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EDUCATION AND TRAINING OF EMPLOYEES IN THE CONTEMPORARY CONDITIONS OF ECONOMIC DEVELOPMENT

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Abstract: *The organization theory offers possibilities for justification of continuous innovative change of structures. The paper differentiates an implicit aspect of innovation, differences among the concepts, which are related to the employees / the product and social-cultural/procedural understanding, and to the innovative practice. For the innovation it means opening to the uncertainty, extending the development option, and supporting the organization which tries to find generate aims. The development process within the organization raises the issue of different approaches, strategies and methods in order to determine the needs, and plan the market-oriented training. Hence, the issue of needs becomes even more important and seeks for the systematic determination of the needs by discussing the matter of how the needs have been constructed. The paper analyses the activities related to education and professional development of employees, career development, and the organization development.*

Key words: *training within the organization, innovations, educational needs, carrier development.*

1. ANALYSIS OF EDUCATIONAL NEEDS AS A STARTING POINT FOR EMPLOYEE TRAINING?

Identifying or examining needs is considered in many publications as the first step of the functional cycle in working with adults. The aim of the needs test is to determine as concretely and authentically as possible, "what a learning group still needs to learn until certain qualification requirements are met" (Müller / Stürzl 1992, p. 193). Based on what happens - as a construct - it follows the setting of goals, planning, implementation, and finally the control of success and ensuring the quality of the educational offer. In this procedure, which can be categorized as classical-traditional, the need for education and qualification is defined as the difference between the existing qualification (IS-qualification) and the required qualification (SHOULD-qualification) (Domsch / Harms / Stickse 1998). The task of appropriate needs analysis is to "determine the knowledge, skills and behaviors that an employee

should have up to a certain planning horizon in the future, if he intends to successfully master the impact program that includes all existing knowledge and knowledge that follows" (Drumm 1995 , pp. 185). It seems that everything is potentially possible only by applying the latest procedures of "discovery", communication, consensualization, and that the implicit constructiveness of the used concepts, expectations and mentality, which are specific to a particular profession, cannot distort that process, in any way.

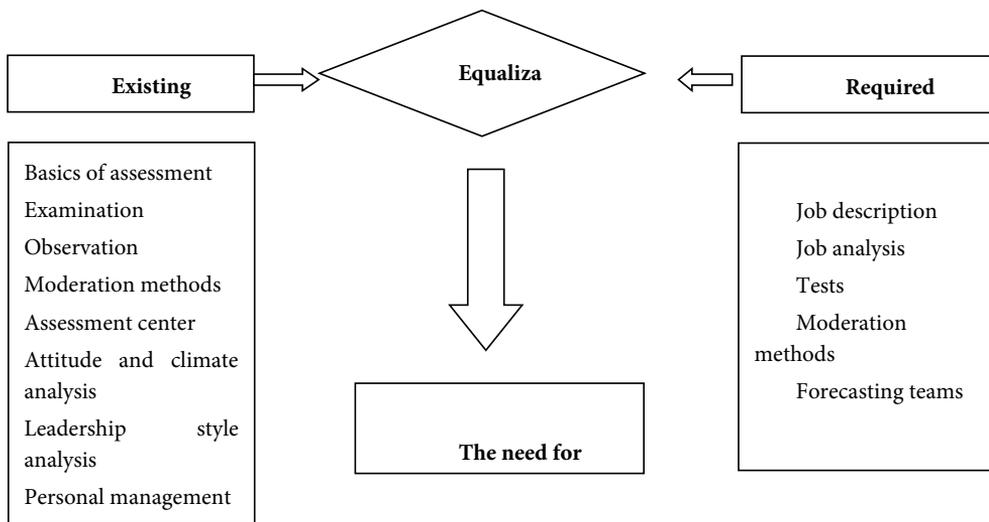


Figure 1: Analysis of educational needs as an equalization of existing and required qualifications

