

Structure of Personality Properties and Its Contribution to Long-Term Employability

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Abstract: *The paper deals with the importance of the properties that make up the structure of personality to an individual's long-term employability. The topic is a response to an enduring problem on the labour market in Slovakia, namely unemployment of university graduates as well as problems of keeping a continuous employment. The paper is a presentation of partial results of the research project KEGA 006EU-4/2013. The relevance of single personal properties (expressed in %) for their holders' employability is assessed by respondents from micro-enterprises, small and medium-sized enterprises. The intensity of separate social skills for their holders' employability is established on the basis of research results.*

Key Words: *Employability; Intellectual Property; Personality Property; Key Competences; Work Performance; the Slovak Republic.*

Introduction

The condition on the labour market in the Slovak Republic is characteristic of disproportions between the demand and the supply. Unemployment, however, affects all the age categories, mainly new graduates and citizens in pre-retirement age. All the groups of employees may always be endangered by unemployment, so it depends on the level of qualification, direction of one's career and possibilities of adapting to new conditions if needed, and thus create a job opportunity.

Nowadays employers place increasingly demanding requirements on their employees and job applicants. It is not enough for employees or job applicants to master some techniques or new technologies or to be ready to keep pace with the most recent trends: employees as well as management of organizations need to acquire a wide range of knowledge, skills and competences; these, on the one hand, make employees permanently employable, and, on the other hand, enable employers to gain a competitive edge.

The paper is a presentation of partial results of the research project KEGA 006EU-4/2013. The research was necessitated by a complex nature of path from school into the world of labour, when a lot of graduates find that the period of preparation for their career is replaced with an interrupted and downward career accompanied with frequent changing of jobs and unemployment or with a longer-term unemployment as well as with the problems of keeping their continuous employment.

Work performance requirements: starting-point of lifelong employability

The assumption of employability is connected, on the one hand, with the personal potential which is influenced by the level of education achieved, and, on the other hand, with conditions in individual regions, which are determined by the development of a region and job opportunities created for job applicants who meet the level of education completed. When fulfilling work tasks at workplace, in the course of performing working activities there are manifested some influences of external environment, which affect man's personality who re-enters the working process (i.e. for the second time) and his own personal potential, which is of *primary* importance. An individual's personal potential stands for a kind of individual pool of knowledge, skills, abilities, psychic energy, properties, attitudes and needs which determine man's psychic capacity and overall performance. Development of own potential is the intention of the development of formal initial education or further adult-education.

External environment is affected by job performance and is described as an objective determinant of working activity.¹

Objective conditions of working activity are connected with:

- ✚ Environment in a wider sense of the word, including political, economic, cultural level of society, socio-economic employees – employers relations and stimulation aspects of work, and the like;
- ✚ Working environment in a narrower sense of the word, including physical conditions of the working environment, working utensils, tools, protection working, socio-psychological atmosphere at workplace, conditions resulting from work organization, etc.

¹ FRANKE, J. and T. M. KÜHLMANN. *Psychologie für Wirtschaftswissenschaftler*. 1. Aufl. Landsberg am Lech: Moderne Industrie, 1990, pp. 314-315. ISBN 3-478-39090-7.

An employee's personal potential represents subjective conditions of performance of working activity and it is connected directly with an employee's personality. The personal potential is made up of readiness of various types:²

- ✚ professional readiness;
- ✚ performance readiness;
- ✚ personality readiness;
- ✚ motivation readiness and
- ✚ societal readiness, which reflects an employee's position that he has built in the working group, rate of the employee's self-realization, self-reflection, social acceptance and prestige.

We will not deal with the issue of job creation. The focus of theoretical starting points and practical implementation is on detecting assumptions for the performance, which enables an employee to keep employment for a lifetime. Nowadays some groups of population find it difficult to assert themselves on the job market. Individual characteristics of the long-term unemployed can often be described as cumulation of several handicaps (a lower level of education, absent or inadequate work experience, impaired health, and the like), which is a period of working inactivity. These factors are increasingly deeper and individuals experience dislike and fear to return to work process. Moreover, an increasingly larger group of the unemployed is made up from graduates of some fields of study, which results in serious socio-psychological problems. This is often caused by the number of these graduates which exceeds the capacity of the national economy. The number of people who have never worked is rising and thus have had no chance to develop working habits; acquire working experiences and develop the knowledge and skills gained through formal education. This kind of situation necessitates to analyze claims for human resources and to look for causes and possibilities of dealing with difficult employability of some groups of population and persons on the labour market.

