employees can also find detailed information in the **Guide for Employees Going Abroad for a Study Stay or Training** which is available in printed and [electronic form](#)¹². Detailed information on the offer of mobility programmes can also be found on the USB website under International Relations.

Researcher Mobility

Researchers/students can participate in international mobility within research projects if these include mobility.

Another possibility is individual mobility, i.e., participation in conferences, symposia, workshops, individual invitations within existing cooperation, arranged by employee with their international partners, etc.

¹² Link: https://www.jcu.cz/mezinarodni-spoluprace/zahranicni-pobyty/guide-for-employees-participating-in-teaching-or-training-mobility-abroad_final.pdf



Another category are various funds international interuniversity and interfaculty agreements (managed by Institute for International Relations).

A general summary of available programmes and opportunities of international cooperation in research and development is published on the website of the Ministry of Education, Youth and Sports.¹³

1. Mobility - activity of the Ministry of Education, Youth and Sports

MOBILITY activity provides bilateral international agreements on research and technical cooperation negotiated by the Czech Republic with partner countries are implemented in order to establish contacts and to develop cooperation between R&D institutions in partner countries by supporting mobility of researchers who cooperate on international research projects.¹⁴

2. Every year, USB opens applications for university postdoctoral positions

Applications can be submitted to the R&D department of USB Rectorate (max. 3 proposals per faculty). The proposed postdoc 's research expertise is considered and then annually assessed by a committee which then submits their proposal to the USB Scientific Council for approval.

3. Offers of postgraduate scholarships/jobs, etc. at individual international institutions, open to citizens of the Czech Republic according to the professional orientation of the applicant.

4. Horizont 2020

Mobilities which are planned within projects or programmes in support of human resources, mobility, further training and career development of employees within the European Research Area.¹⁵

• Marie Skłodowska-Curie event in H2020

The main goal of this events is to support the qualitative and quantitative growth of human resources, mobility and professional growth of researchers in all scientific fields in the European Research Area. The MSCA offers a wide range of opportunities both for researchers at different stages of their careers and for their host organizations.¹⁶

5. USB - RVO funds for non-routine R&D activities

Support for conferences, symposia, workshops, seminars, summer schools, etc. - for visitors.¹⁷

6. Workshops, conferences, individual invitations based on cooperation with ...

7. University Scholarships - International agreements

Within these agreements, the Czech Republic is offered international scholarships. The number of places, length

¹³ More information at: <http://msmt.cz>

¹⁴ More information at: <http://msmt.cz>

¹⁵ General information at: www.tc.cz, brochure: <https://www.h2020.cz/files/svobodova/TCAV-brozura-Horizont-2020-web.pdf>, <https://www.horizontevropa.cz/en>

¹⁶ More information at: <https://www.h2020.cz/files/svobodova/TCAV-Akce-Marie-Sklodowska-Curie-2018-web.pdf> = 3. aktualizace (jen online), EN version: <https://www.horizontevropa.cz/en>

¹⁷ More information at: <https://www.jcu.cz/science-and-research>

of stay, requirements for applicants, etc. are stipulated. The stays are mediated by the Academic Information Agency (AIA) of the Ministry of Education, Youth and Sports of the Czech Republic.¹⁸

Grant Agency of the University of South Bohemia in České Budějovice - GA USB

The aim of GA USB is to support quality research of USB Doctoral and Master's degree students. Funds from specific university research grant are distributed to USB constituent units to implement student grant projects within two programmes (individual and team grant projects) in five groups.¹⁹

2.1.8 Self-education

Employees can engage in independent study in two university libraries: The Academic Library and the Josef Petr Ondok Library of the Faculty of Theology at the University of South Bohemia. The book fund is extended every year.

According to figures from 2019, the library collection of the Academic Library (excluding the Faculty of Theology) contains 371,027 books and 434 e-books.

New publications for AL USB are acquired in close cooperation with teachers and researchers. Information sources intended for the entire university, especially multidisciplinary sources, are funded by the AL USB. Specific field related information sources, study literature, recommended literature to courses taught by a particular faculty, department or institute are funded by individual faculties, departments and institutes. To a lesser extent, the AL USB co-finances study and journal literature which is located in AL USB.

A document No. 4/2018 called Methodology for Ordering Publications and Books through the Academic Library of the University of South Bohemia is provided by the Head of the Economic Department.