This warning shows that debates about needs strengthen terminology (conceptuality) and transport an implicit view of things, which is more promising than it can fulfill - habitus - which, strange as it may sound, is a precondition. Furthermore, it is necessary for work with adults, ie andragogy should gain in importance, to be more socially respected¹ - for their promises, and not for their real possibilities, there is no real "application" for the science of reconstruction and reflection. Adorno, in that context, speaks of a "theory of knowledge, which likes to be right", which can also be taken into account for the presented mechanism. Such a theory of cognition claims much more than it can, and "penetrates" "into exactness

¹ This relationship is particularly clear in the context of the post-PISA debate. In this debate, the test pedagogical starting points of the 1970s are given a better position, which to this day has not provided proof of its real viability - but they do not care about it (but about the contributions of legitimacy and the contribution of promises to symbolic politics, which does not have to stick to what it promised).

(accuracy) ..., where the unambiguity of things is simply impossible" (Adorno 1980, p. 29) and on that very path "sabotages insight (understanding) and serves to maintain the bad" (Ibidem).

As it seems, a practice that "likes to be right", can be seen, among other things, in the fact that a decisive and overemphasized orientation towards needs leaves behind more unresolved issues than it solves. It is assumed, almost without any obstacles, that the required qualifications of an associate are clearly described in the job description, requirements profile, and organization manual and that specific knowledge is available about the goals and contents of future development, which is not always the case. - that is, it would rather be said that it is a rare case. Knowledge related to the future development of qualification structures in individual areas (industries), as well as in specific jobs, is not only rather vague, but there are also well-founded doubts as to whether they can be predicted long enough in advance. Therefore, in the andragogical debates, the attitude has been broken for a long time, that it is not just a matter of adapting qualifications to future content requirements; the question of what competencies people should possess is already gaining in importance, so that they can then productively manage the changes that have taken place, when they are specifically confronted with them.

Such considerations provide additional support for the concept of needs orientation in the context of uncertain and unsecured development. If the economics of education in the 1970s, among other things, left us with the insight that education and training issues are not only related to real needs, but also to the supply of qualifications (motto: "supply-induced demand"), so the comparative educational research has indicated that job creation - hence "on-site" requirements - is not only a reference (of comparable size), but also the result of qualifications and competence development (Arnold 1997, p. 61). In other words: in the future, the demands related to jobs will have to be oriented both to the competencies of potential workers, and to the demands that the workers themselves want to achieve in those jobs and for which they - with full right² - fight through trade unions.

Perhaps this is why the discussion on the educational needs of adults since the 1980s has been dumbfounded, as it has failed to provide answers to the aforementioned aspects of insecurity and insecurity as well as the social constructiveness of needs associated with socio-culturally imprinted occupational

² That these justified demands can be articulated in the context of neoliberal globalization, but still have no protective effect, can be seen in many societies in the southern hemisphere, where people do not find jobs, not only because they are not sufficiently qualified, but also because that they are too qualified and because they do not have any power of definition when it comes to industry policy and labor market policy.

and business categories. “. This ignorance of science stands in stark contrast to the expectations of the exactness and professionalism of many practitioners when it comes to issues related to needs.

2. ANALYSIS OF EDUCATIONAL NEEDS AS PART OF THE SYSTEMATIC DEVELOPMENT OF EMPLOYEES

The goal of employee development (staff) should be in the systematic qualification of all associates (Meyer-Dohm 1990, p. 6). In order to create better working conditions for this potential associate, many companies have sustainably changed the overall culture, through organizational development measures (Müller / Stürzl 1992, p. 129). This is associated with constant professionalization and increased importance of planning programs and offers, ie determining educational needs comes to the center of strategically oriented work with employees (personnel).