Frequently, evaluations of the impacts of education on society or development of the economy are based on non-quantified statements. Keller and Tvrdý analyzed this phenomenon by means of statistical data and discovered that the level of completed education is connected neither with a higher economic performance, nor with the rate of business activi-

² SZARKOVÁ, M. *Psychológia: Základy ekonomickej psychológie*. 2. vyd. Bratislava: Ekonóm, 2002, p. 61. ISBN 80-225-1623-6.

ties, not even with the share of unemployment.³ It is natural that higher level of education enables one to assert oneself better on the labour market and its holder has an obvious advantage in comparison with those whose level of completed education is lower. However, unemployment of graduates who have completed the highest level of education makes us reflect on the causes of this situation and search for the solutions. Although many highly qualified persons are unable to find employment, education is crucial for securing further social and economic development. Further development of society cannot be achieved without the support of science, research, and development of explicit and tacit knowledge.

Formal qualification covers professional competences acquired by completing a relevant level/cycle of education and key competences. Nowadays the area of key competences is paid an adequate attention. General educational programs for separate levels of education (pre-primary, primary, secondary, and tertiary) describe required key competences.⁴ It is not our intention to cover this wide area; instead we shall deal with the basic description of key competences. Key competences represent the target category expressed in terms of outputs. They are sets of assumed knowledge, skills, abilities, attitudes and values important for personal development and an individual's realization. Key competences are target states, to the achievement of which every education should be directed. Their content and description is based on the values accepted by the society and on the general ideas of what competences contribute to one's employability, to education, as well as to a satisfactory and successful life. Competences are sets of activity oriented outputs that are applicable in practice, the acquisition of which is a complex and long-time process.

The European Commission defined the following eight key competences in the European Framework of Reference: communication in mother language, communication in foreign languages, mathematical competences, and basic competences in science and technologies, digital technology working competences, learning competences, societal and civics competences, sense of initiative and entrepreneurship, cultural awareness, and the ability to express one's thoughts, experiences and emotions.

³ KELLER, J. and L. TVRDÝ. *Vzdělanostní společnost? Chrám, výťah a pojišťovna*. 1. vyd. Praha: Sociologické nakladatelství, 2008. 183 p. ISBN 978-80-86429-78-6.

⁴ VETEŠKA, J. *Proměny školního vzdělávání v biodromálním kontextu*. 1. vyd. Praha: Dashöfer, 2011, p. 109. ISBN 978-80-86897-39-4.

The aim in all educational cycles is to equip each individual with a set of key competences on the level that is achievable by them. For this reason, it is desirable that key competences be part of education at all levels, form a supplement to the content of technical (specialized) education and a substantial part of the content of further education, and thus create an overall readiness of human resources. Employers need human resources that are well-prepared in terms of their qualifications and personalities, i.e. people who are capable of quality work performance of individual tasks.

Elements of personality structure important for employability

Psychology of personality defines the personality as a concrete individual, characteristic of specific for a particular person typical psychic and physical properties, which are manifested in every activity of that person. From the aspect of psychology, every human being is a personality and it is necessary to take this into consideration when approaching to each and every person.⁵ The personality is a unique and relatively stable pattern of behaviour, thinking and emotions displayed by that individual.⁶ Personality represents an individual whole of man's mental life, which makes up the essence with the entity's body and his living environment.⁷

On the basis of these initial ideas we can define personality features in general terms. Differences between individuals are the expression of personality. Each personality is unique and irreparable; it is a sum of constitutional and psychological elements which make up a whole. Personality is manifested by relative stability which enables to predict one's behaviour in a particular situation, but also is part of uninterrupted development process, in which changes in the environment induce conditions for internal adjustment.⁸

The success at work is determined by a combination of an employee's physical and psychic abilities as its factors. Physical properties of an individual include anatomical and physiological properties, physique,

⁵ PROVAZNÍK, V. et al. *Psychologie pro ekonomy*. 1. vyd. Praha: Grada, 1997, p. 81. ISBN 80-7169-434-7.

