

REALITIES OF EMPLOYEE TRAINING IN SMALL AND LARGE BUSINESSES – SELECTED ASPECTS

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Purpose: The purpose of this discussion is to present selected theoretical and practical solutions for organising the training process. The theoretical considerations focus on a brief review of the literature on the subject. The empirical inquiries, on the other hand, are based on the results of our own research, presenting the training policy practices implemented in both small and large companies, together with an evaluation of this activity from the employee's perspective.

Design/methodology/approach: The study uses a descriptive-empirical approach and the research methods used are induction, deduction, literature studies, as well as a survey and data analysis.

Findings: empirical research indicates that the substantive sophistication of employee training and the involvement of employers in the organisation of this training differs between small and large companies. Furthermore, training policies, from the perspective of the employees of these companies, are not sufficiently developed.

Research limitations/implications: Due to the size of the research sample and the scope of the analyses carried out, the results obtained cannot be conclusive. Therefore, future research directions should focus on further and extended exploration of the issue. It would be worthwhile to include both small and large operators in order to gain valuable insights and help develop more comprehensive solutions

Practical implications: The results of the survey are a key element in assessing the sophistication and commitment of entrepreneurs in organising training projects. Through their analysis, possible differences in this matter depending on the size of the entity can be identified, thus giving suggestions for business practice.

Social implications: Building awareness of the nature and specificity of the training process as part of knowledge and skills support.

Originality/value: The research carried out is crucial for understanding the issues related to employee training in a small and large company, and can therefore be of cognitive value to all those who are interested in this topic in the context of their professional work.

Keywords: training, training process, small and large enterprise.

Category of the paper: research paper.

1. Introduction

The company's value objectives, strategy and structure should be integrated with all areas of human resource management. Indeed, coherence between these elements is the key to successfully managing a modern organisation to cope with changing market and technological conditions. The changes in question, such as increasing globalisation, the knowledge-driven economy and computerisation or the ageing of society, have significantly contributed to the growing importance of training in organisations (Warwas, Rogozińska-Pawelczyk, 2016, p. 67). At the same time, EU funding and the growing number of training companies have increased the availability of educational services in Poland. All these factors have influenced and seem to still influence the development and quality of training projects in different contexts. It is worth emphasising that investing in employee development is not only a benefit for the organisation itself, but also for the employees themselves. Experience and research indicate that awareness of training among employers, managers and employees themselves is increasing. Nevertheless, training projects often fail to meet their expectations. A. Różański notes that the problem lies with entrepreneurs, who do not pay adequate attention to a comprehensive study of training needs. They often limit themselves to delivering 'trendy' and 'bargain' courses. Based on his own research, he concludes that only one in five companies uses professional needs analysis tools in the process of selecting training courses for employees, and in one in ten a full evaluation of learning outcomes was conducted (Różański, 2012, p. 76). It seems that the problem is not only the awareness of the need to educate subordinates, but also the adaptation of training to the current needs of the company and its employees. Without a clarified vision and clear objectives, even the most elaborate training can prove ineffective. A vision provides the foundation on which effective development programmes can be built, while matching training activities to the current needs of the employees and the company is crucial, and understanding the objectives and specific expectations allows the content and methodology of training to be adapted, resulting in better results and efficiency. Therefore, those responsible for training policy in a company should start by identifying, considering what path will be good for both the employee and the company as a whole, before embarking on any improvement activities for their employees. Discrepancies between an employee's development goals and those of the company are a common occurrence. It is important to manage these differences in a constructive manner. It is obvious that on the road to improvement, employers or managers will encounter obstacles, mistakes and shortcomings, but it is important to learn lessons and make better decisions. M. Sasin aptly observes that mistakes are an integral part of the process of acquiring knowledge and experience. It is through making mistakes that we learn, develop our skills and gain competence (Sasin, 2018, pp. 319-321).