Organizational ambiguities and bilingual training are especially pronounced, primarily in the so-called companies with a tendency (eg churches, cooperatives), which may include parts of entrepreneurial training. Here we find a focus on the problem of needs and receptor treatment with them, which cannot be applied to work with adults at all. Because a need is a construct, and by no means a hidden quantity, just waiting to be discovered using sophisticated techniques. More fundamental than the question of different starting points, strategies and methods of identifying or concluding needs (Schlutz 1996; 2001), is the question of which instances and how they participate in the construction of needs, ie they are taken as advisors. At the same time, the function as well as the institutional breakthrough of the systematic identification of needs must be discussed. The latter is by no means provided by the fact that the clarification of needs follows with elaborated and understandably used methods, nor vice versa, the lack of appropriate performance is not the one that explains the institutional second degree of many concepts for professional development of employees (staff). The effort to professionalize the identification of needs, which arises from the longing for assessment, thus turns out to be a failed attempt to overcome that essential second degree (secondary) which is caused by a symbiosis of functions, instead of - which would be more thorough - to treat it differently.

3. EDUCATION AND PROFESSIONAL DEVELOPMENT OF EMPLOYEES

Professional development of employees - associates includes a series of continuous activities that are realized by making decisions regarding their own development and advancement. In a broader sense, professional development includes the process of acquisition, selection, career development, transfer, dismissal, secrecy of salary, therefore, the entire working life of associates, with the constant

need and ability to direct and guide in achieving professional aspirations. Today, it is difficult to think about the life of a company without the professional application of all these procedures.

There are certain rules and stages that every person goes through during school and working life. Many authors have dealt with these periodizations and stages (Ginzberg, Tiedeman, O'Hara). It seems to us the most acceptable idea of Donald Super from 1954, which the author himself has revised and supplemented on several occasions. According to Super, professional development is characterized by certain general patterns of behavior typical of all people in certain phases, as well as the success of the realization of professional tasks.

A person's attitude towards his own professional development can be characterized by activity (perceiving development and planning and initiating activities to realize these opportunities) or passivity (lack of interest, rest and indulgence). According to Super, six characteristic types of adult professional behavior can be observed:

- *indulging in opportunities* - accepting events as an inevitability, not having goals related to progress in work, a sense of satisfaction in physical and intellectual effort;
- *fussing* - striving for progress in professional status, but without a clear idea of the goal and ways to achieve that progress;
- *dormancy* - also negative behavior in relation to professional development in which the matching of situational and individual factors is directed towards indulging in opportunities without movement;
- *attempt* - a specific type of checking the ability of an individual through which he wants to determine whether and how much he can progress in a given profession;
- *indirect behavior* - "to do something that is not completely appropriate, but it is still done because it facilitates the achievement of a certain goal";
- *stability* - characteristic of a person who has correctly chosen a profession and "where the process of optimal harmonization of personal and situational determinants has been achieved" (Super, 1977, p. 25).

Empirical research in our country, performed on the basis of Super's theory of professional development, has defined certain laws of professional development:

Professional development is a permanent process, through changes that progressively (according to certain laws) happen to a person during schooling, at the transition from school to work, in social action. At each stage of continuity, especially at key transition points, decisions must be made that synthesize the subjective factors of the individual, the objective demands of labor, the supply and demand for workers.

Personnel theory from the seventies and early eighties, with terminology such as staff in preparation (students) and staff in function (employees), began the continuity of professional development in our country, unlike the earlier division into education and work. However, this is still, to a certain extent, looking at people from the aspect of the company. Around 1990, the theory of human resources in the transition to the market emphasized its own role and activity in choosing a job.

The choice of occupation is mostly a universal process that leads to the discovery of a life model.

Each stage and sub-stage in professional development, as well as the decision made at the end of such a period, is determined by the previous one and affects the next one.

Stages of development have their logical sequence which depends on the economic status, school system, social structure, cultural heritage ... The stages pass from one to another, from lower to higher and are mostly not skipped.

At a certain point in development, most people reach their life model and most often follow it later in life.

Development in the future can often be predicted by the behavior from the past, and probably the most reliable indicators that were obtained during the research were: school success, ability determined by psychological tests and social status of parents (Marusic, 2001). Although interesting, this research (done in the eighties in Croatia) can be conditionally accepted and evaluated with research that would monitor the current economic, social and professional situation.

In order for an individual to be able to fulfill all stages of professional development in sequence, from the initial onwards - certain assumptions are needed in the environment of the company (organization). These assumptions are: cumulative education with an emphasis on work, employment opportunities, professional introduction to the job, promotion system and consultations with experts at the time of the decision (professional orientation at school and the department of human resources in the company).