⁶ BUSS, D. M. and N. CANTOR, eds. *Personality Psychology: Recent Trends and Emerging Directions*. 1st ed. New York: Springer, 1989. 352 p. ISBN 978-1-4684-0636-8.




⁷ ALEXY, J., J. BOROŠ and R. SIVÁK. *Manažment ľudských zdrojov a organizačné správanie*. 1. vyd. Bratislava: Iris, 2004, p. 124. ISBN 80-89018-59-9.

⁸ ATKINSON, R. L. et al. *Psychologie*. 2. aktualiz. vyd. Praha: Portál, 2003. 751 p. ISBN 80-7178-640-3.





and specific physical assumptions – muscle strength, body size, coordination of movements, ability to work in heights, etc., which are needed in some work positions. The starting point and condition of development of each individual are the psychic, volition properties, temper, intellectual abilities, which impact on the individual action and working activity.

The structure of personality is made up from a set of elements which influence an employee's behaviour in concrete situations. The following two groups of properties are important for the performance of work according to employer entities:

A. Properties affecting individual performance:

-  Abilities and intelligence properties;
-  Features of character and attitudes;
-  Volition properties.

B. Properties affecting working relationships and manifested in an organization's performances:

-  Emotional intelligence, where a special role is played by:
 -  Social skills;
 -  Empathy;
 -  Motivation.

Intelligence properties represent a set of mental (rational) abilities and problem-solving abilities under uncertain or indefinite circumstances. Intelligence is understood as the ability to extract relevant data from a given amount of information based on observation. Intelligence properties also include thinking, perception, intuition, and memory.⁹

Personality properties are the properties that stand for a system of values preferred by an individual in the evaluation of various facts and phenomena, and on the basis of which the individual behaves and acts.

Volition properties represent a psychic process directed at a deliberate achievement of some targets, while obstacles need to be overcome. An important role in this process is played by ambitiousness, consistency, integrity, determination, self-reliance (independence), and initiative-ness.

⁹ BERGSTROM, J. A. Emotional Intelligence – Self Awareness. In: *Ezinearticles.com* [online]. 2010-05-03 [cit. 2014-04-14]. Available at: <http://ezinearticles.com/?Emotional-Intelligence---Self-Awareness&id=4224368>.

In the context of the working process features related to emotional intelligence are getting to the forefront. Anja von Kanitz refers to emotions as an indivisible part of reason, which gives clear stimuli to human behaviour, action, as well as to man's mastering complex situations.¹⁰ Emotions mobilize energy into reactions especially in standard situations, but also in overcoming potential risks. Along with intellectual intelligence, emotional intelligence is the second component of general intelligence. It represents an all-round ability of coping with emotional problems, monitoring ability and ability to control one's own and other people's feelings and to use them as a regulating instrument of thinking activity, as well as behaviour and action.

Daniel Goleman refers to Solvey – Gardner's typology of emotional intelligence which consists of five components:¹¹

- a) The knowledge of one's own emotions described as the conscious recognition of an emotion at the moment of its inception. Those who are certain of their emotions are better decision makers.
- b) Control over one's emotions as the ability to deal with one's own emotions according to the situation. While a lack of this ability leads to continuous distress and anxiety, a well-developed control of emotion enables us to recover faster from shocks or disappointments.
- c) Self-motivating ability as the capacity to engage emotions in any activity. At workplace it results in higher productivity and better work performance.
- d) Sensitivity to other people's emotions.
- e) The skill of interpersonal relationships which depends on an individual's ability to share other people's emotions and adjust our action to them.

Elements of personality structure create a whole and secure a unique nature of an individual which is reflected in activities on various levels of education, which subsequently create conditions for further development and the level achieved as well as its quality directly affect work performance.

¹⁰ Von KANITZ, A. *Jak rozvíjet svou emoční inteligenci*. 1. vyd. Praha: Grada, 2008, p. 15. ISBN 978-80-247-2582-6.

¹¹ GOLEMAN, D. *Emoční inteligence*. 1. vyd. Praha: Columbus, 1997, pp. 47-48. ISBN 80-85928-48-5.

Demands on performance of working activities

Elements of personality structure create a whole and constitute a person's unique individual features which are manifested in activities on various levels of education. These, in turn, create conditions for further development, while the level and quality achieved directly influence the work performance. Personality is an integrated system of internal features and specific characteristics of a person, through which all external stimuli and influences are transformed.