The attention paid to the issue of employee training has resulted in a growing interest in the subject, both in the reflections of theorists and in practical management processes, illustrating its state of permanent development and a kind of trajectory of transition to a mature phase. Hence, training issues are considered in different contexts, both in foreign literature (e.g. Pérez-Bustamante Ilander et al., 2016, pp. 234-250; Nai-Wen, Chih-Yun, Yeh-Yun Lin, 2008, pp. 1962-1975; Görlitz, 2011, pp. 691-701; Ada et al., 2023, pp. 1-14) and domestic literature (e.g. Różanski, 2012, pp. 72-76; Pauli, 2014, pp. 123-194; Gonera, 2016, pp. 12-39; Buś-Bidas 2016, pp. 37-54). The idea of training is not new, but the sophistication of the content and the involvement of entrepreneurs in the process itself is an important variable that modifies practical solutions. The literature review confirms the cognitive gap in the presented topic in relation to small and large enterprises. The motive of the author of this paper to take up the issue of employee training in a group of small and large enterprises was the desire to raise the profile of the signposted topic presented from the perspective of the employees of these enterprises. This is important in the context of constantly deepening knowledge and increasing awareness of entrepreneurs and subordinates, as well as drawing attention to the fact that, regardless of the size of the company, both the staff must be aware of their development needs, and entrepreneurs must see that personalised approach to training is now not only an option, but a necessity.

2. Basic definitions

The word 'training' has an interesting etymology. This is because it derives from the Russian word 'школить', which means 'to train'. During the Partition period, trainers used the term to refer to a training process whose main purpose was to impart knowledge to people who were to perform simple activities in factories that did not require theoretical preparation (Szkolenia..., 2024). Nowadays, training is interpreted as a complex method of improving qualifications from the borderline of management, psychology and pedagogy (Laguna, Fortuna, 2011, p. 9). In Poland, the availability of publications on strictly training is limited. Nevertheless, the literature on human resource management (HRM) is wide and varied, and many of these items also discuss the topic of training. In reviewing this literature, it is noticeable that there is a great diversity in the definition of the key term, which limits the framing of effective organisational practices. According to Wisniewski, this diversity in interpretation may be due to issues of topicalist or forward-looking attitudes, consideration of different audiences, and separation or combination of training and improvement (Wiśniewski, 2004, p. 174). The topicalist stance focuses on the current needs of the organisation and employees and therefore training is tailored to current challenges and goals. In contrast, a forward-looking approach considers the long-term goals of the organisation and the

development of employees, and training is strategic and focused on future needs. Considering different audiences, we look at the context and relevance of training in relation to the needs of different groups of employees, such as managers, professionals or new recruits. Separating training from improvement means treating training as a separate area, independent of other staff development processes. On the other hand, combining training with improvement, e.g. with mentoring, coaching, allows for a holistic approach to employee development.

However, without entering into an in-depth discussion of the ways in which the concept is defined, it is important to point out the two main definitional streams operating in both domestic and foreign literature (Table 1). Initially, training was understood as the apprenticeship of employees to perform specific tasks. This current includes the definition proposed by M. Armstrong. According to the author, training is a systematic and planned process of modifying and improving the knowledge, experience and skills of employees in order to achieve significantly better results on the job (Armstrong, 2000, p. 448). However, there has been a rapid updating of this approach, since, as researchers - including A. Pocztowski - agree, training is a series of systematic and purposeful activities of an organisation to deepen and broaden an employee's potential to meet not only current, but also future needs of the company (Pocztowski, 1996, p. 26). Additionally, M. Kostera emphasises that training supplements an employee's knowledge, skills and competencies necessary for his or her promotion (Kostera, 1999, p. 47).

Table 1.