Library users can also submit a proposal for the purchase of publications in the library collection, using the form on the [AL USB website](#). Books purchased from AL funds are available in a free selection with a loan period of 1 month.

Electronic information sources / databases of AL USB

a) Databases bought as part of the project [CzechElib](#) for 2020

- Academic Search Complete (EBSCO)
- ATLA/ATLAS
- BioOne 1, BioOne 2
- Classiques Garnier Numérique
- InCites + module MyOrganization (Clarivate)
- JSTOR I-IV
- LION (ProQuest)
- Ovid Emcare with Ovid Nursing Full Text+
- Oxford Journals Online STM Collection
- Patria Plus
- ProQuest Central
- ScienceDirect Freedom Collection (Elsevier)
- Scopus (Elsevier)
- SpringerLink
- Web of Science (Clarivate)
- Wiley Online Library journals – Full

¹⁸ More information at: <https://www.dzs.cz/en>

¹⁹ Important documents: Opening, Rules and Notes - see: <http://www.jcu.cz/veda-vyzkum/grantova-agentura-ju> ; grant applications to be submitted in electronic form on the web <https://gaju.jcu.cz>

b) Databases outside CzechElib and other electronic information sources:

- Ebsco Discovery Service – multisearch engine across the library electronic resources
- ASPI - automates system for working with legal information
- CitacePro Plus- citation manager for generating, administration and export of bibliographic citations
- EZB (e-journals service) – electronic journals library
- PsycARTICLES – database of American Psychological Association; available for the Faculty of Health and Social Sciences IP addresses
- PsycINFO - database of American Psychological Association; available for the Faculty of Health and Social Sciences IP addresses

The USB Academic Library also offers training seminars. In the past, it was, for example, an online seminar [Enhance your public speaking and presentation skills](#) or [Webinar on the use of Proquest One Literature database](#).

2.2 SWOT Analysis

Tab. 6 SWOT analysis of the current staff training situation

SWOT analysis of the current staff training situation	
Strengths	Weaknesses
<ul style="list-style-type: none"> ✓ Active lifelong learning programmes ✓ Interest in lifelong learning courses ✓ Training provided free of charge or with financial support from the employer ✓ Willingness to be trained ✓ Openness of the employees and doctoral students 	<ul style="list-style-type: none"> ✓ Lack of consultants for professional and personal development ✓ Missing list of advisors/mentors ✓ Training of competencies after promotion to managerial positions not established ✓ No formal adaptation process for new employees at the beginning of their career or when taking up a specific position (no training proposals for career development) ✓ No connection with appraisals and yearly training plans
Opportunities	Threats
<ul style="list-style-type: none"> ✓ To create a training plan for each year as an essential part of career development ✓ Mentoring ✓ To create adaptation programmes for new employees as well as for existing employees entering different positions ✓ To increase the staff potential ✓ To increase work efficiency ✓ To increase the attractiveness of the organization for employees ✓ Training as a motivational tool 	<ul style="list-style-type: none"> ✓ Interference of educational activities with the working hours of employees (insufficient time capacity of employees for training) ✓ Financial costs to the employer ✓ Lack of interest of employees in the offered training

