

BUSINESS EDUCATION AS A POSSIBLE PATTERN OF SYSTEMATIC EMPLOYEE DEVELOPMENT. SEARCH RESULTS

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Introduction

According to Pastier “apart from acquiring new scientific knowledge the task of education in modern society is also mastering and raising moral values, which lead to understanding human society, peaceful coexistence of mankind. Education keeps and develops cultural wealth of society.”⁶¹ Such education can be expanded by means of lifetime education. Within the European Strategy of Employment the European Commission and the member states have defined the lifetime education as “every targeted educational activity, the purpose of which is permanent improving the knowledge, skills and total capacity” and the Memorandum on Lifetime Education has added the “lifetime education is a fundamental means of reaching further development of citizenship, social cohesion and employment”.⁶² Education and training are therefore the key means to influence one’s future and personal growth. Permanently changing conditions in the labour force market, dynamics of technological development, increasing demands for scholarship and higher qualification make people deepen their knowledge and improve their skills. Intangible investments and getting best human resources are becoming the main moving power of progressing, self-realization, self-satisfaction and play an important role in creating new jobs and supporting the competitiveness in the labour market. An important role is played by connection of the acquired knowledge and its subsequent transfer to practice by means of education. Upbringing and education also greatly contribute to development of abilities and skills of company staff. Whilst upbringing is more understood as a process of creating a personality, education represents its development.

Importance of lifetime education and its unquestionable contribution are rising due to quick development of new technologies, rise of new spheres of business made by globalization and changes in the labour market, which are requiring an expansion of knowledge and skills of workers. To say it briefly, education and development of employees belong to unavoidable elements of further development of company because it is the quality of human resources which decides how quick and at the same time of what quality development of companies will be.

The White Paper of the European Union includes the so called “three factors of change” as the three main trends of development of our society⁶³:

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⁶¹ PASTIER, J. a kol. Vzdelávanie dospelých v procese transformácie ekonomiky a sociálneho rozvoja. In Zborník štúdií z priebežných výstupov grantovej výskumnej úlohy No. 1/1391/94. Bratislava: Faculty of Arts, UK, Bratislava, 1994

⁶² *Memorandum o celoživotnom vzdelávaní*. Pracovný materiál Európskej komisie, 2000. RKP. Brussels.

⁶³ Biela kniha o vzdelávaní a odbornej príprave – Výučba a vzdelávanie – Smerovanie k vzdelávajúcej sa spoločnosti, 1995. Available on the internet: http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf

- influence of information society: it came into existence on the basis of transformation of the nature of work and organization of production whilst increasing the task of flexibility of human factor and adaptation to the changed working conditions as e.g. development of cooperation within the networks, increasing use of partial agreements and development of team;

- influence of internationalization: it can be seen not only in the field of financial and technological markets but it also enters the sphere of employment and competitiveness which causes the need of increasing qualification;

- influence of scientific-technological progress: new technological means, new knowledge have arisen and a new model of creation of knowledge and "know-how", which is connecting high specialization and interprofessional creativity is arising. They are especially better information and expansion of knowledge that help overcome the fear of quick progress.

In the White Paper these complex processes of change have been presented in the form of expanding its knowledge basis and the related ability to get a job – with regard to the fact that in the present society man is continuously fed by a great deal of new information, there appears the necessity of providing broad and usable knowledge, which is of key importance in acquiring new skills. The White Paper also emphasizes the necessity "to develop this approach to training all the lifetime".⁶⁴

Therefore it suggests five main goals:

- support of acquiring new knowledge, i.e. increasing the general level of knowledge,
- closer connection of school and business sector,
- fight against exclusion: to give the second chance by means of further education,
- mastering three languages of the European Community,
- equal approach to capital investments in training.⁶⁵

Corporate education

Education is a lifetime process for a man. To be effective and contributory each process must be systematic. The process of upbringing and education can be understood as a connection of these factors:

- Who educates: The subject of education,
- How he/she educates: the form of education,
- What he/she educates: the contents of upbringing and education,
- Why he/she educates: motivation to educate,
- When he/she educates: time dimension of education process.

Corporate education is an important part of care of employees. In some respect it is similar to the education, which is provided by school institutions for pupils and students, but it is different by the fact that education is not a priority for majority of employees, but it is most of all part of their work. Corporate education is one of the basic personnel activities, which are connected with planning of human resources, recruitment and selection of workers.

