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Establishing a Network of Informal Mentors

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1 INTRODUCTION

Although it seems that some people would most want to stay forever young, life is a dynamic process. Growth and development is expected of us. So sooner or later comes a moment when he should say goodbye and put into new, uncharted waters to everyone. Something that was once considered to be a ticket to adult life today is a great responsibility, if not a severe burden. When the student completed a period of studying years, comes a period when most young people begin actively seek their first "real" job. When we start talking about regular employment, young people become a risk group, because of the lack of work experience required by employers as a condition of employment, to enter on the labour market.

Entering the world of work is for a young man of great importance because it represents the social and economic emancipation in society. Learning options in Slovenia, conception of education as a key factor in social mobility, lead to the inclusion of the increasing proportion of young people at a higher level of education. Choosing the direction and length of education is part of employment plan and shaping of lifestyle.

Unemployment is a major economic, social and political problem, so we were naturally interested to know what is the situation in the Republic of Slovenia in the field, while we highlight the situation of two focus groups: of young and elderly. Focusing on youth, the problem is not only high unemployment, but also unfavourable employment opportunities, and the successful integration of youth into the labour market is one of the most important challenges facing us today. On the other hand, population aging and prolong labour-active life period brings new challenges for the labour market. The findings are presented in tables and graphs or figures and trying to determine the status and trends in recent years.

We derived from the changes observed for the young and the organization, when a young get the first job to defining the problem in our project work. Entering the world of work is for a young man of great importance because it represents the social and economic emancipation in society. At any organization we can found spontaneous forms of mentoring programs, which take place informally. By formalizing the mentoring of such programs include among other measures to achieve the desired objectives of the company's employee development. We have identified the importance of mentoring at the entrance to the new working environment with the quantitative empirical study and results form a model of ideal mentor.

We have recognized opportunities in the intergenerational cooperation within the organization and increased support of "the outgoing employees," having mutual interest of knowledge transfer. As a proposed solution, we developed a model of a network of "informal mentors" to support the implementation of HR strategy, organization and as such is assignable to all types of organizations.

2 LABOUR MARKET

The labour market is the area where the organization obtained the necessary personnel and varies depending on the type of needs of employees (Vukovic, Miglič, 2006, p. 61). The main actors appearing in the labour market are employers making inquiries for new employees and employees who offer their work. Labour market is completed by the trade union movement and state intervention, which represents the correction mechanism, and many institutions in different ways governing the relationship (Smith, 2008, p. 22).



For the emergence of the labour market, it was first necessary that the labour is becoming commodity. The labour market operates just like a market for goods or services, but by following its operation cannot be equated with them, because employers and employees must not be treated as a commodity. Arrangements in the labour market shall be concluded on the basis of bargaining power, or by measuring the forces and not based on prices imposed by the market (Novak, 2008, p. 22).

The situation in the Slovenian labour market has radically changed in the last twenty years. From a relatively full employment and direct employment security system, advocated by the previous system, passed into the market economy in a very short period of time.

The current state of the labour market in Slovenia, especially in the field of human capital, labour and the labour market, it makes sense to be assessed in light of the European guidelines based on the Lisbon targets, to achieve faster economic growth. European employment policy seeks a balance between promoting the knowledge-based economic development and social cohesion.

Among the most important strategic documents that affect the performance of the labour market, are included in the following documents:

- Slovenian Development Strategy 2005-2013;
- Slovenian Exit Strategy 2005-2013;
- National Reform Programme 2011-2012;
- The competitiveness of Slovenian economy – overview and remedial action;
- Operational Programme Human Resources Development for 2007-2013 ... and others.

Slovenia has to, in addition to the rational use of space and the use of physical capital, carefully use of the potentials, represented by its inhabitants. Development, which would require fewer employees, could be quickly transformed into a socially and economically difficult to manage the situation. Therefore, strategic orientations aim to maximize labour force participation rate among all age groups, it is to ensure such income and social policies that will ensure that the work paid off and people will be encouraged to actively provide for its own social security, and will it also facilitate the provision of quality jobs through growth in economic activity, rather than through the preservation of jobs only because of social concerns.

Slovenia is at the employment level in the European Union average and fully complies with the guidelines of EU policy. At too low activities of the population are problematic young and older generations, because young people are entering at the labour market late, older and increasingly early exiting. As a result, we began to face a future shortage of labour. Slovenia is behind the developed European countries in the field of low education and skills. There are too undemanding jobs in Slovenia. Structural imbalances in the labour market and inequality access to labour and capital are formed too. Outline of the labour market can be summarized by the following observations (<http://www.slovenijajutri.gov.si/fileadmin/urednik/dokumenti/ck2.pdf>):

- Slovenia is in the employment level of the EU average.
- The fully complies with the EU's employment policies.
- Too low activity of the population in certain age groups – a problem the young and older generations. Young people are entering the labour market late, but older generations are more and more exiting. In the future, we will therefore begin to face a shortage of labour.
- Insufficient training or qualifications – Slovenia in this area lags behind the developed European countries. Improves the educational level is only for young people to continue their studies, while the older generation is problematic, because it has no proper education and are therefore non-competitive market. International survey on literacy in the population aged 16 to 65 years showed that 70% of participants did not achieve the appropriate degree level in terms of mobility, employment and participation of individuals in social processes.