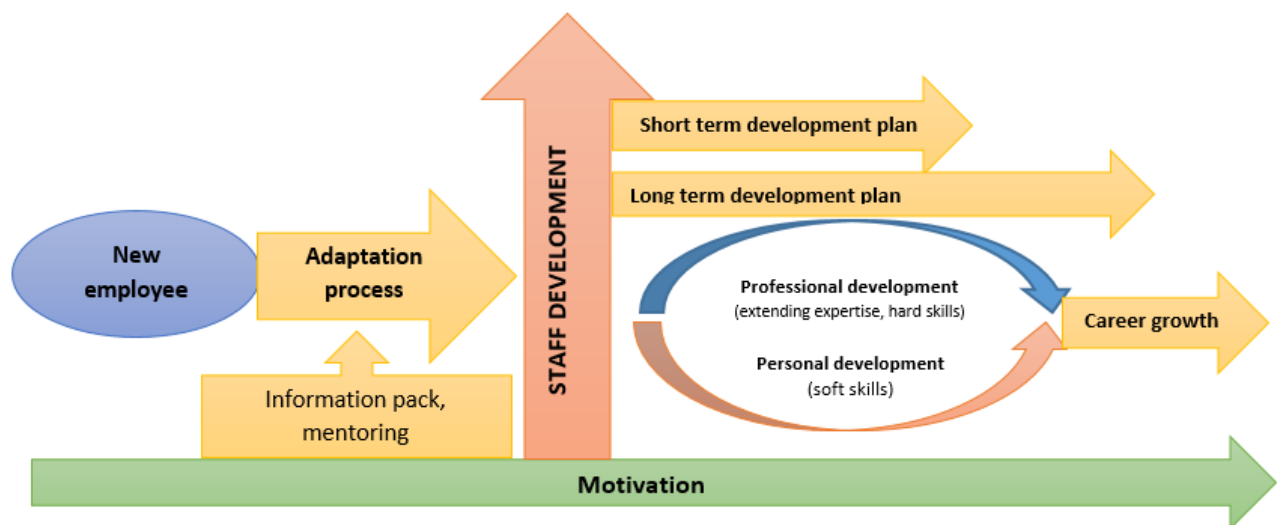
3 USB STAFF PROFESSIONAL DEVELOPMENT

3.1 Recommended Policy for USB Staff Professional Development

A comprehensive offer to support personal and professional development is provided as part of the strategic staff development. The University of South Bohemia systematically motivates its employees centrally by raising awareness and providing opportunities for further education and training of employees. Linear motivation is carried out by staff's immediate superiors who discuss their professional development with them, for example within appraisals.

To support staff professional development, it is recommended that the staff member draws up a short-term (annual) and long-term development plan with their immediate superior. The immediate superior also recommends to the subordinate training which they should complete in the following year. The subordinate employee can also suggest training, which they consider important for their job and the immediate superior will assess its necessity and suitability.

Appraisal of non-academic staff consisting of an evaluation form takes place every year. This includes gathering information about fulfilment of the employee's personal development plan. The final part of the form allows for verbal evaluation, in which the evaluator (superior) can provide information on the employee's personal and professional development and recommend areas for further training²⁰ based on the results of the employees' appraisal (their weaknesses, areas arising from the self-evaluation form etc.) and on planned further growth within the employee's expertise if necessary (courses to extend expertise).



Internal source

²⁰ Recommended training areas in connection with individual positions are listed in chapter 3.3.2 Personal and Professional Development

3.2 Definition of the Target Group and General Description of their Development

The Labour Code stipulates the obligation of all employees to extend -i.e. keep and renew their qualifications, while the costs incurred in this must be paid by the employer (Labour Code, Section 230). "

Academic Staff

USB academic staff are Professors, Associate Professors, Extraordinary Professor, Assistant Professors, Assistants, Teachers and scientific, research and development staff employed by USB, performing both teaching and creative activities according to the agreed type of work.

According to the government regulation on standards for accreditation in higher education, one of the conditions for obtaining accreditation (among others) is the provision of financial resources for further education of academic staff.

For example, academic staff can choose from adult education courses focused on professional development (higher education institution pedagogy, courses deepening the expertise in their field of tuition or professional orientation), general skills (especially foreign language courses and IT courses) and courses focusing on teaching skills and personal development, etc.

Researchers

Researchers include postdoctoral researchers, other researchers who do not fit any of the previous categories and other science, research and development staff (i.e., technical staff and experts who are not directly involved in the research but are indispensable for the research activities).

Researchers are crucial for the scientific advance at the University of South Bohemia and the scientific demands on them are higher than the minimum scientific requirements for academic staff members.

The recommendation is to focus on extending their knowledge in the researched field and related professional skills, study of foreign languages and taking advantage of international mobility.

Managerial Staff

According to the Labour Code, managerial staff are those who work at various levels of management and are authorized to set and assign tasks to subordinate employees, to organize, manage and monitor their work and give them instructions.

The training and development of managerial staff must focus on hard management skills such as strategic management, financial management, change management and human resources management. For soft skills, the recommended training is in the areas of managerial skills, delegation, providing feedback, employee evaluation, coaching skills training, presentation and communication skills, effective time and stress management (courses of Time Management, Stress Management).

Other Employees

This group includes all other staff who are not directly involved in education and research. These are mainly administrative, technical and other employees.

Within their training, these employees develop their expertise in the area related to their profession (economics and financing, law in practice, information technology, project management, etc.) and improve their user knowledge of MS Office.