It can be characterized as an educational process, which is organized by company and includes education in the company as well as education out of the company or education in the workplace. Its aim is not only providing knowledge but also creating conditions for self-

⁶⁴ CRESSONOVÁ, E., FLYN, P. Vyučování a učení : cesta k učící se společnosti. In: *Bílá kniha o vzdělávání a odborné přípravě*. 1991.

⁶⁵ Biela kniha o vzdelávaní a odbornej príprave – Výučba a vzdelávanie – Smerovanie k vzdelávajúcej sa spoločnosti, 1995. Available on the internet: http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf

realization and by means of corporate education the personal and corporate aims become unified.⁶⁶ According to Palan corporate education includes:

- education within the adaptation process and preparing workers for employment,
- deepening the qualification,
- increasing the qualification,
- retraining,
- education of managers.⁶⁷

Kachaňáková characterizes corporate education as a “permanent process, in which there is adaptation and change of working behaviour, knowledge, skills and motivation of company workers by learning on the basis of different methods. The result is a smaller difference between actual competencies of workers and requirements made on them.”⁶⁸

Corporate education is becoming part of personnel activity and it is inevitable for reaching the organizational targets. The company, which supports and organizes education for its workers following the strategic goals of the company, will be more successful and will provide its employees a better perspective for development and self-improvement. Each organization should have its specific philosophy of education emphasizing importance and significance of corporate education. The basis of the system of corporate education includes the approach of company to education. Šiller presents five basic approaches to corporate education:

- the zero version: company realizes only those educational programmes, which result from the law and professional rules. All other educational activities are left to the staff and their own initiative,
- the random approach: educational undertakings are not systematic and are selected at random on the basis of momentary need,
- the organized approach: it is a bit more effective than the random approach because education activities are purposefully planned and more detailed on the basis of specific criteria,
- the targeted concept: systematic, targeted, permanent educational activities the creation of which is also shared by external agencies in cooperation with line managers and human resources management,
- the concept of learning organisation: the possibility of self-education and self-improvement supported by management is gaining importance. But in practice it is applied very rarely.⁶⁹

The target of corporate education should be a systematic and purposeful creation of employment potential, which at the same time improves the conditions for effective fulfilment of strategic goals of company. Increasing performance of the staff, improving their skills and acquiring new knowledge, using their own resources for future needs of organization, shortening the time of adaptation to new task or position, possibility of self-improvement and higher self-realization contribute to higher satisfaction of the staff making the company reach a higher competitiveness in the market.

According to Czikk and Čepelová „with rising satisfaction of the staff and their feeling that their work in the company enriches them, the level of their passion for work and their own performance in the company is also increasing.”⁷⁰ Unifying both personal and company targets

⁶⁶ PALÁN, Z. Lidské zdroje – Výkladový slovník. Academia, 2002. In: *Inovační centrum dalšího profesního vzdělávání*. Available on the internet: <http://www.andromedia.cz/andra.php?id=474>

⁶⁷ PALÁN, Z. Lidské zdroje – Výkladový slovník. Academia, 2002. In: *Inovační centrum dalšího profesního vzdělávání*. Available on the internet: <http://www.andromedia.cz/andra.php?id=474>

⁶⁸ KACHAŇÁKOVÁ, A. *Riadenie ľudských zdrojov: personálna práca a úspešnosť podniku*. Bratislava: Sprint, 2007

⁶⁹ ŠILLER, J. *Řízení vzdělávání pracovníků*. Praha: Personál, 1997

⁷⁰ CZIKK, P., ČEPELOVÁ, A. *Vzdelávanie a rozvoj zamestnancov*. In: *Manažment v teórii a praxi*, Vol. 2, 2006, No. 2. Available on the internet: <http://casopisy.euke.sk/mtp/clanky/2-2006/cepelova.pdf>

and accomodation of occupational skills and possibilities to the requirements of job belong to the most important tasks of corporate education. But we must emphasize that this education must take place under some conditions to make the expansion of knowledge and mastering the skills of the staff effective not only for the company but also for the employee.

Effective corporate education

Effective education of the staff is inevitable for reaching the set goals of the company. Armstrong gives ten conditions for effective education:

- the staff must be motivated to getting education and be aware of the fact it is necessary to improve the present level of their knowledge to be able to perform a high quality work;
- the educated staff should have a clearly set target and acceptable norms;
- it is inevitable for the staff to be led by an experienced educator whose task is to lead, orientate and navigate properly and to give them his/her feedback;
- feeling of usefulness and usability of the ongoing training is very important for the staff-education should satisfy one or more of their needs needs to be able to learn even under very difficult conditions;
- learning should not be only passive receipt of information but mainly active participation in education;
- the used methods of education should be in conformity with the needs of work, job and staff;
- educational methods should be varied which helps keeping attention and interest of the staff being trained;
- it is necessary to give sufficient time for absorption of the acquired knowledge;
- with long-term educational programmes it is effective to train in phases and to evaluate the current status and behaviour after each phase;
- it is important to bear in mind that different levels of training require different methods, which may take different time.⁷¹

With increasing competition education is becoming more and more important thus creating an important part of management of human resources in the company. Thanks to systematic approach to education the means are spent effectively, it is possible to use education also in the spheres of motivation, assessments and rewarding of the staff thus developing the system of management of human resources.