- Too many non-demanding jobs – quality jobs is measured by the degree of knowledge.
- Structural imbalances in the labour market.
- Inequality in access to labour and capital.

2.1. Outline of the labour market in Slovenia

After a period of positive developments in recent years, the labour market in Slovenia during the economic and financial crisis began to contend with falling employment and rising unemployment and structural problems. The unemployment rate, according to Eurostat, increased in recent years and rose from the lowest 4.4% in 2008 to 8% in September 2011. At the same time increased the rate of unemployed young people from 10.4% in 2008 to 14.3% in 2011. The proportion of elderly unemployed and long-term unemployed is increasing too during the crisis. Despite crisis, our unemployment rate is still below average in comparison with other EU countries.

Slovenia has particularly low employment rate for people aged 55 to 64 years in comparison with other EU countries. It fell from 35.6% to 30.6% in the last period. For illustrative purposes, the best countries (Sweden, Norway, Germany and Denmark) have employment rates above 60% of the elderly. The number of young people and young workers employed only temporary and part-time employed increased, while the number of full time young people reduced. Temporary employment and part-time employment are sort of cancer for young people, because provide a lower Social Security.

Particularly high prevalence of temporary employment among young people is of course mainly due to the occasional student work. This in itself would not be problematic, if not mean relatively low pay and practically no social security.

Movement in the labour market is affecting mostly on the two weakest groups of employees (old and young) since the beginning of the crisis. They are most under attack when it comes to the economy worse; it is also their first employers "offload". These two groups should continue to receive most attention in terms of possibilities for their greater and more secure employability. Employment of these two groups as known in the Scandinavian countries is for us unattainable ideal.

Without appropriate policies to promote economy and promoting job creation, the labour market situation deteriorated further in the future. The future government action in this area is the key. The Scandinavian scenarios in relation to the size and structure of employment will stay away without increasing the demand for labour and changes in demand structure towards jobs with higher value added.

But this does not mean to minimize attention to another key factor - the preparation of individuals to increase their employability. Individual must be motivated to adapt, training and is active job-seeker for "better" job. The role of government is to promote and helps to individuals. The reform proposals of changes to labour legislation and training services to unemployed people should focus on more effectively "passing" and integration (matchmaking) job seekers and businesses as providers of jobs. This would greatly increase the efficiency of the labour market (http://www.dnevnik.si/objektiv/vec_vsebin/1042488801).

So called lifelong learning is crucial in terms of employability on the labour market. This is the key responsibility of every individual to continually adapt to the needs of the workplace and to the overall technological trends. Consideration should also apply the measures to the financial support from the state to encourage individual investment in additional training and new skills. Not only for businesses (owners and managers), but also for the employees themselves becoming key ongoing strategic debate about whether we know what our jobs will be in the



future and what skills we need. From the perspective of the country would be reasonable to all the incentives for technological development therefore linked not only to invest new technology programs, but also programs for companies adapting workplaces and lifelong learning (http://www.aktiv.si/vsebine/Spremembe_na_trgu_dela_vplivajo_na_mlade?id=5219).

Slovenia's Development Strategy 2013–2020 (http://www.svrez.gov.si/si/delovna_podrocja/priprava_strategije_razvoja_slovenije_2013_2020/javna_razprava/trg_dela/) highlights the fact that without an increase in employment rates and the corresponding jobs that can give rise in productivity, we cannot expect sustained economic growth. Particularly, the need to find solutions on how to increase employment, especially the elderly, which will have a positive impact on productivity growth. To increase the employment rate is necessary to promote the integration of youth into the labour market. As well as how to promote faster adaptation demand structure - corporate restructuring and investing in human resources and increase productivity - and a target to implement measures that will affect the growth of average earnings.

Before formulating policies affecting the labour market and beyond, the focus should be on the person (people, firms, institutions). Only if all individuals are in equilibrium, the market can work in an economic equilibrium, which is of course an unattainable ideal. Therefore, policies must adapt to "a positive impact on individuals in the integration of searching and creating jobs." What are these policies? Individual must be motivated to adapt, training and be active job-seeker is always "better." The role of government is that it also promotes and helps him. The legal framework should be adjusted to allow more efficient operation of the labour market (employment, social dialogue, wage policy, migration policy), policy should be directed to those who need it, while ensuring that modern institutions.

It is very important connection between the education system (all levels of formal education) and the labour market and the lifelong learning. By increasing the transitions between formal and informal education and the labour market will be possible to achieve increased productivity and more effective integration of supply and demand in the labour market (http://www.svrez.gov.si/si/delovna_podrocja/priprava_strategije_razvoja_slovenije_2013_2020/javna_razprava/trg_dela/).