Selected definitions of training

Author	Definition
First definitional approach - training the employee for specific tasks	Training is teaching technical workers the methods of doing things at the jobs where they do their work - vocational courses (J.A.F. Stoner, R.E. Freeman, D.R. Gilbert)
	Training is a short-term activity that is educational in nature and its purpose is to develop in a given employee the knowledge and skills necessary for the requirements of the chosen position (J.W. Rothwell)
	Training is a planned process by which knowledge is enhanced, resulting in a more effective performance of an activity or range of activities (J.P. Wilson)
A second definitional approach - developing employee potential in the context of business needs	Training is a planned process of changing the way of acting/behaviour of a specific group of employees, built on the basis of supplementing - related to the change - the competence deficit in the attitudes, knowledge and skills of people, giving identifiable business benefits in the company (P. Kopijer)
	The training of employees is aimed at both maintaining and increasing the efficiency of the work currently carried out, helping them to develop their capabilities, to adapt to new working methods, organisational solutions, but also to adapt to new work content (J. Penc)
	Training is the broadening of already acquired qualifications, knowledge (and its consolidation) and the acquisition of new skills associated, for example, with company crises. Employee development is, in other words, employee improvement, i.e. the creation of initiatives, entrepreneurship, innovation, the acquisition of values, culture, identification with the company or broadening of intellectual horizons (L. Zbiegień-Maciąg)

Source: own elaboration based on (Stoner, Freeman, Gilbert, p. 378; Rothwell, 2008, p. 172; Wilson, 2005, pp. 4-5; Kopijer, 2020, p. 15; Pec, 2006, p. 207; Zbiegień-Maciąg, 1996, pp. 87-88).

3. Organisation, methods and techniques of training

Continuous development and systematic training are crucial to the effective functioning of any organisation and the development of each employee. Employee training is not just a learning event, but also a certain process, involving a whole series of activities to increase the level of knowledge, competences and skills possessed. Many researchers and practitioners analyse different aspects of this process. A. Andrzejczak, in her research, draws attention to the training process in the context of its relationship with the organisation's flexibility towards change. In her view, some organisations respond to change in an uncontrolled and spontaneous manner. This means that only when change is inevitable do they take any action. Other organisations try to anticipate change and prepare for it in advance (a proactive approach). They strive to continuously develop the competences of employees so that they are ready for new challenges. Some companies systematically adapt to change, but do not necessarily try to anticipate it in advance. Their approach is more reactive. A. Andrzejczak also states that as organisations mature, their approach to training and employee development is changing. More and more companies are becoming proactive, investing in human resource development as a long-term strategy (Andrzejczak, 2010, p. 93).

Most of the training processes and the activities undertaken within them, as described in the literature, are similar, and the basic criterion for distinguishing them seems to be the number of stages in the process of organising them. The first group of authors, which can include P. Bramley and M. Kostera, divides the organisation of the training process into three stages. According to P. Bramley, stage 1 is the organisational stage, providing support to the participants before the course, stage 2 is the educational stage, whose task is to support the participants during the training and stage 3 is, according to the author, the diffusion stage, giving support to the trainees to make changes in the workplace (Bramley, 2007, cited in: Buś-Bidas, 2016, p. 38). On the other hand, following M. Kostera, the process of personnel training and development includes in stage 1 the identification of individual and organisational needs, in stage 2 deciding on the form, methods and level of training and in stage 3 evaluating the effectiveness of activities (Kostera, 1999, p. 110).

The second group of authors, represented by M. Armstrong and A. Poczowski, among others, detail 4 stages in the process of organising training. According to M. Armstrong, the classical training process includes: analysis of training needs, design of a training plan, implementation of training using professional trainers and training institutions, and evaluation of the conducted training to ensure that it was effective (Armstrong, 2005, p. 499). A similar approach to the topic is also represented by A. Poczowski. His cycle of systematic learning includes: the identification of training needs over a planned period, the development of mandatory and optional training plans, the implementation of planned training, and the evaluation of the training and its effects (Poczowski, 1998, p. 226).