Systematic corporate education

The most effective education of staff in the organization is a well organized systematic education. It is a continuously repeated cycle based on the principles of educational policy following the goals of educational strategy and relying on the carefully created organisational and institutional preconditions of education. The educational cycle itself starts with identification of the needs of company staff education being followed by the planning phase and ended by its own process of education, i.e. realization of educational process. Then there follows the phase of evaluation of results of education and evaluation of effectiveness of educational programme and forms and methods used.

„Systematic development and education of staff represents a process of targeted and balanced development of human resources potential of company, i.e. deepening of professional and personal skills and competences and increasing motivation of staff and management.“⁷² An appropriately chosen system of effective staff education may be regarded as an inevitably

⁷¹ ARMSTRONG, M. *Řízení lidských zdrojů*. Praha: Grada Publishing, 2005

⁷² HITKA, M., KUCHÁROVÁ – MAČKAYOVÁ, V. *Personálne činnosti v malých a stredných podnikoch*. In *Manažment v teórii a praxi* (online), Vol., 2007. No. 4. Available on the internet: <http://casopisy.euke.sk/mtp/clanky/4-2007/5.hitka.pdf>

important system in every company. According to Vodak and Kucharčíková it is a certain „repeating cycle, which is based on the company educational policy, follows the targets of the company educational strategy and relies on the organisational and institutional preconditions of education.“⁷³ It is due to the sophisticated system of education in the company that the firm is able „to produce“ highly qualified staff of high efficiency and excellent potential for the future thus improving also the performance as for the quantity and quality of production as well as total productivity of the company. Development of working abilities should precede technological and organisational development of the company to make the staff able to respond flexibly to the requirements of the market and the need of permanent improving of the company management system. Managers of companies, which use a systematic approach to company education are well aware of the fact that in spite of being however good, the processes and technologies in the company are not sufficient enough to create a competitive advantage of the company.

The above mentioned means that they are the investments in company education, mastering the knowledge, development of skills and abilities of people and subsequently higher quality of the staff by means of such education that can increase the company prosperity and growth. But it is very important to make education targeted, systematic and continuously running in a repeated cycle under optimum conditions. Thus the staff being educated are more flexible, engaging, adaptable and they share the company mission and goals more intensively. To summarize the principles of corporate education its main task is to enable employees to permanently widen their knowledge to be able to get specific skills for their work at the relevant position, to innovate the range and structure of theoretical knowledge and create optimum conditions of realization of the plans of staff development with regard to their individual characteristics and personal potential.

Return on investments in education

Difficult economic situation makes companies decrease and economize in all spheres. This results in reevaluation of all investments including those concerning the sphere of human resources. But it is the education which is unvaluable and extremely necessary for keeping a coherent and motivated workforce. Therefore we are presenting several reasons why investing in education is important. Education:

- helps keep pace with market changes and improve productivity and quality of work;
 - the staff which are educated work more effectively, more quickly, they make fewer mistakes and faults;
 - abets loyalty and encourages staff to further development;
 - helps staff respond more flexibly to an increased volume of work;
 - improves morale at work and increases trust of staff;
 - can determine the priorities with regard to the specific needs of staff;
 - well trained employee is the greatest asset of company.

Some enterprises prefer hiring “prepared“ staff, who are fully prepared to perform relevant work. Great disadvantage of company education or investment in education is the risk of employee’s leaving the company for another one with all his/her gained abilities and knowledge acquired by means of training and education. According to the almanac the Progress Letter – Personal Progress the surveys have shown that the most optimum and the most frequently used methods of measurement and quantifying the return on investments in development of human resources are monitoring of educational process, evaluation questionnaires before, during and at the end of educational undertakings, which are orientated at the lecturer’s performance, acquired knowledge and subsequent evaluation of performance and

⁷³ VODÁK, J., KUCHARČÍKOVÁ, A. *Efektivní vzdělávání zaměstnanců*. Praha: Grada, 2007

behaviour of the participant, who has absolved the selected educational programs.⁷⁴ By means of these methods the effectiveness of investments in education can be monitored in the form:

- participants' immediate and long-term satisfaction with the educational programme;
- measurable growth of knowledge of participants;
- positive change of behaviour of participants of the educational process;
- change of economic and business results;
- economic return on the investments and spent money;
- influence of educational programme on reaching business priorities as well as secondary contributions.⁷⁵

However the problem is in the fact that companies often start education of their staff only when company is not making profits and its success is falling. The reason may be e.g. lower performance than the one required by the company. It must be taken into consideration that this fall may have been caused by more factors and staff education cannot reverse or save such situation. Therefore subsequently there follows disappointment and distrust and negative approach to further education by the employer but also the staff. There are more reasons causing such situation: bad working conditions, negative interpersonal relationships, low motivation, vaguely formulated tasks and goals of company, lack of information, low material resources, different performance of staff and the like. Therefore companies are afraid of investing in human resources or education of their staffs. Here is space for motivation of staff, which is one of basic preconditions of real success and effective performance of employees. The ability of managers to motivate their staff is considered one of the most important abilities which influences the success of the whole organization. Staff must be not only recruited and paid their wages but it must also be also developed and motivated. Therefore it is necessary to create room for taking specific measures in the sphere of company human resources management in the form of different motivation factors to prevent staff to leave the company for competition thus creating a positive approach to the organisation.

Such approach may be strengthened within "identification of worker's interests with the interests of organisation by means of forming an interest in development of one's own abilities and skills and their active use in the working process."⁷⁶ The company which gives its staff room for their development and self-realization, personal growth and promotion need not be afraid of their leaving the company or no return on investment in education in the sphere of human resources. Motivating approach to staff education should also lead to transforming of their professional training for practice. Therefore it is extremely important for employers to have a positive approach to education as a lifetime need and at the same time to make company staff have a positive approach to acquiring knowledge and skills and make them be willing to continue their education.

Methods of education as motivating factor

The right choice and suitable use of methods of education are an important instrument of educational process. Their choice depends on a number of circumstances such as requirements of company, individual needs of staff, present world trends, effectiveness of educational activities, etc. Vodák and Kucharčíková indicate that „present educational methods should support creativity and flexibility, willingness to accept changes and respond to them. They should also use modern technological means.“⁷⁷ As for the choice of educational methods they indicate that „to reach a higher effectiveness of education it is suitable to use combination

⁷⁴ MANIKOVÁ, J. Návrh investiční do lidí. In: *Zborník odborných textov Progress Letter*. Bratislava: Veldan, 2007

⁷⁵ Ibid

⁷⁶ HITKA, M., POTKÁNY, M. Controllingová koncepcia integrovaného manažmentu v spojitosti s motivačným programom organizácie. In: *Manažment v teórii a praxi*, Vol. 1, 2005

⁷⁷ VODÁK, J., KUCHARČÍKOVÁ, A. *Efektivní vzdělávání zaměstnanců*. Praha: Grada, 2007

of several methods.”⁷⁸ Generally it cannot be said which method is the most suitable and the most effective, it is necessary always to follow the goals to be reached and accessibility of the means which make it possible to reach them.

Vodák and Kucharčíková also state different criteria of choice of methods:

- number and age of participants;
- present knowledge level of participants;
- level of required knowledge;
- present and required skills;
- position or job;
- programme target and priority;
- kind of business;
- professional level and experience of lecturers;
- motivation to learn.⁷⁹

According to Koubek the methods of education can be divided by the place of their application as follows:⁸⁰

- the methods used to educate in the workplace whilst working – i.e. when performing casual working tasks. They are individual methods of education requiring an individual approach and partnership relation between the educated and educator. They include: demonstration, coaching, mentoring, job rotation, etc.
- the methods used to educate out of the workplace – either in the organisation or out of it. They are often realized in a mode similar to the school one. They are the methods used in mass education of groups of participants. They include: lecture, discussion, seminar, case study, workshop, role play, brainstorming, simulation, group exercises, team building, assessment centres, outdoor training, e-learning, etc.

Methods

As mentioned in the theoretical part of our paper the aim of corporate education should be a systematic and targeted creation of employment potential, which at the same time is improving the conditions for effective fulfilment of strategic goals of company. Increasing the staff performance, improving their skills and getting new knowledge, using its own resources for future needs of organisation, shortening the time necessary to adapt to a new work task or position, possibility of self-improvement and higher self-realization contribute to higher satisfaction of staff thus making the company reach higher competitiveness in the market.