In the context of the performance of working activities, there has always been a need for defining minimum requirements placed on employees; these requirements relate to the performance of individual tasks. The efforts for standardization of requirements on the work performance are connected with educational activities in both formal and informal educations.

Surveys of requirements on the performance of working activities were used to contain catalogues of job tasks which are only of informative nature nowadays. A uniform qualification catalogue of tasks and branch catalogues related to them served for differentiating types of job tasks of technical-economic functions and manual occupations in terms of complexity, responsibility and strenuous character of the work performed. It was an important document for the purposes of securing personnel task in an organization and for the working out of a functional organization and employee systemization in an enterprise. These qualification catalogues of work tasks were the basis for the implementation of analytical work tasks leading to the standardization of qualification and other requirements on the performance of precisely specified types of work tasks. This basic role was fulfilled before the closing of an extensive project *The National System of Occupations*,¹² which was secured by Trexima, a.s., in terms of methodology and organization as well as by the Ministry of Labour, Social Affairs and Family of the Slovak Republic, Ministry of Education, Science and Research and Sports of the Slovak Republic, employer organizations, trade union organizations, and single employers. The National System of Occupations (hereinafter as "NSO") is defined as a new instrument of active labour market policy, the aim of which is to build a complex information system of description of standard demands of the labour market for specific work positions. The system determines

¹² *Národná sústava povolání* [online]. 2014 [cit. 2014-04-14]. Available at: <http://www.sustavapovolani.sk/>.

requirements for professional (technical) skills and practical experience needed for implementation of working activities in work positions. Developing and updating of the National System of Occupations fall under the province of the Ministry of Labour, Social Affairs and Family of the Slovak Republic and the national project secures and coordinates the Centre of Education of the Ministry of Labour, Social Affairs and Family of the Slovak Republic in cooperation with the state administration bodies, territorial municipality (self-government) bodies, with employers, representatives of employers and representatives of trade union organizations. The National System of Occupations is a fundamental systemic framework for the National System of Qualifications (NFQ). The National System of Qualifications is to operate as a registry with open access to the public, which describes partial and completes qualifications differentiated and recognized in the Slovak Republic and required for the performance of working activities for a given employment in the form of qualification and evaluation standards.¹³

Basic qualification requirements on work performance and the requirements on the length of work experience are included in the documents mentioned. To support lifelong employability it is necessary to know the needs for employer entities also from the aspect of more detailed specific requirements of personality properties, which are not mentioned in these documents. Qualification and completion of a particular level of education and work experience are the basic starting condition; however, lifelong employability can be achieved by an individual also by owing other features of character, which are difficult to document, but they are decisive in the selection of human resources and their keeping in the working positions, as they significantly influence the results of work, development of an individual as well that of the entire entity.

Characteristics and methodology of research into evaluation of significant elements of personality structure

Human resources are important assets of every organization. The demands placed on the performance of jobs are studied by specialists in the institutions of the decision-making sector, in enterprises and institutions. On the basis of assessment of requirements placed on working activities

¹³ Kartotéka zamestnaní. In: *Internetový sprievodca trhom práce* [online]. 2014 [cit. 2014-04-14]. Available at: <https://www.istp.sk/>.

there are determined minimum requirements on work performance related to the education achieved, needs for further education, requirements placed on work experience, etc. Within empirical research we analyzed opinions of human resources who perform single working activities. It was not our intention to explore issues of qualification standard; we assumed it as fulfilled on the level described by relevant national documents and internal enterprise documents. We studied significant factors of personality structure required by employers and the need for which is perceived also by employees.

The focus of our research was on respondent opinions, while the respondents were chosen as representatives of entities according to the NACE Rev. 2 – Statistical Classification of Economic Activities SK according to by-law No. 306/2007 Coll. For the purpose of analysis employer entities were selected in Section I Accommodation and catering services of Division 55 Accommodation and that of 56 Restaurant and pub activities, and Section N Administrative and support services; Division 79 Travel agencies activities, reservation services of travel agencies and related activities. Respondents were employees of micro-enterprises, small and medium-sized enterprises, because these enterprises have an important place in sections of the classification of economic activities, as they employ a significant part of employees and divisions monitored. This fact has resulted in the need for analyzing requirements for human resources via field research.