2.1.1. Flexibilisation of the labour market and flexible forms of employment

The labour market is due to the need for continuous adaptation in recent decades has undergone many a change, which changed the scope of employment and the interaction between the individual and the organization. When you become a standard form of employment is too stiff and can no longer adapt to new economic, organizational, technological and social requirements, because it affects a variety of flexible forms of employment, which also require an adequate remedy. Namely, the need for an effective response to the competition and the introduction of new processes and technologies that require urgent changes in the process, contribute to the rejection of the employers of the standard forms of employment. The expansions of these forms of employment are contributing to the growth of unemployment, which in times of crisis may be very large (Erjavec, 2008, p. 2).

The most striking and typical form of employment in most countries are still open-ended full time jobs, that is classic, the standard form of employment. Such a form of employment ensure the sustainability of the employee or a stable job, a relatively large volume of social rights, and greater safety compared with flexible, non-standard employment. Typically the standard form of employment is that employees work directly for an employer with whom the employee has a contract of employment under the employer's direction and under his direction and supervision and the employer's premises, with its working assets in a particular organizational form, and in the work time and the organization as determined by the employer (Erjavec, 2008, p. 2).



With flexibility of work and employment, in addition to standard forms of employment are becoming increasingly widespread use of a nonstandard, atypical and flexible forms of employment. From gainful employment differ mainly in higher risk, less security, lower valuation and temporary. Valid Slovenian labour law is governed primarily by the following flexible forms of employment (Kresal, 2007, p. 21-22):

- fixed-term employment,
- employment of a part-time basis,
- work at home, including the remote working,
- work through temporary employment agencies.

2.1.2. Networking as a form of job search

Networking: to find a job with the assistance of the people they know. Networking is the job search through friends, colleagues, acquaintances and the like. Condition for success is more and more informed acquaintances that we are looking for a job. We learn of unpublished jobs, we provide meetings with human resource officer, we stay abreast of policies and people who work in this area, we have a better view of the target labour market, we get a recommendation for a job, an acquaintance can be guaranteed to us, we have inside information on the situation in the company ... with good networking.

Studies on the mode of obtaining employment showed that job search through personal ties and acquaintances get a job most of individuals. We can find out information about the vacancy from acquaintances, or they recommend us to the employer. The value of bond job-seeker's not just information that's nothing to do with, but also information that may come of these through its own network of contacts and ties (Zaletel, 2005).

Connections and friendships is one of the most frequently used search strategy to get (first) job. Most people, especially children whose parents are employed, get a job at the same organization where their parents or relatives work. It is essential that you have sufficient time formed the most extensive network of connections and acquaintances. Research shows that most graduates get their first job right on this path (Zaletel, 2005).

In Slovenia, it is generally accepted that networking provides an opportunity for less skilled applicants with good "connections." In the process of networking are always involved three parties: the employer, a candidate for the job and the person who recommended the candidate. This person is on the scale build up its integrity as a way to guarantee that the proposed candidate is capable and suitable for the job. The ideal outcome of networking is the satisfaction of all three sides. If the candidate does not prove adequate, then the damage suffered by a person who is proposed. The very concept of networking is based on the fact that a third party "flag" own "good name" for a candidate, the proposer will therefore be very careful to propose a suitable candidate (Zaletel, 2005).

Before starting the networking is necessary to realize the importance of networking. This is a reciprocal process, which means that there is no payment or other benefit, but it is a mutual assistance. People that help is needed to return the favour. In the case of non-reciprocity principle, can the other person feels as if it exploited, which leads to negative interactions. Networking is scheduled to be tackled, even though we are dealing with their relatives, friends, acquaintances and others.

Networking course can be combined into three steps (<http://www.ess.gov.si/>):

- compile a list of people with whom we will contact (relatives, family friends, close friends, colleagues with faculty, classmates from high school, neighbours, friends ...);
- write a list of needs to be solved by those people (for example, information about the vacancy, the recommendation of HR officer, inside information);
- we start to make contacts, via phone or e-mail.



2.1.3. Student work

Student work is temporary or occasional work done by students on referral from an authorized organization that operates the transmission work to students, according to the regulations on employment.

The Higher Education Act (Official Gazette 119/2006) provides that a person is a student, studying in an undergraduate or postgraduate level, and he enrolled in the study of a call for entry.

Work through the student service is substantially cheaper form of borrowing workforce for the employer, students no need not to social security contributions, miscellaneous compensation for absence from work, the cost of transport to and from work, and the cost of meal allowances and expenses for annual leave. In addition, students are more mobile, flexible, adaptable and work can begin at any time, in the event that the employer is not satisfied with the student and his work done, he can always be dismissed, because it has no obligation to, such as notice periods and severance pay.

Students may represent the employer's knowledge of fresh, active energy and new ideas that could benefit the company. Employers are aware of the fact that students are able to perform complex and specialized work. For employers, to a student work is also a source of recruitment, because after a certain period of time may find that a student would be good for staff recruitment. In this way you can avoid the cost and time to search for a new employee.

According to research Eurostudent which is 43.8% of students gained experience in the labour market in the form of part-time jobs over the student. Among the reasons that so many students carry out work during their studies, mainly in the benefits of this way of bringing students. However, a student in the performance of such work has also faced with certain disadvantages. With certain advantages and disadvantages of the employment meets the student's employer (Cargo, 2010, page 20.)