The aim of empirical part of our paper is an endeavour to analyze the mechanism of corporate education by the company/firm staff themselves. To meet the needs of our research we have chosen a quantitative methodology and using the questionnaire we are searching e.g. satisfaction of the staff with the current offer of educational activities; possibility to choose the educational activity according to one's own choice; what forms of education are acceptable at the workplace; realization of professional education and others.

The survey sample consisted of 81 respondents – graduates having graduated in the academic years 2009/2010 to 2014/2015 in the study programme in French language – the Sales Management offered by the Faculty of Trade of the University of Economics in Bratislava⁸¹.

⁷⁸ Ibid

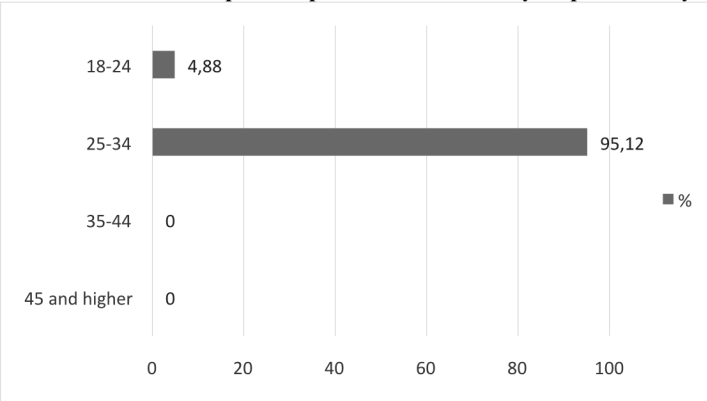
⁷⁹ Ibid

⁸⁰ Ibid

⁸¹ The study of the french study programme Sales Management was a result of the cooperation among University of Economics in Bratislava and *Univerzity Pierre Mendès France Grenoble*.

The respondents of the research work in different types of enterprise segment. The return of questionnaires amounted to 45 respondents. The selection was aimed at this type of study programme purposefully because it prepares students for professions in the sphere of business, sales and international activities, which are dealing with complex marketing and trading problems requiring middle-term and long-term decisions, modelling virtual behaviour of market subjects and their interaction to marketing environment. In the following graphs we present the anamnestic data of the research respondents expressed in percentage.

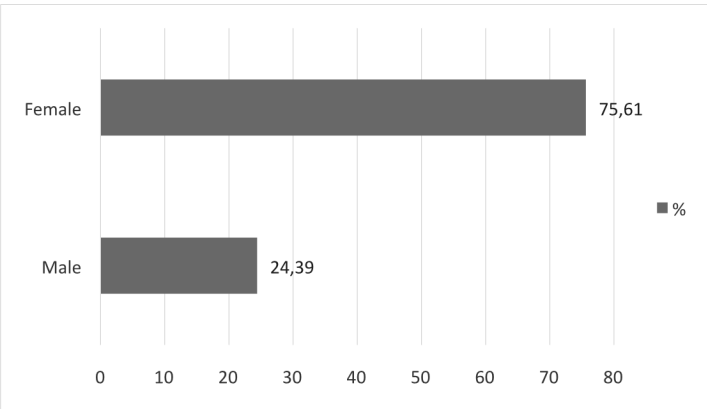
Graph 1. Representation of survey respondents by age



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

The results show that the age average of respondents is represented by the age categories of 25-34 years and majority is represented by women amounting to 75.61 %.

Graph 2. Representation of survey respondents by sex



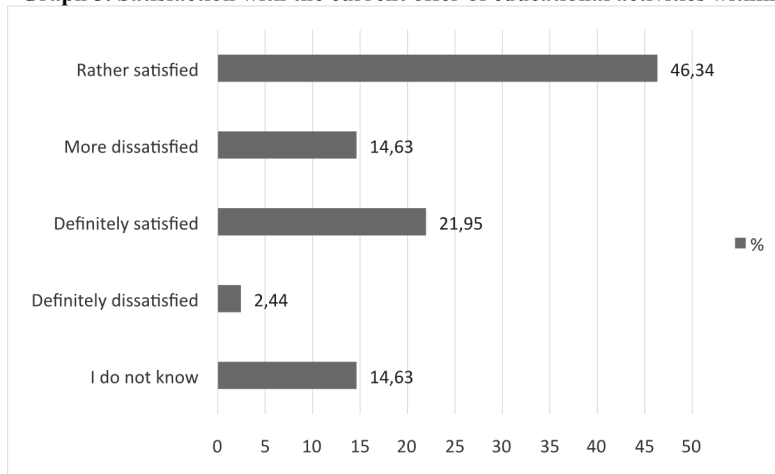
Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

Results and discussion

The main task of corporate education is to enable the company/enterprise staff to permanently widen their knowledge to be able to get specific skills to perform their work at relevant position, to innovate range and structure of theoretical knowledge and create optimum conditions for realization of their development plans with regard to their individual characteristics and personal potential. Therefore in the following part of the paper we present the results which we consider to be important and contributory as far as the problem of corporate education is concerned.