Language training is recommended if the position requires it. The development of soft skills - assertiveness, communication, presentation skills, training of mental resilience, teamwork, etc. - also plays an important role.

Technical staff focuses on development of their practical skills and receive training according to the regulations relevant for their position, etc.

3.3 Planned Course of Staff Training and Education

Employees will be provided with legally required (see Chapter 2.1.1.) and other training and education. USB will focus on employee adaptation process, on proposing training for career development, which can also be used at the current position, and establishing a position of a Research Activities Mentor will also be considered.

3.3.1 Adaptation Process and Mentoring At USB

At present, there is no comprehensive methodological recommendation at USB on how to grasp and develop the adaptation process. However, USB is aware that the first days in a new job play an important role in forming the employee's relationship with the employer and their attitude to work and colleagues. Adaptation process means a planned and directed process enabling new employees to quickly acquaint themselves with the workplace, to learn the job and to integrate into the organization and their team. The aim of this Strategy is to support this process of effective adaptation to the new environment by encouraging the creation of so-called Flexible Adaptation Programmes for new employees (as well as for existing employees entering various positions, especially managerial positions). The aim of such Adaptation Manual is to describe what the given position entails, the associated responsibilities and authority, to provide basic points of contact for commencing the work, etc. A model version of the Adaptation Manual for USB administrative and managerial positions was created for USB Institute for Strategy and Development and is available on request. It can be quite easily modified according to specifications of individual USB organizational units.

As a modern and progressive university, USB supports the use of mentoring in the adaptation process. In practice, this means that apart from the aforementioned Manuals providing a comprehensive information on the given position, it is recommended that especially new employees are assigned a mentor who accompanies them through the adaptation process. The mentor would usually be the superior of the new employee, or another person delegated by them. Of course, mentoring and employee during the adaptation process does not mean responsibility for the employee's work results.

The purpose of the mentoring is to enable better and faster adaptation of new colleagues: providing necessary practical information in the first days, helping to grasp the day-to-day agenda which will be the responsibility of the new employee over time, etc. The mentor regularly meets with the new employee and supports them in their adaptation.

3.3.2 Personal and Professional Development

USB will continue to focus on the professional development of employees. Courses will be chosen with regard to expertise needed for the job and proposed by the employee's direct superior.

Training courses will be provided by lifelong learning programmes, partner institutions or external agencies and lecturers as until now.

Courses will be run as group courses, in some cases individual.

3.3.3 Recommended Training According to the Employee's Position

Based on the analysis of the current situation, these are the recommendations for further staff training:

Hard skills

- Language courses;
- Computer skills - MS Office (MS Word, MS Excel, MS PowerPoint, MS Outlook);
- Expertise in the field of professional orientation – Higher education institution pedagogy, Strategic management, Financial management, Human resources management, etc.

Soft skills

- Presentation and communication skills;
- Teamwork;
- Motivation and increased personal performance;
- Assertiveness;
- Positive intelligence as a way of growth;
- Leadership, etc.



3.3.4 Hard Skills

Language courses

Language courses are provided by lifelong learning programmes (e.g., English, German), Goethe Centre (German) and USB British Centre (English). It is also possible to use an external lecturer for a specific demand (e.g., English for HR, Business English, etc.).

On-site courses

*Lifelong learning provider*²¹: English language courses (A1 to C1); German language course; Italian language; English conversation; English for librarians and other courses based on the current offer.

Goethe Centre: Standard German courses (levels A1/A to B2/4); Special and conversational German courses (levels B1, B1+, C1); GOETHE-ZERTIFIKAT exam preparation courses; language courses for closed groups, company tuition; pre-testing.

Target group: all employees who have to communicate in a foreign language within their job.

Online courses

Candidates who cannot attend classes in person.

Target group: all employees

Training abroad

Training abroad (language or other courses, shadowing) can be completed under several international educational projects. Erasmus+ programme is most often used at USB. Other programmes offered by the House of International Cooperation²² can also be used as well as other university or faculty projects. Detailed information is available in the **Guide for Employees Going Abroad for a Study Stay or Training**, which is available on the USB website²³.

Target group: teaching and administrative staff

Computer skills

On-site courses

Teamwork Using Electronic Documents

Course content: Introduction to effective team cooperation. Adherence to the rules taught in the course will enable users to manage the administrative tasks with greater ease. During the seminar, participants will practice their skills of team collaboration in Google applications or Microsoft Office 365. Topics discussed: team background, document versions and revisions, shared storage, project management, how to work in a team and how to give and process feedback.