The research was carried out by means of the questionnaire method, since this method enables us to collect data about a higher number of employees within a relatively short time and at acceptable costs in relation to a higher number of respondents. The primary data collection was made by means of questionnaires which were distributed either in person or electronically. The structure of the questionnaire contained two basic parts, namely: the information section including essential data about a respondent and a technical (specialized) part dealing with areas of problems examined.

Respondents were chosen on a random basis. Requirements contained a complete secondary education with “maturita” (equivalent of GCE) and higher education/third level education (all the three levels). We addressed workers who do specialized work tasks. The research sample consisted of 60 respondents – employees in technical jobs, namely ancillary, preparatory jobs, service jobs, routine jobs, and specialized

and systemic jobs. It was our intention to find out how the respondents evaluate requirements placed on the work performed by them in view of their capabilities (kinesis, sensory and intellectual), needs for types of thinking, will properties, features of character, social skills and motivating factors. Respondents were able to evaluate selected personality properties in a six-degree scale, where 1 is the lowest level required to be achieved and 6 the highest level required for the performance of the work. These are factors that affect employee performance and are often considered by employers in the selection, deployment and education of human resources.

Results of the research carried out

The focus of research was on monitoring and establishing the need of selected personality properties which are important for keeping one's employment to respondents addressed. We assumed that principal qualifications requirements on the performance of specific working activities as well as the requirements in minimum practice that are listed in company internal materials are based on standard job descriptions and are considered inevitable for filling single jobs, are fulfilled in the practice of employer entities. Qualifications requirements are decisive; however, also other personality properties are significant. These properties are manifested in how some work is being done and in results of the work. If the same work is performed by several persons, there are always some differences in its results. This is reflected e.g. in clients' satisfaction, in the creation of working relationships, in recognizing particular corporate values, support and development of corporate culture. The aim of the research carried out was to establish respondents' opinions of factors that are decisive for employers in selecting human resources and in creating conditions for future career development of employees.

There were presented respondents' personal opinions related to their attitudes to their employer organization. The following statistical surveys in Tables 1 – 6, in a 6-degree scale of assessment contain respondents' opinions in percentage for a given research sample.

Opinions of the required level of selected properties are indicated in the following tables:

Table 1 Importance of Level of Abilities for Work Performance in %

Importance of Level of Abilities for Work Performance in %							
Assessment		1	2	3	4	5	6
Abilities							
Kinesis				34.0	63.0	3.0	
Sensory				23.0	58.0	19.0	
Intellectual:							
- numerical				80.0	20.0		
- verbal understanding			1.7	20.0	78.3		
- abilities to identify similarities and differences				20.0	80.0		
- speed of perception			16.7	65.0	18.3		
- flexibility of judgement			6.7	78.3	13.3	1.7	
- deductive reasoning			5.0	23.3	71.7		
- long-term and visual memory			10.0	75.0	15.0		
- area and spatial imagination			15.0	71.7	13.3		

Source: Own research. Explanatory note: 1 – the lowest required level to be achieved; 6 – the highest required level to be achieved.

Table 2 Assessment of Requirements on Types of Thinking Affecting Job Performance in %

Assessment of Requirements on Types of Thinking Affecting Job Performance in %							
Assessment		1	2	3	4	5	6
Types of thinking							
Concrete thinking				6.7	30.0	63.3	
Abstract thinking		5.0	11.7	75.0	8.3		
Spontaneous thinking			81.7	18.3			
Deliberate thinking				13.3	70.0	11.7	5.0
Intuitive thinking			91.7	6.7	1.6		
Creative thinking			31.7	25.0		35.0	8.3
Discursive thinking		6.7	80.0	13.3			
Convergent thinking			3.4	96.6			
Strategic thinking		93.3	6.7				
Divergent thinking				73.4		18.3	8.3

Source: Own research. Explanatory note: 1 – the lowest required level to be achieved; 6 – the highest required level to be achieved.

Table 3 Importance of Volition Properties for Work Performance in %

Importance of Volition Properties for Work Performance in %						
Assessment	1	2	3	4	5	6
Volition properties						
Ambitiousness			56.7	38.3	5.0	
Consistency (high-principled)				3.3	6.7	90.0
Determination				18.3	61.7	20.0
Self-reliance (independence)				18.3	55.0	26.7
Creativity				11.6	46.7	41.7
Initiativeness			5.0	15.0	21.7	58.3

Source: Own research. Explanatory note: 1 – the lowest required level to be achieved; 6 – the highest required level to be achieved.