The first area of our research findings is an analysis of satisfaction with educational activities within the company (graph 3). 46.34% of respondents are “rather satisfied“ and 21.95% of respondents are “definitely satisfied“ and 14.63% of respondents cannot express their opinion or are rather dissatisfied with the current offer of education. According to our opinion satisfaction of the staff with the offer of educational activities is connected with the very educational effectiveness because, as stressed by Armstrong (2005), it is the effectiveness that is perceived as an inevitable element for reaching the set goals of the relevant company.

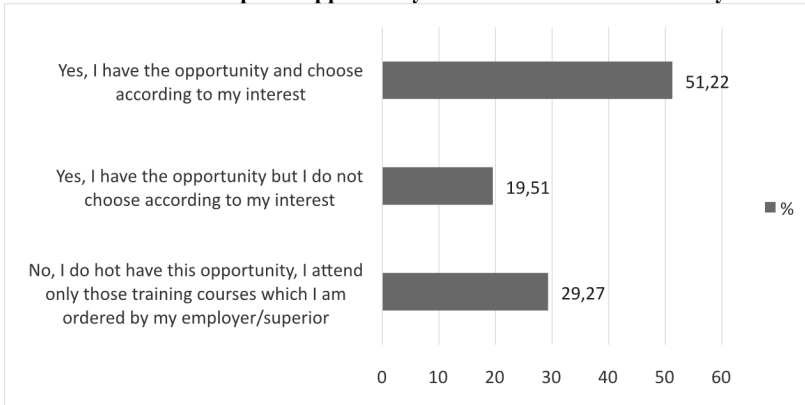
Graph 3. Satisfaction with the current offer of educational activities within the company



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

We have also paid attention to the finding if the respondents have an opportunity to choose educational activity according to their own selection (Graph 4). 51.22% of respondents gave a positive answer, but 29.27% of respondents do not have this opportunity and attend the training courses which are ordered by employer. As Vodak and Kucharčíková (2007) stress the right selection and suitable use of educational methods depend on the company's requirements, individual needs of the staff, present worldwide trends, effectiveness of educational activities and the like. But in general the current educational methods should support creativeness and flexibility, willingness to accept changes and respond to them.

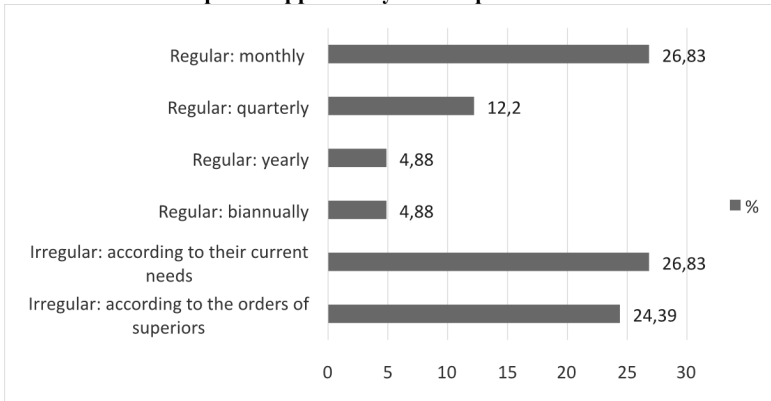
Graph 4. Opportunity to choose educational activity



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

According to 26.83 % of respondents the frequency of opportunities to take part in training courses (Graph 5) was a regular one – monthly opportunity, on the contrary according to the the same percentage of respondents the opportunity of educational activities was an irregular one - according to their current needs. We cannot neglect the fact that 24.39 % of respondents had irregular opportunities to take part in educational activities - according to the orders of superiors.