3 UNEMPLOYMENT IN THE LABOUR MARKET

Unemployment is one of the most pressing problems of today's economies, causing both economic and political problems. From an economic perspective, unemployment is undesirable because it is the real gross domestic product is less than potential, this is the one which the State may be made if it had hired all of working age people. Since the work would be done by the unemployed at the moment, but is not, cannot be stored, this part of the gross domestic product is lost forever.

Unemployment of course also leads to psychological problems like depression, a sense of redundancy; aggressive, stressful feeling that usually leads to social problems such as alcoholism, crime. The government, which allows high rates of unemployment, it will be difficult to win the allegiance of voters, so unemployment is a political problem (Hrovatin, 2000, p. 206).

In accordance with the rules of the International Labour Organisation term "unemployed" comprise all persons above a specified age who were in the observation period (<http://www.stat.si/>):

- out of work (not in paid employment or self-employed);
- available to work as an employee or self-employed during the reference period;
- seeking work (have recently taken specific steps to seek paid employment or self-employed).



In examining the situation on the labour market distinguishes several types of unemployment, which have been divided into (<http://sl.wikipedia.org/wiki/Brezposelnost>, http://www.stat.si/doc/pub/ESR19_95/11):

- structural unemployment caused by mismatch between the supply of personnel in the labour market and demand. Often the cause of this type of unemployment, rapid technological development, which sought to change the ratio of personnel. The biggest problem for the country, with her face, as it is lengthy and can affect a whole generation of people.
- frictional unemployment, which is usually a short period, due to the time lag between the start of job seeking and obtaining it. The most commonly occurs among young people seeking their first job and the dismissed workers seeking new employment.
- seasonal unemployment, the business due to fluctuations in production in certain seasons or dismissing hire seasonal workers.

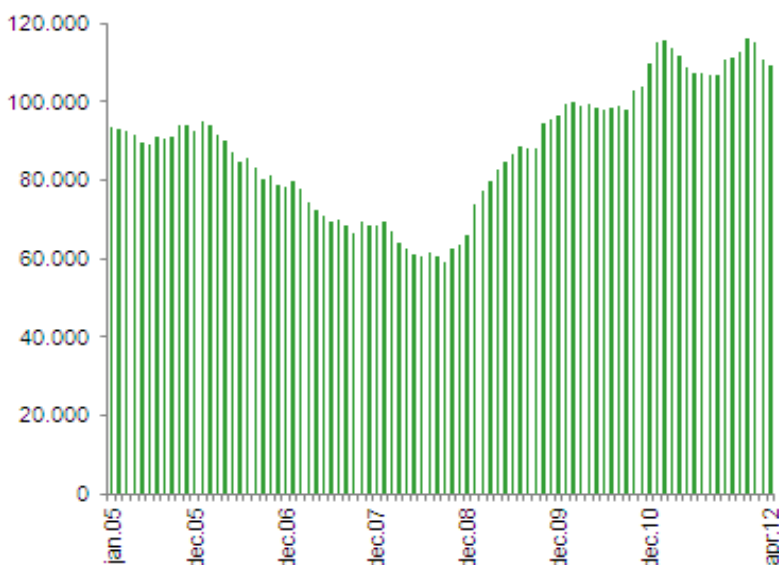
3.1. Unemployment in Slovenia

The registered unemployment rate in Slovenia was at the end of February 2012, around 12.4% or 0.1 percentage points lower than in January 2012, declined mainly due to the increase in the number of women and the simultaneous decrease in the number of registered unemployed women. According to the Labour Force Survey the unemployment rate in the fourth quarter of 2011 was 8.7%, the registered unemployment rate in this period was 12.0%. The difference between the values of the two rates is due to different methodologies. For registration information we have full coverage, the results of the Labour Force Survey estimates are based on a statistical sample (http://www.stat.si/novica_prikazi.aspx?id=4637).

According to the Employment Service of Slovenia was at the Institute reported an average of 110,692 unemployed persons in 2011, which means an average of 10.1% over 2010. In December 2011, the 8995 newly registered unemployed persons, which is 4,7% more than in November 2011 and 39.4% less than December 2010.

Among the newly registered were 753 first-time job-seekers, 2,204 permanent redundancies and bankruptcies and 4,944 unemployed due to the expiry of temporary employment. Evolution of unemployment is shown in the first graph.