Form of instruction: seminar

Target group: all employees who need to learn/improve teamwork in electronic documents for their work performance.

Online courses

User knowledge of MS Office is important for most employees. At present these courses are provided by lifelong learning programmes; if necessary, it is possible to use another supplier.

²¹ Lifelong learning programmes as provided by individual units /faculties of the University of South Bohemia

²² Link: <https://www.dzs.cz/en>

²³ Link: <https://www.jcu.cz/international/international-relationship>.



Using MS Office 2016

- **MS Word 2016, MS Excel 2016, MS PowerPoint 2016, MS Access 2016, MS Outlook 2016** courses are available.

- choice of courses according to the user level: introduction/intermediate/advanced)

Course content: The course deals with topics corresponding to the chosen user level. There is always an explanation, practical exercises and final questions to check understanding for each topic.

Target group: All employees who need to learn/improve their user skills as part of their job (MS Office courses can be ordered via LLL contact e-mail, upon which the applicant receives more information on the next steps).

Other suggested courses: Using MS Office 365; Using EGJE - creating outputs, reports from EGJE, documents for managers, etc.; Using Verso; Adobe Photoshop for beginners.

Expertise in the field of professional orientation

Higher Education Institution Pedagogy

Course content: Training in applied pedagogy and psychology necessary for teaching, acquisition of communication and social skills which will increase the competency in the teaching profession. The course graduate will be prepared to continue their training and education in pedagogy, psychology, didactics, communication and the use of ICT in teaching as their field develops.

Form of instruction: seminar, practical exercises

Target group: teaching staff, doctoral students

Strategic Management

Course contents: Understanding goals and main tasks of strategic management; creating a strategy and methods; how to implement a strategy in a company and how to evaluate success. The course material is based on several successful (and unsuccessful) corporate strategies and implementation methods used.

Form of instruction: seminar

Target group: managerial employees, employees preparing for managerial position.

Economics, Finance And Business Management

Course content: Summary of economic and financial parameters and processes in company management; deduction and use of implementation systems and basic techniques of company management (CM), including its interrelated and complex objectives (KPIs); deduction, practical use and summary of key interrelated (financial, value and economic) parameters and indicators with regard to product, organizational and managerial lines.

Form of instruction: seminar

Target group: managers, employees preparing for managerial position, accountants, economists.

Human Resources Management

Course contents: How to work with human resources in an organization; staff training and evaluation; practical examples of creating adaptation plans and identifying errors in appraisal interviews; tasks of human resources management and the role of leadership and managers. Other topics discussed: adaptation process; criteria and methods of employee evaluation; employee training; trends affecting human resource management; case study - employee life cycle, job description, adaptation plan, appraisals.

Form of instruction: seminar, practical exercises

Target group: managers, employees preparing for managerial position, HR staff.

3.3.5 General Recommendations on Professional Development

Participation in training in these further areas is recommended: courses aimed at extending knowledge in the field of study (researchers); creative activities courses (academic staff and researchers); expertise training in the taught field (academic staff) and expertise training in the field of vocational specialization (all staff).

An appropriate course to extend professional knowledge needs to be selected with regard to professional orientation. For example, for project management employees, these can be courses such as Project Management – Insight into methods of project management; Project and innovation management cycle. Human resources professions can choose, for example, courses Remuneration of employees and obstacles at work; Employment of foreign workers.

3.3.6 Soft Skills

Presentation Skills

Course contents: How to strengthen personal skills for giving a successful presentation; how to speak with authority and maintain attention; how to maintain a "logical" sequence and build the presentation; how to encourage involvement of audience and how to deal with difficult situations and participants and how to prevent them.

Form of instruction: lecture, training

Target group: employees whose work includes presentation, lecturing, giving seminars, leading meetings, etc.

Assertiveness

Course contents: What is assertiveness and when it is not needed; how to reject a request from others or how to express an unpopular opinion; how to recognize passivity and aggression; how to proceed if the other party is relentless; practicing assertive techniques; self-awareness - recognizing our communication bad habits and strengths).

Form of instruction: lecture, training

Target group: all employees

Personal Typology in Praxis

Course content: How do people differ? From sociodemographic differences to psychological typologies; why it is important to know and understand the ways of others act; construction of practical personality typology; team mapping typology.