Cumulative education in our country exists theoretically, but the reform of 1975, and then the Law on Associated Labor in 1976, caused so much damage that recovery is difficult and arduous. From equal schooling for all, we have moved to diversification (with high schools and vocational schools), to private schooling, and there is hope that activities related to the currently abolished part-time education will reappear.

Employment opportunities have narrowed in our country in the nineties, so that now, and in the future, we expect a large increase in unemployment (transition,

privatization, market economy). The opening of new companies and private initiative will hardly absorb all those registered with the Employment Bureau.

Professional introduction to work and before that professional choice (selection) are hardly possible because our human resources services often do not have a team of psychologists, pedagogues, andragogues, social workers, doctors, who would perform it professionally. In relation to the number of employees, there are few people working in the human resources departments. Most often, they are lawyers, and sometimes people with secondary education.

The promotion system generally does not exist. When entering the company, the employee should know what are all the possibilities of horizontal, vertical and diagonal movement, when it can be achieved, under what conditions, with how much work experience, what courses or education. The beginner in the business hears that he is progressing according to some irrational principles (friendship, relatives, clans, political parties), which are far from economic (rational) logic. Due to the general economic crisis, companies are stagnating, not developing, which means that they are not hiring new workers, and due to "reengineering", retirement or dismissal, vacancies are being filled with internal reserves. Such a situation is to the detriment of the formation of the system of progress, although, regardless of the difficulties, it is possible to establish it with a scientific approach. Development means moving forward, and if it is not there, that important element of continuity of career development is skipped at the expense of satisfaction, productivity, quality of work.

Consultation with experts, ie professional orientation, was organized in our country mainly in primary and secondary schools (in the seventies more, today much less; the service of professional orientation was abolished even in the Employment Bureau). Continuity and assistance in making decisions regarding the profession in the world is increasingly fixed for the period after school, ie in the company (at work). The name is no longer "professional orientation" but "consultation" (Coaching), but it is almost the same. The elements of consultations within the activities of human resources development are known (assistance in the selection of candidates, employment, placement, getting used to the job, advancement, further education), but these activities are only in their infancy.

The cause-and-effect relationship between professional development and work motivation does not seem clear at first glance. Analysis of professional development as a continuity of advancement of employees in the company (with elements: education, promotion and realization of abilities) and analysis of motivation as a series of factors that affect the final productivity - lead us to common indicators. The factors of professional development, of course, include motivation.

In the development of human resources, we can single out key points - and some of them are: job selection, introduction to work, participation, schooling with work,

advancement. In the motivation for work, the most important are intrinsic motives, important for creative power (productivity), and these are, again, opportunities for participation, education and advancement.

When the factors of professional development are present in the company (organization), there is motivation, satisfaction, productivity, even development. When they are absent, we are faced with dissatisfaction, lack of motivation, and professional development stops, productivity is low. If participation in the work of a company (organization), education and advancement are very low in the range of motives, dissatisfaction will follow again, which, in addition to all the negative moments, results in very low productivity.

4. EDUCATION AND CAREER DEVELOPMENT

Career is a part of professional development, it fits into modern settings of management and development of human resources; in order to define it more precisely, we need to start from a few assumptions that can be transferred from foreign experience - without fear of major mistakes - to our situation.

In the literature, "career" generally means the period from the first employment to the day of retirement. Career development itself does not only imply success or failure, slower or faster progress, but it contains much more than moving up or down the ladder of occupations and jobs. Since each individual experiences a career in his own way, only he will best assess his relative success. Although it is most often understood as moving to a higher-ranking job, a career, as a rule, includes changes in values, attitudes and motivation. Since career development is a follow-up to experiences related to employment (work, jobs), all meanings of voluntary and political work, music, sports or hobbies, housekeeping, etc. are equally included in the definition.