Graph 1: Changes in registered unemployment, 2005–2012

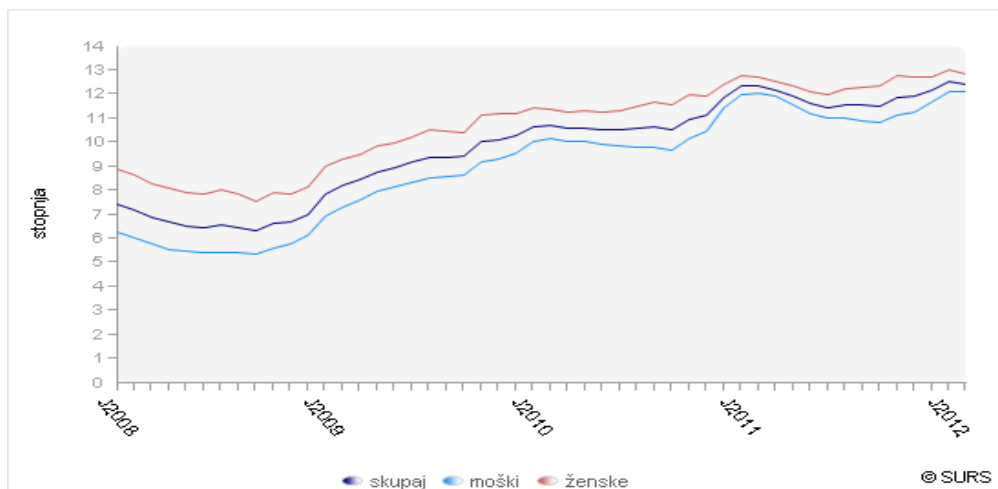


Source: http://www.ess.gov.si/trg_dela/trg_dela_v_stevilkah



The graph 2 shows the unemployment rate by gender for the period 2008-2012, while in 2012 state the following: unemployment rate for women was 12.8% and for men 12.1%. Among all registered unemployed, the share of men was still greater than the proportion of women, it was 53.5%. Number of employed in February compared to January 2012 increased by 450 persons. Review by gender shows that the number of women increased by about 800, while the number of men dropped to around 350.

Graph 2: Registered unemployment rates by gender, January 2008–February 2012

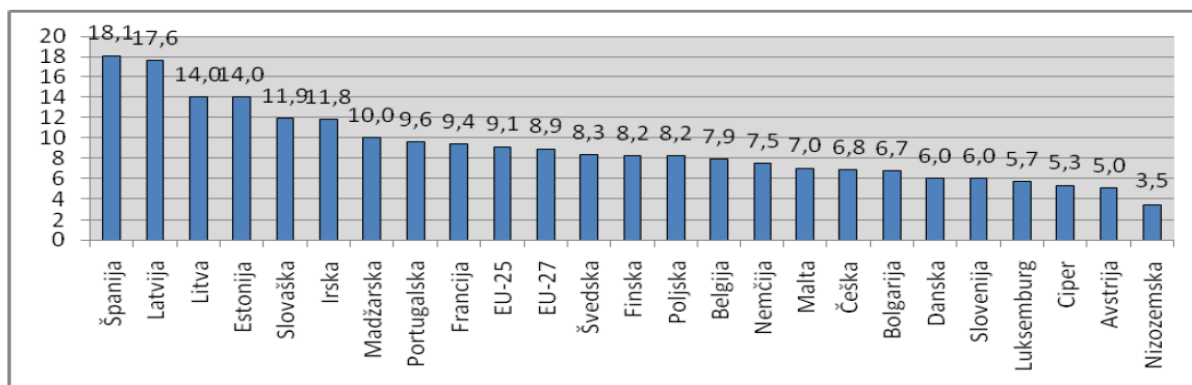


Source: http://www.stat.si/novica_prikazi.aspx?id=4637

3.2. Unemployment in the EU

As in Slovenia, the unemployment rate has fluctuated in the European Union by the fact that the average unemployment rate in Slovenia was always lower than the average rate of unemployment in the EU. ILO unemployment rate in Slovenia from 2001 to 2003 increased from 6.2% to 6.7% by 2008 but dropped to 4.4%. The situation was similar to the level of unemployment in the EU-27, which in 2001 was 8.5% and has increased by 2004 to 9.2% by 2008 but dropped to 7.0%. In 2009, the economic crisis and increased both the rate in Slovenia to 6.0% in EU-27 to 8.9% (Cargo, 2010, p. 8-9).

Graph 3: Survey unemployment rates in EU countries in 2009



Source: Eurostat, 2010

Current situation in the EU is more alert. According to Eurostat data, it was in European Union countries 23,8 million unemployed in 2011, only in the euro area 16,469,000 people. Compared with December 2010, unemployment in the European Union increased by



923,000 in the euro area by 751,000 people. The lowest unemployment rates were recorded in Austria, the Netherlands and Luxembourg between Member States. The most effective unemployment faced are in Estonia, Latvia and Lithuania, but the fastest growing in Greece, Cyprus and Spain.

The unemployment rate for men increased from 9.7% to 10.2% in the euro area and from 9.5% to 9.8% in the European Union in December 2011 as compared to the previous year. The female unemployment rate rose from 10.3% to 10.6% in the euro area and from 9.6% to 9.9% across the Union. By the way, also youth unemployment to 25 years of age is increasing, in December 2011, the percentage was higher than in December 2010. In this category are the best Germans, who have 7.8% of youth unemployment, Austria (8.2%) and Netherlands (8.6%). The highest, has just outrageous, is youth unemployment in Spain (48.7%), Greece (47.2%) and Slovakia (35.6%). And the data for the U.S.: there had 8.5% unemployment rate in December 2011 in Japan, the figure for November 2010 was 4.5%.