Form of instruction: training

Target group: managerial staff, academic staff

Leadership

Course contents: Who is a leader and what is management; the personality of a leader in the context of modern management; analysis of one's authority; traditional and agile way of building and leading a team; effective managerial communication and presentation; situational management; emotional and social intelligence of a leader.

Form of teaching: discussion, training, practice with other participants

Target group: managerial staff, academic staff, researchers

Motivation and Rewards

Course contents: Introduction to the main principles, methods and practical tools of effective motivation at work. Information about the most common mistakes organizations and managers make in motivating and rewarding employees.



Topics covered: tools and methods of motivation at work; types of motivation: internal and external, positive and negative, financial and non-financial; principles and rules of performance-based remuneration; the most common mistakes and misunderstandings regarding motivation at work.

Form of instruction: seminar

Target group: human resources staff, managerial staff

Keys to Motivation and Increasing Personal Performance

Course content: How to recognize your real motivation and discover ways of using it appropriately; how to use internal motivation when presenting changes and ideas and creating new habits which are often closely linked to changes and new practices. Topics covered: what drives and hinders inner motivation; motivation and the language of our mind; how to find your own limits and what to do next; is it possible to set effective goals; ways to increase one's own performance potential; how to get to our goals; how to recognize their inner motivation in others.

Form of instruction: seminar

Target group: all employees

Positive Intelligence as a Way of Growth

Course contents: The seminar will help to develop new brain "muscles" which will enable us to achieve personal fulfilment and higher work performance; discovering our own set up and "saboteurs"; change in the approach to work, relationships and life.

Form of instruction: seminar

Target group: all employees

Time Management

Course contents: Learn to determine your own system and schedule; gain the skills to separate priorities which need to be dealt with immediately from the not so important things which can be done later; elimination of distraction and disruption; organizing your own work environment. Topics covered: goal setting – life goals and short-term goals; task planning; organization of work.

Form: seminar, practical tasks

Target group: managerial staff, academic staff, researchers

Stress Management

Course contents: Expanding knowledge and skills in stress and burnout syndrome prevention. Effective stress prevention techniques which can be used in specific situations. Topics covered: burnout syndrome; principles of mental hygiene; stress factors; simple effective techniques for managing acute and long-term stress.

Form of instruction: lecture, discussion, practical exercises

Target group: managerial staff

Other proposed courses: Management Skills Training; Coaching Skills Training; Mental Endurance Training; Teamwork; Communication and Interaction; Pedagogical Communication and Interaction; Personal and Social Development of Teachers, etc.

3.3.7 Summary of Recommended Training according to Positions

The table below summarizes recommended further training opportunities. This is a proposal overview, i.e., it does not cover all possible trainings. The suitability and necessity of any training must always be assessed with regard to the job performed. When choosing a course, the immediate superior needs to be consulted and the possibilities of the Lifelong Learning Centre found out.

Tab. 7 Summary of recommended training according to positions

Topic		Target group			
		AS	RS	MS	OE
Legally required training (fire protection, etc.)		Mandatory for all			
Hard skills	Language courses	√	√	√	√*
	IT skills (general)	√	√	√	√
	MS Office	√		√	√
	Verso Program Usage			√*	√
	EGJE Program Usage			√*	√*
	Team Cooperation Using Electronic Documents	√		√	√
	Higher Education Institution Pedagogy	√			
	Expertise training in the taught field	√			
	Expertise in professional orientation	√	√	√	√
	Extending knowledge in the field of study		√	√	
	Strategic Management			√	
	Economic and Financial Management			√*	√**
	Human Resources Management			√	√*
	Other courses to develop creative activities	√****			
	Lectures on research and laboratory analysis		√		
soft skills	Personality Development	√	√	√	√
	Presentation Skills	√	√	√	√*
	Communication Skills	√	√	√	√
	Effective Communication	√		√	
	Assertiveness	√	√	√	√
	Personality Typology in Praxis	√		√	√
	Leadership	√	√	√	
	Motivation and Reward			√	√***
	Motivation and Increase in Personal Performance	√	√	√	√
	Positive Intelligence as a Way of Growth	√	√	√	√
	Time Management	√	√	√	
	Stress Management			√	



	Managerial Skills training	√	√	√	
	Employee Appraisal			√	
	Coaching training	√	√	√	
	Communication and Integration	√		√	√
	Mental Endurance Training	√	√	√	√
	Teamwork	√	√	√	√
	Pedagogical Communication and Interaction	√			
	Personal and Social Development of Teachers	√			
	Emotional Intelligence	√	√	√	√
	Social Intelligence	√	√	√	√
	Creativity	√	√		
	Critical Thinking	√	√	√	√
	Dealing with Conflict and Negotiation	√		√	
	Flexibility			√	√
	Active Approach			√	√*

Used abbreviations: AS = Academic staff, RS = research staff, MS = management staff (or their deputies who should also be trained), OE = other employees

Note.