The notion of career is sometimes replaced by professional development, life path, advancement, although those are not completely equal notions. Thus, Henze speaks of staff development as a "personal-economic function" that aims to mediate the qualifications of current and future requirements to employees of all hierarchical levels. Personnel development contains individual encouragement of all talents and abilities of an individual, keeping in mind the monitoring of individual goals and goals of the company (Henze, 1986, p. 324). Similarly, Mentzel by personnel development means "a set of all procedures that serve the individual professional development of associates and which, while respecting their personal interests, mediates the necessary qualifications by optimally considering their current and future tasks" (Mentzel, 1992, p. 15). According to these authors, staff development is largely in line with professional education. At the same time, the improvement of individual goals, ie personal interests, is included, whereby staff development can

include general and political education. In these definitions, staff development remains explicitly limited to team members.

Stahle argues that staff development is more strongly focused on the development of the management structure and views it as "a form of targeted influence on human behavior (such as motivation and leadership), by expanding and / or deepening existing and / or acquiring new qualifications." By professional development, this author means "the core of staff development (in a narrower sense)" (Stahle, 1994, p. 823), and thus professional development becomes an important instrument of staff development. At the same time, we can claim that the term "staff development" is more comprehensive than the term "professional development". Personnel development includes numerous procedures of personal and professional development of associates of the organization. One measure of professional development of members of the organization is always a measure of staff development, but it does not necessarily mean the other way around (Decker, 1995, p. 378; Lung, 1996, p. 82; Cramer, 1996, p. 12).

As individual tasks of staff development the following are often mentioned: structuring work, schooling, training and career planning. A sharp division between these individual tasks is not possible. Personnel development is again a function of personnel activities among many others: mediation of personnel needs, provision of personnel, use, storage and dismissal of personnel. That is why we are talking about the personnel system. Figure 3 gives a schematic representation of the relationship between employee development and professional development.

In a systemic sense, there is a requirement that professional development be aligned with other areas of the associate development system. Although this is essentially taken for granted, many problems arise here. Thus, for example, career planning and professional development would have to be better coordinated, which is often not the case in practice. It happens that associates, due to a sudden need, have to accept a leading role, even though they are not adequately prepared for that. Also, professional trainings are not planned systematically, so they are often a consequence of the initiative of interested associates.

Just as the harmonization of professional development and other areas of personnel development is necessary, so is the harmonization of professional training and special factors influencing the personnel system (sonstigen Einflussfaktoren), since there are multiple interrelationships here as well. Thus, the selection of associates determines later professional training. Measures of professional development of its own associates, the organization can partially replace by bringing staff from the labor market and vice versa. Appropriate planning of adequate use of employees can introduce learning processes that can be encouraged, if necessary, by professional development measures in the narrower sense. Employers can mitigate

the consequences of dismissal by previous professional training for a new activity (Outplacement). Professional development that is adapted to the circumstances may be an alternative to dismissal, whereby education and training contribute to the preservation of associates (employees).

The concept of professional development, employee development, career and, in general, attitudes about the active participation of workers in our country are relatively new. The political and personnel system of the earlier period raised the question of the "suitability" of the individual. In the American literature, ideas about career development have been recorded since the 1960s, and in 1976, Douglas Hall called a set of activities related to work (the success of which is assessed by the man himself) - Proteus' career. Proteus is a sea monster from Greek mythology, which changes its character from a lion and a dragon to a leafy tree. Hall explains that Proteus' career is the type of development in which the person himself, and not the organization or the company, decides on movements and changes. His / her cumulative experience in education, upbringing, in several jobs, in changes in the company and the environment, decides on choices and decisions. It is a search for self-affirmation in various forms and levels, proving inherent in the person in question - a worker or perhaps someone else. Success in career development of this type is an internal, psychological, subjective, and not an external factor (objective, external, organizational, general-social) (Hall, according to: Marusic, 2001).

In the period of great changes and integrations in Serbia, Proteus' career can come to the fore here. Traditional development, a solid pyramid organization, an authoritative type of leadership supplemented by progress towards merit, failures of education reform, strange leaps and irregular movement through jobs - must at one point become a thing of the past.