3.3. The situation of young people in the labour market

The period of childhood is often associated with the process of growing up, the transition from adolescence to adulthood, most of which also marks the transition from youth education in the field of work or employment. The transfer is a result of major changes for young people and can be very difficult. It depends on the characteristics that each individual has; those can be a competitive advantage or disadvantage on the labour market (Trbanc, Verša, 2002, p. 339).

The basic feature of the category of young people in the labour market has a variety of youth as a period of transition and integration into a variety of roles not only in the work area, but also in developing a variety of social and personal relationships. Youth makes three sets of characteristics that are important from the perspective of employers, through knowledge, experience and characteristics as a result of socialization (sociocultural capital) or personality traits (Trbanc, Verša, 2002, p. 339-340).

Trends and developments in the situation of youth in the labour market in Slovenia are quite similar to what is happening in the European Union. Characterized by fewer numbers of young generation and extension education on the one hand, on the other hand, the structure of job opportunities that are available to young people and which is dominated by highly flexible forms of employment, the most common is a fixed-term employment. Therefore, young people in Slovenia, often moving from one job to another, thus taking a greater risk that a new job cannot even find it. In Slovenia, the greatly expanded the so-called student labour market, so can we expect in the future, educated and flexible student labour force, as in some European Union countries, a serious competition for young people seeking employment after education. Although Slovenia is not youth unemployment in the European Summit, the percentage is quite high and a high proportion of unemployment in the country (Trbanc, Verša, 2002, p. 365).

The number of unemployed youth has followed to the trend of unemployment. Thus, the number of unemployed youth registered with the deepening of the crisis increased and reached its peak in 1993 when it was on average 48,295 unemployed young people or 37.4% of all unemployed. After that year, the number of young unemployed declined steadily and in 1997 the unemployment rate reached a value of less than 30.0%, specifically 29.1% of all unemployed in 2007, value of less than 20.0%, specifically 16.7% of all unemployed, while in 2009 the value of 15.4% of all unemployed. Similarly, changing the average annual number of first-time job, this can be said to comprise mainly young people. Peak was also reached in 1993 with a rate of 19.0% of all registered unemployed, but after that year, the number of first-time job and began a gradual decline in 2009 amounted to an average of 12,319 persons, representing 14.3% of all registered unemployed (Čargo, 2010, p. 18-19).



Slovenia had 240,000 young people (15-24 years), of which 82,000 were employed, of whom 69,000 employees, 2,000 self-employed and 11,000 unpaid family workers in 2010. Among the employees there were 36,000 in regular employment, ie. employees in person or legal entity. 31,000 have worked through the student service, 1,000 of them engaged in other types of work (for example, work under the contract and work for a direct payment) (http://www.stat.si/tema_demografsko_zivljenjska.asp).

In 2010, 14% of young people worked in the public sector in public administration and defence, compulsory social security, education, health and social care and the arts, entertainment and recreational activities. They made 30.7 hours per week. Nearly 30% of young recruits had a permanent job with full-time little more than 36% had fixed-term and full-time and 33% for a fixed period of time, part time. The employment office of the RS in 2010 was on average 11,000 registered youth, while the Labour Force Survey counted 14,000 youth.

Young people look for work an average of 9 months and a half. Among the young unemployed is more than 64% of people with upper secondary education, followed by persons having completed primary school or less education than this – this is 29%, at least, the tertiary education – 6.5% (http://www.stat.si/tema_demografsko_zivljenjska.asp).

In 2010, Slovenia had 82,000 students and 74,000 students, which means that it has educated more than 65% of all young people aged 15-24 years. This is confirmed by the indicator "NINDA" (Briefings NEETs – Not in Education, Employment or Training), which is for 2010 in Slovenia amounted to 7,1%. Among 27 European members we value of this indicator in fourth place.

In comparison with EU Member States was showed the lowest level of poverty risk among young adults aged 16 to 24 years, it was 8.4% in year 2009. Reasons for this are several. It is likely to be affected by the fact that in Slovenia, the vast majority of young people in that age group still live with their parents. Alleviating poverty is, of course, social transfers and work through the student services (http://www.stat.si/tema_demografsko_zivljenjska.asp).

3.3.1. The causes of youth unemployment

Causes of youth unemployment may be more, but ranked among the most important discrepancy between the needs of the labour market and educational structure of those finishing their education. For some years there is a marked increase in enrolment in social science faculties (economic, legal, etc.), but unfortunately the demand for professionals in this field of education do not cover the entire supply. In addition, more skilled employees allows greater innovation, positive impact on labour productivity and consequently on economic growth (Kajzer, 2006, p. 28).

Unemployed persons with higher education usually easier find jobs in recent years due to the increasing influx of graduates into the labour market conditions change. Field of study is becoming increasingly important, but often employers also require relevant work experience, that's why is easier to get a job with a degree at which there is a demand at the labour market, level of education plays an increasingly minor role.