Graph 5. Opportunity to take part in educational activities



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

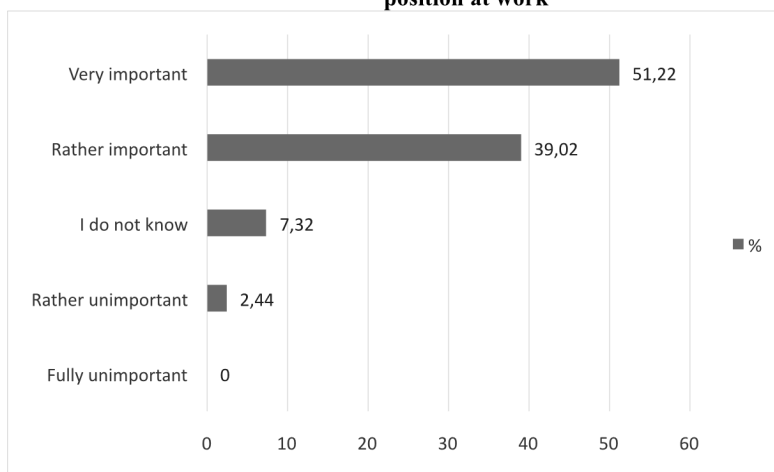
The above finding is closely connected with a simple question put to our respondents which is as follows: “*Would you welcome the opportunity of taking part in training courses more often than at present?*” where 60 % of respondents gave an answer “yes” and 40 % gave a definite answer “no”. In this regard we must emphasize that it is the well organized systematic education which is the most effective way of staff education.

According to Hitka at al (2007) “a systematic development and staff education represent a process of targeted and balanced development of human potential of the company, i.e.

deepening the professional and personal skills and competencies and increasing the motivation of staff and management“.

Due to the elaborated system of company education the firm is able “to produce“ highly qualified employees of very good performance and excellent potential for the future thus improving also the performance from the point of view of quantity and quality of production but also a total produce of the company. With regard to their recent position at work as many as 51.22 % consider further education within the company very important. This fact is rather unimportant for only 2.44 % of respondents (Graph 6).

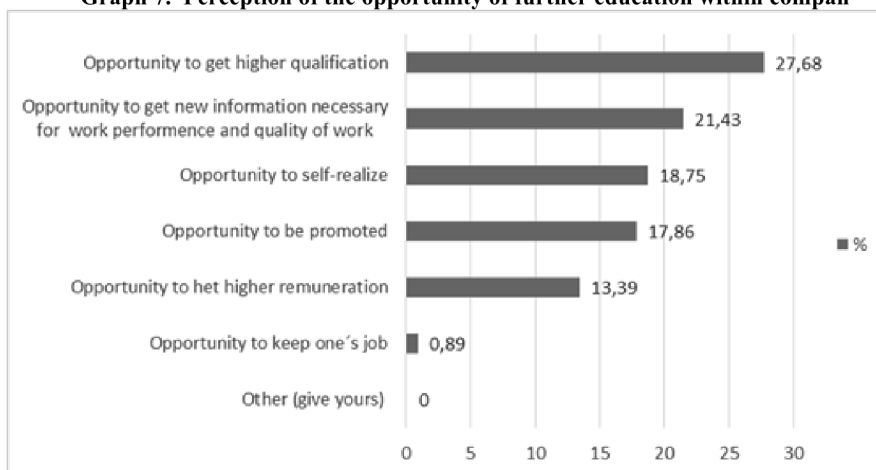
Graph 6. Importance of further education within the company with regard to the recent position at work



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

Opportunity of further education within company (Graph 7) is understood by 27.68 % of respondents as an opportunity which will enable them to get higher opportunity to get new information necessary for increasing work performance, quality at work is considered by as many as 21.43 % to be another important alternative, which this type of education gives them. 18.75% consider further education to be the sphere of certain self-realization. According to Palán (2002) the aim of corporate education is not only passing the knowledge but also creating the conditions for self-realization and perspective, development and self-improvement. Corporate education should result in unification of personal and corporate goals.

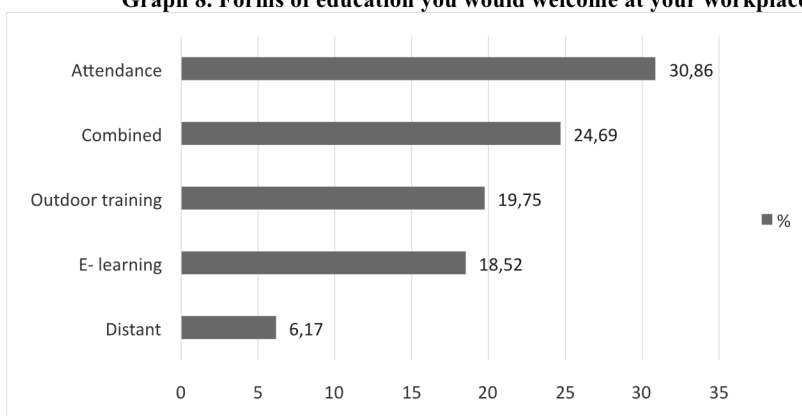
Graph 7. Perception of the opportunity of further education within compan