There are several reasons why career development is extremely important for a person. For an individual, a career is a small life, because a person's job is the basis, the foundation on which he can achieve the quality of life, to satisfy most of his needs. Since a person wants to decide on his own destiny, he will, if he has the opportunity, change companies and jobs within the company. Of course, not all workers will do that, but primarily those who are more capable, for whom the companies are also interested. In the case of good workers, the company does not do a service when it employs them, but they do a service to the company. This should be incorporated into strategic plans with "a special headhunting (again previously unthinkable term) for talented young candidates, who have accepted the freedom to choose a job as their right" (Marusic, 2001, p. 177). Managers who know the theory of motivation will be able to better understand the mechanisms of interest and dynamics of career development, and will thus attract and retain better workers. Changes in work or in the company affect the professional career development and professional

development of each individual. Knowing this will encourage the manager to count on the desired goal as well as on the possibility of employees in the changes, and thus achieve maximum efficiency. Consideration of the mechanisms of career development (professional development) of the employees themselves strengthens their self-esteem, self-control, encourages the management of their own careers.

In a situation when people are employed in jobs that are offered to them between narrow opportunities, when the company does not yet have a system of induction, advancement and monitoring, it is very important for career development to assess their own abilities and objective opportunities in the company environment. Only the results of objective measurement (psychological testing) are taken into account in the assessment of abilities, and only when there is no objective measurement, one can analyze one's own perception of various verbal, mathematical, technical and other abilities (which is unreliable and has power only for "own use"). Personality traits are also measured by questionnaires or "honesty towards oneself", and the same is true for health status where the findings of experts (psychologists, doctors) are a priority. Employees can also be helped by a list of strengths and weaknesses which, if realistic (if there is one!), helps individuals understand what they are up to and what they are weaker at. Informed of their strengths, they can make the most of them, and if they know their own weaknesses, it will be easier to overcome them.

Career counseling (consultations, coaching) is extremely important in career development. A large part (or, more precisely, the first part) of the need for advice, consultations and support that an employee can feel in the company during the development of his career - refers to his introduction to work, coping, education, promotion, management. Consultations and counseling can be initiated by the company, but also by the employee himself. The company does this for its own reasons related to career development, promotion, dismissals, education plan, while the worker himself looks more at where he is, what the opportunities are, analyzes his abilities and his own success. He needs help when it comes to schooling, the possibility of advancement, the transition to another job.

Counseling usually takes place through interviews, and the counselor's approach can be different: direct, with specific instructions and specific tasks; participatory as an equal conversation; corrective as an attempt to correct a mistake or preventive to prevent a mistake from being made. All these moments and situations the company must take into account when planning the development of the individual and the development of the company. Meeting the needs of people in the company will bring better productivity, prosperity, competitiveness in the market, more satisfied consumers, profit, and thus higher incomes. Even if it is a complete turn in relation to the former development strategy, these changes in career development and in the organization itself - are inevitable.

5. EDUCATION AND DEVELOPMENT OF THE ORGANIZATION

The development of the organization represents, in essence, the interconnectedness of all the moments that we have analyzed so far. Company education, staff development and organizational development complement each other.

As the development of the organization, Weber quite generally means "an intended form of organizational change" (1991, p. 241). Employee development has proven to be a convenient and important tool for introducing and monitoring change. Education in a company cannot be fully considered the development of employees (staff). One of the reasons is that education in the company can be expanded outside the company, while employee development measures, by definition, are limited to associates in the organization.

On the other hand, employee development cannot be fully covered by organizational development because, for example, in career planning, choosing between two candidates of equal ability for a certain position represents an unconscious influence on the organization's development, but a conscious choice in terms of employee (personnel) development.

Educational activities in the company are often used as an instrument for improving and enhancing the development of the organization, and, conversely, the measures taken to develop the organization often cause the development of new competencies (Bank, 1997, p. 301). Weber examined the role of professional development in relation to organizational development measures: "A quarter of the 87 companies that commented on this issue implement training measures before organizational changes or they take place simultaneously with changes. Targeted measures of education in many cases precede in a purposeful way changes in the organization" (1985, p. 217). However, Dybowski rightly criticizes the fact that the degree of interconnectedness of education and organizational development in practice and theory is still too small (Dybowski, 1993, s. 93).