As the following reason for youth unemployment may be drawn to the lack of relevant work experience. Young people who come after school to work, full of new knowledge, based primarily on the theory while they lack practical experience in a specific workplace. First working experience is an important factor for the employer when deciding on the employment of new workers. Despite the fact that young people have some advantages, especially in terms of creativity, ambition, perception of new technologies, willingness to acquire new knowledge and skills in foreign languages, the problem is that experience elsewhere than in the workplace cannot be obtained and young people are also finding themselves in a vicious circle. In eliminating the causes of unemployment, young people can be of great help to work



through the student service that most young people are performing during the study (Počivavšek, 2005, p. 35-36).

Suggestions for improving the situation of youth in the labour market during the economic crisis are the following: (Vujasin, 2010, p. 21):

- Encouraging the involvement of youth in various programs, training and retraining programs of active employment policy (AEP). Young people should be on the integration of active employment policy programs aware of the benefits brought about by the inclusion in any of the AEP programs and present programs that are available to them and for them the most suitable;
- To improve targeting of active employment policy to a group of young people who are more problematic;
- Making a personal profile of young people in which they were made and described in previous work experience, knowledge and skills - work through the student service;
- Young people should engage students work in their profession, giving them more useful opportunities in their future career path;
- It is important that the student gets into contact with prospective employers at the time of study and monitor the situation on the labour supply;
- A wider range of scholarships to young people after leaving school to be employed;
- Education of young people from the state to promote small business;
- Intensive involvement of long-term unemployed in counselling programs and promote their reintegration into the education system;
- Increase in social security for workers, temporary employees;
- It would be necessary to reduce the employment differences between young men and young women, because of increasing unemployment of young women in recent years;
- State could develop volunteering projects, which help young people during unemployment time, motivate them and also symbolically rewarded them for their work;
- Create jobs for the unemployed and reduce unemployment among young people;
- Due to the rising unemployment of young graduates in recent years should be greater attention paid to ensuring the skills of search (where and how to look for a job, how to write a job application, etc.);
- Creation of new jobs for an indefinite period, and state aid to employers who employ young people for an indefinite period;
- Encourage and guide young people in occupations for which demand is increasing in the labour market;
- Motivate young people to self-employment;
- Greater flexibility in programs and employment measures for young people to local conditions.

The state could the crisis of employability solved with re-introduction of apprenticeships to help graduates entering the labour market.

The positive side of apprenticeships is new working experience that students have the time to provide during the apprenticeships. It would also be necessary to limit the courses for which there is no demand in the labour market and to motivate students for future courses of higher demand. The required number of scholarships should be increased that would motivate students to make rapid completion of the study, since this would have guaranteed employment (Vujasin, 2010, p. 21).

3.3.2. How to improve employment prospects upon entering the labour market

After graduation, we entered young into the labour market at the time of greatest crisis. For most this will be the first serious job search, so we have to make every effort to be noticed by employers and interest in our work and we also employed.



Taking in to account the following tips will improve the chances of employment (http://www.aktiv.si/vsebine/Spremembe_na_trgu_dela_vplivajo_na_20_mlade?Id=5219):

- **Readiness for Lifelong Learning:** Degree certificate of successful completion of the study program, it must never be equated with the completion of education. It is essential to monitor developments in the area for which the individual is a specialist, and also be tracking developments in the areas of individual expertise and skills essential. Moreover, it is necessary to develop new skills, which will necessarily be to develop the industry.
- **Manage your career:** career for life is becoming a rarity; at the same time automation and delocalization will lead to some jobs have disappeared. It is necessary to predict how the labour market conditions affect the profile of individuals, and the correct action. It is necessary To learn how transform, adapted and supplemented your skills to your advantage.
- **Develop critical thinking:** Employers are looking for people who are innovative and productive despite a worldwide recession and dissatisfaction. Technology can do, but not all, so it is important to develop critical thinking, to adjust, identify relevant information and decide quickly, despite the lack of information.
- **Be curious:** Take the year of study to broadening horizons, acquiring skills and learning about new cultures. Volunteer abroad; get in contact with people who may help in career development. Do not walk around with blinkers on the eyes, but think about how new experiences and ideas to use in own career.

3.4. The situation of older people in the labour market

Longevity is undoubtedly one of the greatest achievements of 20th century. Demographic trends indicate that the life of perpetuating, and thus the period of receiving benefits, decreasing the fertility rate, the population shrank, and there will be less capable of working population. The fact is that many people after forty years of age are completing their active work-life period, and around the fiftieth years are retiring. That illuminates another paradox, namely the active portion of the population is aging and shrinking, on the other hand, there is a massive early retirement. You can expect to be at a reduced fertility in the future this trend will continue and even intensify. By 2030 both the EU-27 population over the age of sixty-five years from 71 million in 2000 will grow to 110 million. Companies are looking for opportunities to adapt the work for older employees and older employees to adapt effectively to new work challenges (Dimovski, 2006, p. 42).