The third group includes authors who prefer more elaborate models. This group can include the 5-stage model proposed by K. Gonera (Gonera, 2016, pp. 33-34), or the model developed by A.D. Kirkpatrick, which includes as many as ten stages of the training process (Kirkpatrick, 2001, cited in: Buś-Bidas, 2016, p. 38).

In the employee training literature there are two terms: training method and training technique, and despite significant differences in terms of level of generality (method is more general and technique is more specific), application (method is applicable in different areas and technique is applicable in a specific area), or dependency (technique can be part of a larger method), these terms are often used interchangeably (Czym się różni..., 2024), and the literature provides examples in this regard. Thus, for example, A. Dolot divides training methods and techniques into 3 groups: 1 group includes those conducted at the workplace (e.g., role modeling, on-the-job instruction, or mentoring), 2 group includes those conducted outside the workplace (e.g., lectures, case studies, simulations, or workshops), and 3 group includes universal methods and techniques (e.g., coaching, action learning, or self-study) (Dolot, 2019, pp. 245-259). In turn, adopting after B. Czerniachowicz, training methods and techniques can be divided according to 4 basic criteria. The first criterion, due to the way participants learn, distinguishes passive (e.g. participation in a conference, or lectures) and active (e.g. games and simulations, or case studies) methods and techniques. The second criterion is a division according to the composition of the participants, which distinguishes between individual methods and techniques (e.g. conferences, staging or outdoor training) and group methods and techniques (e.g. conferences, training programmes or staging). A third approach due to the place of training distinguishes between those carried out on the job (e.g. apprenticeships, mentoring and coaching) and off the job (e.g. lectures, conferences and stimulations). The last criterion with regard to the mode and manner of knowledge transfer distinguishes information and training methods and techniques (Golnau, 2004, p. 353, cited in: Czerniachowicz, 2010, pp. 187-190).

4. The training process and its specifics in a large company – the employee's perspective

4.1. Description of the survey

In October 2017, one of the companies, based in the territory of the Silesian Voivodeship, approached the author of this study with a proposal to establish cooperation in the provision of research services. The purpose of this cooperation was to conduct a survey, the results of which were to serve the managers of the entity to acquire key knowledge in the field of proper management and monitoring of training activities implemented in the company with a particular focus on learning the opinions of the employees of this organisation in the context of the

diagnosis of the quality and effectiveness of personnel development activities undertaken by the company. Thanks to the initiative of the HR director, the company received a very large grant for the development and further training of its subordinates. However, during the course of the project there were numerous problems related to the reluctance of staff to participate in training. The lack of staff involvement surprised management, who wondered what could be the reason for this. Sometimes staff are not interested in participating in training, which could be due to various factors such as lack of motivation, the belief that training is not relevant to them or lack of time. Or perhaps they were not interested in training because they were overworked or it was poorly organised in terms of timing, location or availability? In order to help the company, the author decided to work with the company and her main objective was to find out the opinions of the staff in the above-mentioned area. The research used a diagnostic survey method with the survey technique, and the survey questionnaire became the basic research tool, which is a good tool for collecting opinions in a very short time. This tool also proves to be very effective, especially when the company employs many people and shows a dispersed location. The population of the survey was all employees of the company, i.e. 780 people, including 78 managers and 702 employees. The sample in this study was 100 people, including 10 managers and 90 employees. Non-random purposive sampling, which involves the purposeful selection of individuals into a sample so that they fully reflect the characteristics of a given collectivity (Garbarski, Rutkowski, Wrzosek, 2000, p. 213), was used to select the sample, and the entire process of the survey was managed by the HR director of the surveyed company, who distributed questionnaires to the surveyed respondents. Table 2 contains the full characteristics of the population of surveyed respondents.