* It is necessary to assess whether the given employee will make use of this knowledge/skill in their job.

** Recommended only for employees for whom this is necessary for their job - economists, accountants, etc.

*** Recommended for human resources staff.

**** Only for teachers whose job involves creative activity.

Internal source

4 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION AND RECOMMENDATIONS

The University of South Bohemia values highly qualified and competent staff in all areas of its activities. Further development of human resources is an essential part of this.

Staff Training and Development Strategy summarizes the opportunities to train and motivate staff as soon as their employment commences (adaptation process, mentoring) and through further development during their employment (short-term and long-term development plan) leading to career growth.

Based on the analysis of the current situation, it can be stated that employees have extensive opportunities for further training. Lifelong learning programmes, courses offered by USB partners or further education of their choice (participation in conferences, lectures; travel abroad; self-education, etc.) are available to them. Analysis of the internal environment resulted in a SWOT analysis, which defines the strengths, weaknesses, opportunities and threats upon which were set the goals and steps for further development. As strengths can be considered, for example, the activities of Lifelong Learning Centre and the willingness of employees to learn (see the number of attended trainings, etc.)

The findings show that the University of South Bohemia lacks professional and personal development consultants and training for employees promoted to management roles. There is no formal adaptation process for employees at the beginning of their career or when taking up a specific position (there are no training proposals for relevant work development/career growth).

As a solution for the weaknesses the Strategy brings, among other things, a proposal of employee adaptation programmes for new employees as well as current employees entering new positions, especially various types of management roles. The position of a Mentor, somebody to enable better and faster adaptation of new colleagues, is also defined in the Strategy.

To make the system of further development easier to define, it is proposed to divide employees into four target groups: academic staff, researchers, managerial staff and other employees. Based on this division, trainings are recommended according to the type of job and focus on developing both soft and hard skills. There are also general recommendations for courses related to professional development. The recommendation part concludes with a table of recommended trainings according to the type of job.

Staff training and development play a crucial role in the operation of every company, including higher education institutions. The employer - employee relationship is of vital importance. One of the ways to strengthen it is to motivate employees and offer them professional and personal development opportunities. It is a long-haul process, but we believe that the USB Staff Training and Development Strategy can provide inspiration on how to approach this issue.



5 LIST OF ABBREVIATIONS

LLL	Lifelong learning
USB	University of South Bohemia
D&R	Dormitories and Refectories
KFE	Classification of Fields of Education
TTO	Technology Transfer Office
MS	Microsoft
MEYS	Ministry of Education, Youth and Sports
OP RDE	Operational Programme Research, Development and Education
U3A	University of the Third Age
HEI	Higher education institution
XLS	Excel file format



6 BIBLIOGRAPHY AND SOURCES

USB Long-Term Plan 2016-2020

USB Annual Activity Report 2018

Rector's Ordinances on Staff Education and Training on Occupational Health and Safety and Fire Protection (R 183)

USB Conditions of Employment

Statutes of the University of South Bohemia in České Budějovice

USB, About University of South Bohemia (<https://www.jcu.cz/about-the-university>)

USB, University of South Bohemia repeatedly succeeded in a prestigious rankings THE (Jihočeská univerzita opět uspěla v prestižním žebříčku THE (<https://www.jcu.cz/o-univerzite/aktuality/jihoceskauniverzita-opet-uspela-v-prestiznim-zebricku-the>))

USB, The University of South Bohemia once again scored in the ranking of the best universities in the Czech Republic (Jihočeská univerzita se znovu umístila v žebříčku nejlepších vysokých škol v České republice!) (<https://www.jcu.cz/ouniverzite/aktuality/jihoceska-univerzita-se-znovu-umistila-v-zebricku-nejlepsich-vysokych-skol-v-ceske-republice>)

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