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

An important area deals with forms of education at the workplace (Graph 8). The forms of education welcomed at the workplace include especially an attendance form amounting to 30.86 % of respondents, a combined form of education preferred by 24.69 %. The outdoor training form of education amounting to 19.75 % and e-learning amounting to 18.52 % of respondents should also be taken into consideration. Distant form of education amounting to 6.17 % of respondents is the least wanted one. In this regard Vodák et al (2007) claim that it is not possible to determine the method that would be the most suitable and effective. According to their opinion it must be based on the goals to be reached and on accessibility of the means which make it possible to be realized. Finally they claim „to reach higher effectiveness of education it is suitable to use combinations of several methods.“

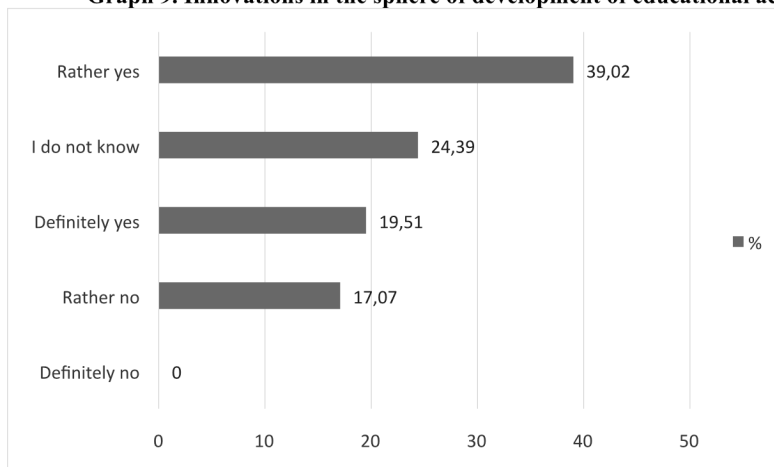
Graph 8. Forms of education you would welcome at your workplace



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

The last area which we focussed on in our research was also to find out if employer himself pays sufficient attention to innovations in the sphere of development of educational activities (Graph 9). 39.02% of respondents gave a positive answer, rather yes. But it was shocking that 24.92 % of respondents were not able to answer the question. 17.07 % of respondents had a rather negative attitude to the area of innovation of educational activities.

Graph 9. Innovations in the sphere of development of educational activities



Source: The results of survey are an output of the project VEGA 1/0282/15 Instruments of Marketing Policy in New Business Models Orientated at Creating Multiple Value for Customer under the Conditions of Sustainable Development.

Conclusion

In modern society the requirements to knowledge and skills of an individual are continuously changing. During his/her economic activity one cannot make ends meet with what he learned when preparing for his/her job. In modern society education and training work skills are becoming a lifetime process as in the new work context it is increasingly unlikely to find a lifetime employment. Our professional track is usually characterized by inputs and outputs in the labour market and permanent changes of employment, which we must conform to. This requires an analysis of the labour market, an open and flexible approach to requirements among which mainly the requirements to quality and topicality of professional skills and knowledge prevail. Many companies underappreciate the importance of staff education as a means leading to reaching better and higher quality performances as well as to so called positive behaviour of their employees.

Therefore in companies it is necessary to create a systematic process of education, which on the basis of adequate motivation would meet the task of getting and mastering the necessary knowledge and skills needed for fulfilment of the required targets. It is not only an endeavour of organisation to persuade the employee to be developing all his lifetime, to know his/her value and to be increasing it by means of development. Companies should not only get good workers but first of all they should be able to maintain the best ones.

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Summary

Changing conditions in the labour market, dynamics of technical development, increasing requirements for higher qualification make one deepen his/her knowledge and extend his/her skills. Therefore education and training are the key means of influencing one's own future and personal growth. Education and development of employees belong to inevitable elements of society, because it is the quality of human resources which decides how quickly companies will proceed and at the same time what the quality of this process will be. Investment in human capital by means of educational systems and training is an inevitable part of the strategy of Europe in securing a high level of sustainable growth based on knowledge, which is in the centre of Lisbon Strategy, whilst at the same time the self-realization, social inclusion and active citizenship are also supported. Therefore the aim is to clarify not only the theoretical level but also the empiric results of the research in the sphere of business education of the graduates of the study program Sales Management.