

**BUSINESS ECONOMICS**

UDC 331.5:338.1:34.08

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**EDUCATION OF EMPLOYEES AS A PRESUMPTION FOR  
MAINTAINING THE COMPETITIVENESS OF COMPANIES  
IN THE MARKET**

With regard to the relatively broad scope of this essentially topical issue, we want to focus our attention on selected economic factors and legal aspects of the need for education of employees [1]. Especially, companies with a focus on the so-called production sphere, must reflect, inter alia, the gradually expanding robotization (sophisticated operation of machines and devices), respectively digitalization related to such automatization of production and introduction of new information technologies.

Is possible clearly observed, that in the framework of realization economic policy strategies in the European Union, to the education (as such) is given increased attention. In particular, it is a Europe 2020 [2] strategy based on strengthening economic policy coordination, focusing on key areas where measures is needed to strengthen Europe's potential for sustainable growth and competitiveness. In the context of the theme of this contribution, this is particularly about inclusive growth, which means the creation of conditions in an economy with a high employment rate, contributing to social and territorial cohesion.

It should be noted that around 80 million people in the European Union have low or basic skills, but lifelong learning brings benefits mostly to the people with higher education. Since 2010, the European Commission assume, that 16 million more jobs will require a high level of qualifications by 2020, while the demand for low-skilled

labor force will decrease by 12 million jobs. At the same time, a longer working life will require the ability to acquire and develop new skills [2, p. 19].

Also in the legislative environment of the Member States of the European Union, strategies within investing in skills, modernizing labor markets, education and social protection systems should be strengthened in order to help people anticipating and managing changes and creating a cohesive society. It is desirable, that the potential of the workforce be fully exploited so that the European Union (as a whole) could face the challenges of an aging population and increasing global competition [2, p. 18-19].

Employees (the inhabitants of a particular state) are certainly (necessarily) within the European Economic Area (EEA) its driving force (in the broadest sense), because not in all areas of the business sphere can be replaced their work. Therefore, for the purpose to make a profit and in order not to lose a competitive advantage on the market, companies (entrepreneurs) have to expend appropriations (invest) in education (retraining) of employees.

Literally, with the enormous and often disarranged, unsystematic increase of legislation and the incoming trend of global informatization of society as such, there is a growing justified demand for appropriate extent, respectively adequately arising circumstances to realize company education (specialization) in the framework of specific professions in application practice. As an example, we would like to mention frequented areas such as: Industry 4.0 [3], cyber security [4] (especially in the realization of bank businesses [5; 6], cloud computing and personal data protection [7]), public procurement, e-Government, environmental protection and in this sense sustainable business etc.

On the basis of the above mentioned facts, one of the eventual solutions to a supposed (future) employment crisis may be the appropriate retraining of employees as an organic part of company education through innovative projects, especially from the perspective of the internationalization (expansion of economic activity) of the company in a globalized market. In this sense, innovative activity should be understood as the (progressive) activities of companies in the form of intensive education.

In terms of content, it can be (long-term) education programs in the framework of professional training such as lectures, seminars or workshops with compulsory completion of the professional examination or other prerequisites for adopting acquired new useful abilities and skills needed (necessary) in the field of employment by such theoretical and practical preparation for it. Special attention then deserves so-called adaptation process, it is the period of real employment of such a retrained employee within a specific segment - performance of work in the company.

A system of support for such truly innovative forms of education can, after fulfilling predetermined conditions (criteria), be financially (on the basis of challenge) provided by the competent public authority within its institutional base through grant schemes in the framework of inclusive growth. At the national level, it could be, for example, the Office of the Deputy Prime Minister of the Slovak Republic for Investments and Informatization.

With regard of the globalization of the market and the often modifying labor market trends in any segment, it is with any business focus of companies, is necessary pro futuro, but already also today, to place particular emphasis on finding optimal solutions in the context of modernizing economic processes. By setting up appropriate mechanisms on the basis of analyzes, based on relevant and long-term prognoses of expected market developments, the potentially negative impacts on employment can be mitigated (appropriate to the circumstances) by introducing (deepening) robotization (particularly) in the industrial sector.

Some suggestions presented in this article are to be understood only in terms of academic opinions and de lege ferenda proposals.

#### **References:**

1. For the completeness, we want to clarify on this place that under the notion of employee, within the meaning of § 11 (1) of Act No. 311/2001 Coll. The Labor Code in the Slovak Republic (Member State of the European Union) understands: a natural person who, in labor relations and, if stipulated by a special regulation, in similar labor relations, performs dependent work for the employer.

2. Communication from the Commission. Europe 2020. A strategy for smart, sustainable and inclusive growth. COM(2010) 2020 final. In Brussels, 3. March 2010.
3. Exempli gratia: Opinion of the European Economic and Social Committee on ‘Industry 4.0 and digital transformation: where to go’ (COM(2016) 180 final) OJ C 389, 21.10.2016, p. 50–59. Done at Brussels, 14.7.2016.
4. In wider contexts especially: Joint Communication to the European Parliament and the Council. Resilience, Deterrence and Defense: Building strong cybersecurity for the EU. JOIN(2017) 450 final. Done at Brussels, 13.9.2017.
5. To this more: LIŠKA, P. – ELEK, Š. – MAREK, K.: Bankovní obchody. Wolters Kluwer, 216 s., 2014, ISBN 978-80-7478-511-5.
6. Also: LIŠKA, P.: Bankovní tajemství a povinnost mlčenlivosti. In: Obchodněprávní revue. Roč. 8, č. 9, 2016, str. 241 a nasl., ISSN 1803-6554.
7. See in particular: Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation). Text with EEA relevance. Done at Brussels, 27.4.2016.