As we can see in Table 3, as many as 90 % of respondents ascribed the highest value to consistency. This concept denoting a highly favourable feature of character is sometimes ambiguous and maybe that is why individuals feel the need for a higher degree of certainty at workplace and prefer if the action and behaviour of those who communicate with them is foreseeable.

Table 4 Importance of Character Properties for Work Performance in %

Importance of Character Properties for Work Performance in %						
Assessment	1	2	3	4	5	6
Structure of character						
Man's attitude to activities performed by people (power of will to be active, i.e. industriousness, perseverance, agility, consistency, and the like)		1.6	10.0	71.7	11.7	5.0
Humane properties, man's worldview, attitude to other people, value orientation		15.0	55.0	25.0	5.0	
Properties of self-relation:						
- healthy self-confidence		15.0	40.0	38.3	6.7	
- high self-confidence	56.7	25.0	13.3	5.0		

Source: Own research. Explanatory note: 1 – the lowest required level to be achieved; 6 – the highest required level to be achieved.

It is significant to observe that respondents (employer entities) do not expect their future employees to be self-confident in the first place.

This property in the structure of character is attributed the lowest importance.

Table 5 Assessment of Social Skills in Work Performance in %

Assessment of Social Skills in Work Performance in %						
Assessment	1	2	3	4	5	6
Social skills						
Ability to influence		11.7	65.0	13.3	10.0	
Communication competence				13.3	70.0	16.7
Leadership ability		3.3	90.0	5.0	1.7	
Willingness to change				1.7	3.3	95.0
Ability to establish contacts			8.3	60.0	31.7	
Ability to cooperate				5.0	81.7	13.3
Team-working abilities				35.0	38.3	26.7

Source: Own research. Explanatory note: 1 – the lowest required level to be achieved; 6 – the highest required level to be achieved.

It is obvious from Table 5 that respondents realize the importance of being able to adapt to changing environment; 95 % of them ascribe the highest value to this social skill. The second place in their evaluations is occupied by team-working abilities, followed by communication competences and skills.

Table 6 Assessment of Motivating Factors in %

Assessment of Motivating Factors in %						
Assessment	1	2	3	4	5	6
Factors						
Ambitiousness	20.0	58.3	11.7	10.0		
Effort to excel	8.3	65.0	26.7			
Satisfaction from success		6.7	43.3	30.0	20.0	
Loyalty to enterprise					5.0	95.0
Material benefits			20.0	38.4	23.3	18.3
Nonmaterial benefits (praise, appreciation, etc.)	11.6	16.7	46.7	13.3	11.7	
Relations at workplace			5.0	5.0	20.0	70.0

Source: Own research. Explanatory note: 1 – the lowest required level to be achieved; 6 – the highest required level to be achieved.

Man's attitude to life, to work is affected by people's interests, aims, incentives; these, in turn, are formed in the course of a long period. Re-

sults of research and their presentation in tables show requirements on the performance of professional work and especially requirements on managerial work. Respondents' opinions are presented in percentage on selected personality properties. Each analyzed group consisted of 60 respondents who gave their opinions of the required level of each personality property, needed for professional (job-related) or managerial work. Although personality properties were explored from two angles (namely importance for the performance of professional or managerial work), it may be stated that each working activity could be analyzed in a similar way, namely in a broader context after considering requirements also on other personality properties and professional assumes for its performance. However, this detailed analysis would be significant for employer entities in the evaluation of applicants for job and in deployment of human resources in an organization. It would be of little importance to the preparation of educational activities in formal education, as students are preparing for the working life in general rather than for the performance of a particular work. Frequently, people perform various working activities throughout their lives and the preparation has to be universal, i.e. rather than too specialized; it has to include the orientation to the development of those necessary personality properties that determine an adequate flexibility and adaptability. It is the reason why we have not dealt with qualification requirements; the focus of our analysis into personality properties was on abilities, types of thinking, features of character, and social skills. At a later stage of professional education it is usually too late to start developing due to persons' age. All these properties are also genetically conditioned and their development must be secured since childhood, as their proper shaping necessitates a long-term education. That is also why at present these properties are appreciated by many employers and are important in decision making about recruitment and selection of human resource. Their shortage or low standard may cause employability problems in the case of some individuals in general, and especially when they are trying to keep their continuous employability.¹⁴

¹⁴ EUROPEAN COMMISSION, EACEA and EURYDICE. *Developing Key Competences at School in Europe: Challenges and Opportunities for Policy* [online]. 1st ed. Luxembourg: Publications Office of the European Union, 2012. 66 p. [cit. 2014-04-14]. Eurydice Report. ISBN 978-92-9201-292-2. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/145EN.pdf.