Table 2.
Characteristics of the population of respondents surveyed

Synthetic criterion	Elementary criterion	Results % total	Results % manager	Results % employee
Gender	Woman	38%	30%	39%
	Male	62%	70%	61%
Age	18-31	15%	10%	16%
	31-41	41%	60%	39%
	41-51	41%	30%	42%
	Over 51	3%	0%	3%
Education	Basic	9%	0%	10%
	Professional	37%	0%	41%
	Medium	43%	20%	46%
	Higher	11%	80%	3%
Length of service	Up to 2 years	3%	0%	3%
	2-5	17%	0%	19%
	6-10	42%	20%	45%
	11 and over	38%	80%	33%

Source: own elaboration.

4.2. Selected results of the quantitative survey

The presented research results are divided into 3 thematic blocks, which synthetically present selected results of our own research.

Block 1 – Organisational aspects of training and respondents' attitudes towards them

- Based on the answers given by the respondents, it should be noted that training is organised in the company, but only 46% of the surveyed respondents participated in it. Comparing the answers of managers and employees, it should be noted that all managers, unlike the employee group, have participated in organised training. In the case of employees, more people did not participate than attended training (yes - 40%, no - 60%).
- When it comes to the frequency of training, according to those surveyed, training is most often provided several times a year (80%) and once every few years (53%). The survey shows that the answer once every few years was mostly given by employees, while managers considered that their training takes place several times a year. It is clear from these figures that managers are trained more often than employees.
- Valuable training programmes are crucial for the development of the organisation and the retention of employees, so it seems important to assess the respondents' evaluation of the organisation of the training process. Analysing the data collected, it was noted that the majority of employees have a negative assessment of the training process and its organisation in the company (65%). Only 24% of respondents show satisfaction. Both managers (70%) and employees (64%) are dissatisfied.
- By examining the respondents' attitudes to organised training in the company, it should be emphasised that 74% of the respondents feel a very high and high need to improve their professional qualifications, which results in their willingness to participate in organised training (98%). In the group of managers, as many as 80% of them want to improve their qualifications and all declare their willingness to participate in training projects. In the group of employees, on the other hand, 72% of them want to train and as many as 98% of them do so very willingly.

Block 2 - Preferences for subject matter, location, duration and training techniques

- 95% of all respondents want their opinion to be taken into account when selecting training courses. 100% of managers and 95% of employees agree with this statement.
- Willingness to choose training topics themselves is declared by 68% of respondents, including 80% of managers and 67% of employees.
- 53% of respondents prefer training to take place in the workplace, 41% indicated that training should be organised in dedicated institutions and 6% of respondents gave their own suggestions. It was noted that employees prefer training to take place in the

workplace (58%), which may mean that they feel safer in their everyday environment. Managers, on the other hand, felt that training should be in a dedicated institution (50%). Among their own suggestions for the location of employee training, 66% of respondents indicated that the location of the training could be outside the workplace, but in close proximity to the workplace. Such a location could, according to respondents, combine convenience with time savings. 34% of respondents noted that the choice of location depends on the type and subject matter of the training, as not all training can be conducted on site and some may require special conditions.

- Respondents have a clear preference for training during working hours (98%). All surveyed managers and 98% of employees prefer to learn during working hours.
- Survey results indicate a diversity of preferences for training methods and techniques. The results of the surveys are presented in Table 3.

Table 3.

Preferred training methods and techniques

Training methods and techniques used in the company	Manager	Employees	Total
Audiovisual methods	19%	28%	27%
Videoconference	0%	2%	2%
Simulations	16%	13%	14%
Games and case studies	16%	24%	22%
Team-building techniques	6%	9%	9%
Coaching	25%	13%	15%
Mentoring	6%	1%	1%
Learning through adventure	9%	10%	10%
Other	3%	0%	0%

Source: own elaboration.