The reasons why the situation is such can be recognized in the existing practice of education in the company, which is only slightly legally regulated, and mainly falls within the domain of awareness and responsibility of the company itself. In countries such as France and Denmark, the state is more involved in education and professional development issues within companies. In principle, the scope of the state can be limited to setting those goals and tasks that elude market and economic taxation. Although structural deficits can be identified, such as the neglect of low-skilled associates or unemployed persons, employers, above all, question the appropriateness of government intervention.

CONCLUSION

The United Nations Declaration of Human Rights of 1948 established the equal right to education, which was included in most national constitutions, including ours.

However, research and the impression gained in today's situation confirm that the principle of equal educational opportunities is, in fact, only a demand for equal starting opportunities in general education in schools and faculties. To date, no institutional assumption has been made that the right to free choice of occupation and school can actually be realized. The right to education - thus in principle at least to professional development and education within the company - in terms of civil law is confirmed in various places of the constitution, but there is no explicit formulation of the basic human right to education. The right to education remained uncertain; specific individual issues are not regulated (validity of the individual's claim, general programs ...). What is of special importance for an individual who wants to further education (which is not related to the formulation of the right to education in the texts of the law) refers to: requests for days off for education, financial assistance for further education, participation in further education (attending exercises, lectures) are concretized and regulated very sporadically, unsystematically, unplanned, depending on the good will of managers in the organization. In the past, the union demanded that the time of further education be considered as working time, and asked the employer to recognize the right of all workers to further education. The question of the possibility of agreement (or compromise) remains, as well as the implementation of educational measures within the company, even against the will of employers.

Nevertheless, further education and professional development is proving to be, as never before, a selective instrument as a whole more suitable for consolidating existing social inequalities than for improving the chances for equal education.

Unlike the situation at the national level, in the wider European area, a significant agreement of the European Economic Community was reached in Rome in 1957 for various areas of further education and professional development. Article 7 prohibits discrimination on the grounds of nationality; According to Article 49, all employees and members of their families in the EU are guaranteed access to vocational education. Article 57 ratified the mutual recognition of final exams, which, in principle, also applies to further education and training. However, it must be acknowledged that there are limitations here as well, because according to all regulations, state unregulated final exams at the national level cannot be recognized. Articles 118 and 128 specify the education and further education policy and these principles are binding in accordance with the decision of the European Court, on the basis of which guidelines and regulations that represent a direct right for member states can be adopted at the European level.

The Maastricht Agreement expanded the educational and political competencies of the European Community. Article 3 states that "the community should contribute to quality and high-level general and vocational education, as well as to the development of the cultural life of EU member states" (Schlaffke, 1995, p. 214), for which the possibility of joint funding is planned. While Richter estimates that "common policy will develop its own dynamics, which will one day lead to a European right to further education, although there is still a long way to go" (Richter, 1993, p. 11), Severing is of the opinion that The discussion on the role of the European Community in the field of education policy was "extinguished", finally with an emphasis on the subsidiarity of European policy in the field of vocational education after Maastricht (Severing, 1996, p. 61). Schlaffke rightly argues that the existence of adjacent, European and national policies in the field of education does not go without problems, since the existence of different attitudes can lead to a misinterpretation of the principle of subsidiarity. There is a particular danger that the Commission has ambitions to expand its competences as much as possible, while at the national level there are attempts to narrowly interpret the decision-making area.

One of the most important issues of further education and training is the issue of quality safety, which would protect participants from training (courses, seminars) of low quality. In this sense, it is desirable to monitor and manage the quality of further education and training. If education takes place within the company, mutual agreements between workers and employers are also important, especially in a situation where the conditions of further education are difficult for workers. In companies where, in principle, there is a consensus on the need for further education and professional development, no special agreements are needed to conduct this education. In this case, they could even prove counterproductive as they carry with them the danger of limiting flexibility.

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