Conclusion

Education described as an target-oriented activity connected with instruction and upbringing in any period of our life as well as the activities of a permanent learning process leads to not only improving our knowledge, development of skills and abilities, but also to the change in behaviour, action and attitudes. It is through education that aptitudes develop, these, in turn, are based on educational standards to be completed by every type of education in order to achieve minimum qualification requirements formulated by occupational standards. On the basis of clearly defined qualification standards for a given working position, it is possible to plan an individual's professional and personality development for increasing short-term and long-term performance.

Every job is changing in the course of time together with the development of enterprise, information and other technologies, with the development of the industry in which the enterprise operates and also with the overall development of human society. Flexibility is becoming a significant feature of an individual, enabling his stability and adaptability to constantly changing conditions. The concept of flexibility may be discussed in two meanings: longitudinal and transversal flexibility.

The longitudinal flexibility involves a continuous improvement and expanding of working capabilities of employees. The aim is to gain an individual who may be applicable in the long-term period in all the aspects related to his job title and often also in areas which may not be directly connected with his original work position, but may become part of after some time. At this point we can speak also about the transversal flexibility, i.e. employees are developed not only within their work qualifications, but also in the areas of social skills and other properties of emotional intelligence and personality properties. The aim of in-company education and training is also to develop an employee as an individual and also as a team member. Within the team there have to exist some relations, norms of behaviour and rules of action and mutual cooperation which enable a desirable intensity of motivation and the possibility to motivate individuals.

Adult education, part of which is also in-company education and training, should view an individual from the following two aspects:

- ✚ Developing an individual's abilities and aptitudes, when the employee has to be developed not only as a worker but also as an individual who is equipped with knowledge and skills needed for personal life

in the long term, regardless the present employer or work position performed;

- ✚ Developing an individual's work abilities, where man is viewed as an employee employed by a concrete enterprise or organization; in this process, man's knowledge, abilities, skills, properties of emotional intelligence are related to the employee's current work position and the company mission.

Development of an individual's competences and abilities is achieved through:

- ✚ The area of general education, whose role is to create a quality basis of further education, or to acquire basic general knowledge, owing of which an individual is becoming a valid member of society. Without this basis no further specialized education can be taken. General education is oriented to social skills, features of character and volition properties, which create conditions for further personality development. Here plays in-house education a minimum role and the focus is on the state and government competences;
- ✚ Through technical (vocational) education which serves for the formation of qualification requirements those are connected with one's future career. This area of education has to be continuously updated according to changing requirements for work positions in given sections of the Statistical Classification of Economic Activities. This concerns state-provided education as well as education and learning "on the job" (i.e. at workplace) in a specific employer entity;
- ✚ Area of development where further professional education in enterprises is fully applied. The aim of educational activities is to grant all relevant requirements within qualification and re-qualification courses. These courses are needed for the performance of current work position as well as for an individual's future career.

Education and upbringing activities of individuals have to be developed in the way that a holistic and continuous development of corresponding to changeable conditions of the labour market may be secured. Not only individual's personal abilities need to be taken into consideration along with education and learning adjusted to them, but in particular also requirements of the national economy and trends in the development of industries and changes in single enterprises and organizations, as these processes are directly connected with job creation and demands placed on the performance of single working activity. When selecting

a study programme of formal education or the educational activities of further professional (technical) education, applicants could seek the advice of career guidance in order to avoid useless social costs, as well as societal and psychological consequences. They need not neglect the fact that human resource development in enterprises is oriented to the development of an organization's ability to function as a whole and to the development of team-working abilities as well as to building a dynamic structure of explicit and implicit knowledge in the enterprise in order to improve the efficiency of the entire organization via improving the performance of its teams.

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