Block 3 - Performance evaluation

- When analysing the results of the survey regarding the evaluation of the usefulness of the organised training, it was found that they are varied. 55% of the respondents believe that they actually use the knowledge acquired during the training courses in their current work. 32% of respondents showed dissatisfaction. In the group of managers, only 40% of the respondents rated the usefulness of the training positively, which may be due to the different expectations and needs of this professional group. Employees, on the other hand, show more satisfaction in this matter (58% of positive evaluations).
- In the opinion of the respondents, after the training, the employer does not verify their knowledge after the training (88%), no detailed analyses are carried out (e.g. whether the intended effects were achieved, whether the employees need further training, etc.). - the options "rather not" (49%) and "no" (22%) dominate in the responses. The same opinion is held by both managers and employees of the company.

5. The training process and its specifics in a small company - the employee's perspective

5.1. Description of the survey

The research, which aimed to provide an insight into the training policy practices implemented by small operators in Poland, was carried out in 2023 with a quantitative method, using a survey questionnaire as the measurement tool. Employees of beauty salons in Poland were surveyed, and the salons themselves were searched using the Google search engine (after entering the criterion 'beauty salon <name of city>'). The survey questionnaire was developed jointly with Roksana Habrzyk as part of her own work, and the link to the survey was sent to the mailboxes of beauty salons in Poland, as well as made available via the Internet. The survey involved 120 respondents - employees of beauty salons in Poland. The respondents were predominantly women (98.2%), aged between 30 and 44 years (54.2%), with a cosmetology degree (58%), working in micro entities with up to 5 employees (62.7%). Table 1 contains the full characteristics of the respondents' collective.

Table 4.
Characteristics of the population of respondents surveyed

Synthetic criterion	Elementary criterion	Results in percentage terms
Gender	Woman	98,2%
	Husband	1,8%
Age	18-29	30%
	30-44	54,2%
	45-59	15%
	Over 60	0,8%
Education	Basic vocational school - beautician	1,7%
	Secondary vocational school - beauty services technician	37%
	Higher education - cosmetology	58%
	Preparation courses	2,5%
	I am self-taught	0%
	Other: secondary education and further education courses	0,8%
Employment	Less than 5 people	62.7%
	From 5 to 10 persons	31.4%
	Over 10 persons	5,9%

Source: own elaboration based on (Habrzyk, Dudzik-Lewicka, 2023, pp. 72-75).

5.2. Selected results of the quantitative survey

Block 1 - Organisational aspects of training and respondents' attitudes towards them

- The results of a survey of employees of small businesses show that employers are investing in the development of their employees through training. 81% of respondents confirmed that training is implemented in their workplace. In contrast, 11% said that no such practice exists in their workplace. The remaining 8% did not express a clear opinion on the subject.
- For the question "Does your employer care about your development?" the most common answer given by respondents was "yes" (48%). The other half of respondents split into two groups: 22% said that the employer does not care about their development and 30% had no clear opinion on the subject. It is noteworthy that such a large group of employees are not sure whether their employer invests in their development. It also appears that those with a university degree are more appreciative of their employer's efforts in terms of professional development, with as many as 35% feeling that their employer cares about their development.
- The evaluation of the level of organisation of training projects in the workplace is as follows: 43.5% of respondents rated the level of organisation of training as "neither good nor bad", 32.5% of respondents thought the level was good, 20% of people rated the implementation of training projects bad or very bad and only 4% of respondents gave a very good rating.
- In examining respondents' attitudes towards training, it was noted that 47% of respondents take part in training to fill their gaps, 28% always take part in all training organised, 20% of respondents only take part in training that is compulsory and only 5% responded that they do not take part in training at all.

Block 2 - Preferences for subject matter, location and training techniques

- For the question "Does the employer talk to employees about their training needs when planning the delivery of training?" the most common answer given by respondents was "rather yes" (38%). 30% said that the employer "rather not" has such discussions, 13% of the respondents indicated that the employer "definitely yes" engages in these discussions, also 13% of the respondents answered that the employer "definitely no" discusses the subject with them, and only 5% said that they had no clear opinion on the subject.
- 85% of respondents prefer in-house training. This may be due to the availability of such training, as well as the benefits of tailoring the content to the specific company and team. 10% indicated that they prefer training organised outside the company.

This in turn may be related to the search for diverse sources of knowledge and experience. 5% of respondents were not clear on this.

- The results of the survey indicate a diversity of approaches to training in small enterprises in terms of preferred training methods and techniques and frequency of use. The data are presented in Table 5.

Table 5.

Training methods and techniques, including their frequency of application

Training methods and techniques used in the company	Permanently (%)	Very frequently (%)	Often (%)	Sometimes (%)	Never (%)
Experiments	11	4	17,5	30	37,5
Lectures and demonstrations	44	32,5	17,5	5	1
Practical activities	65	20	11	3	1
Training based on case studies	1	1	1,5	14	82,5
Mentoring	1	12,5	21	37,5	28
Coaching	0	1,5	9	43	46
Instruction of the person responsible for implementing the skills	37,5	33	20	7	2,5
Trial and error method	0	0	3	17	80
Modeling on colleagues	16	50	24	6,5	3

Source: own graphic design based on (Habrzyk, Dudzik-Lewicka, 2023, p. 90).

Block 3 - Performance evaluation

- The vast majority of respondents believe that the training provided contributes to the development of professional skills and competences. As many as 55% expressed this opinion and an additional 17% said this was definitely true. 14.5% of respondents believe that the organised training does not contribute to their professional development and 13.5% had no opinion on the subject.
- 88% of respondents noted that the knowledge of trainees is not verified after the training. On the other hand, 32% of respondents indicated that knowledge is verified, but only 12 respondents stated how exactly this is done. The most common responses from respondents regarding verification of knowledge after training include: performing treatments on colleagues and/or employers and observing the number of clients signed up for a particular treatment and to a particular beautician.
- The majority of the beauty salons in which the respondents work - after the training - rather not (48%) or definitely not (23%) any analysis is carried out on what objectives have been achieved, whether the employees need further training, whether the intended effects have been realised. Only 12.5% of respondents hold the opposite view.

6. Summary

The research investigations carried out confirmed that the sophistication in the exploration of employee training issues and the level of involvement in their organisation on the part of small and large employers varies. The training policy from the perspective of the employees of these companies is not sufficiently developed, and the most important findings of the research include:

- in terms of improving their professional qualifications, the surveyed employees of both small and large companies show great interest in this matter,
- it is noticeable in the aspect of organising training and investing in employee development that a large group of surveyed employees of small companies are not sure whether their employer invests in their development - this may be an important area for further research, while in a large company managers are more willing and more likely to participate in training,
- it seems that people with higher education appreciate employers' efforts in terms of professional development more - this trend is noticeable in both research subjects,
- the company's policy on employee training is met with a great deal of dissatisfaction on the part of the employees of a large company, in the case of small companies - their employees - are not able to clearly assess their employer's activities in this regard, which may indicate that their knowledge of the training process is poor,
- training projects too rarely take into account the individual needs and preferences of employees, which means that a personalised approach to training is not a priority for employers of both small and large companies,
- employees of small companies strongly prefer on-the-job training, while employees of large companies show different opinions on the matter depending on their position - managers prefer training outside the organisation, while employees are in favour of on-the-job training,
- small cosmetics operators prefer training of a purely practical nature, large companies tend to use a variety of training methods and techniques in the learning process, best suited to the situation,
- employees of a large company, especially managers, express greater dissatisfaction in their assessment of the usefulness of the training provided,
- irrespective of the size of the company, they do not verify the effects of the training, they do not carry out any analysis of what objectives have been achieved, whether the employees require further training or whether the intended effects have been realised.

The presented conclusions cannot be generalised on a nationwide scale due to the lack of a representative research sample. Nevertheless, the presented research material exposes interesting problems appearing in the context of relatively low activity in the implementation of the full training process, therefore - in the author's opinion - the conducted research implies the possibility of both continuing and broadening the undertaken issues in the future.

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