As the population ages, labour force ages too, it can be concluded that in the coming years, this phenomenon is intensified. If we compare the predictions the workforce is changing in the future. The number of young workers under 30 years will be less and less, while increasing the labour force earlier, which include people aged between 55 and 64 years (Eurostat, Projected old-age ...). From the situation employers will be forced to seek new opportunities in the future, young workers will be easy enough to replace them with a shortfall, which will increase due to retirement. In recent years, the average of economically active is around 40% of older workers, which means that they are aged between 55 and 64 years, but over time this percentage will grow. The situation of older workers in the labour market due to various factors is in the last twenty years, constantly changing.

With aging populations, which has been extremely intensive, we encountered in Slovenia by increasing number of older workers among the labour force. Despite the aging of society, are still too concerned with this problem the company, which will lead to a large increase in public expenditure needs for the old (pensions, health ...) in future (Kajzer, 2007, p. 27). From the Eurostat projections show that by 2050 the proportion of the population aged over 65 has doubled.

For the quality of age are important relationships, relationships with other generations and prevention of isolation. (Javornik, 2006, p. 33). Address the challenges of an aging society



means not only solve physical problems and the associated economic consequences, but also to overcome the intergenerational gap. The purpose of the Strategy of care for the elderly, the overall direction of various ministries, is interdisciplinary integration and cooperation in addressing the rapid growth of elderly population, particularly the elderly. To ensure the success of the guideline should be considered inseparable connection for quality aging and hardening of the introduction of a new solidarity between the generations. (Kidrič, 2006, p. 4).

In developed countries it is already a strong trend towards aging and reducing population. And over the years than projected by Eurostat and the United Nations, the percentage of old people is increasing. This in turn means that it will increase the proportion of older employees in comparison to the share of younger employees in the workforce.

3.4.1. Demographic and economic trends as a framework for the study of aging

The EU average employment rate of older (55 to 64 years) in 2004 was 41% and since 2000 has increased by 4.4 percentage points. But it is still 9 percentage points less than the stated objective of the Council of Europe, namely 50% by 2010. Developed countries, especially Scandinavian and Baltic countries, promote active aging for almost two decades. Consequently, there is a fairly high level of employment in the age group of fifty-five to sixty-four years. Sweden, Denmark, Estonia, Portugal, Finland and Great Britain were 50% employment rate for older exceeded in 2004. In France, Latvia, Hungary, the Netherlands and Finland, since 2000 the employment rate for older people has increased by at least seven percentage points. Changes in population age structure have an effect on economic activity and structure of the economy by activity (Dimovski, 2011, p. 37).

Real impact is on all phases of the economic process: production, distribution, consumption and saving and investment. This means that also affect the markets, which operate in the economy. In particular, it is important impact on the accumulation of all types of capital. Among those in the advanced economies is very important accumulation of human capital. The current patterns of development were based on significantly greater accumulation of human capital of young people and the young mature. In elderly and old people was very obsolete knowledge. Since the technological development and scientific progress faster than before, the problem of obsolescence of knowledge is even more important. Part of the company will be countered by a significant level of education of population than in the past, partly by promoting lifelong learning. Notwithstanding this will still be subject to basic economic laws, under which investment in human capital in old age is less profitable as in the youth. Perhaps it will be somewhat mitigated, but not changed. Businesses operating in competitive markets in bad times continue to dismiss workers who are on both ends of the age pyramid. These are young people who are at last coming into the company, and older, who are to retire. Investing in human capital is closely linked to labour productivity, although still far from its only factor. An important factor is the in-service training, which brings practical experience (Dimovski et al., 2006, p. 2-14).

In terms of age of the worker, two factors have impact in the opposite direction on worker productivity. Aging will bring a new type of society that will eventually change the rules of conduct, operation systems, behaviour patterns and systems of education. Aging population means a very great pressure on the population of the entire European Union, the overall labour market, productivity and competitiveness, but also the stability of public finances, especially those relating to social and health services. European Union strategy in the fight with this problem is based on promoting the concept of active aging, which already gives results in many Member States (Kump et al., 2006, p. 4-6).

The employment rate for people aged fifty-five to sixty-four years, has greatly increased. It reached 43.6% in 2006, far more than it was in 2000 (36.6%). Employment has been



concentrated in sectors and occupations, based on knowledge and highly skilled workforce. Member States have different sets of policies related to aging. The most successful are those countries that are more comprehensive and in addition to retirement rules also include financial incentives and aspects of employability, such as health, training and lifelong learning and flexible working time arrangements. Good examples of active aging are Denmark, Finland and Sweden. High employment rate among the elderly in the non-EU countries has also Switzerland (67.3% in 2004) (Dimovski, 2011, p. 39).

3.5. Age Management

With the purpose of the adjustment of the elderly is developing age management with an emphasis on prolonging working lives, retraining, education and training and to re-integrate older. Age management is still an evolving discipline and in the future will offer solutions and ideas on how to solve the problems of older employees in the companies. On the social level, aging and the aging population requires companies to adapt systems, as well as their attitudes towards aging and old age. This adjustment is necessary because there are changes in the labour market, other emerging intergenerational relations and the pressure on pension and health fund (Dimovski et al., 2007, p. 42-45).

Longevity is undoubtedly one of the greatest achievements of 20th century. On the other hand, an aging population suggests the accompanying interactive trends towards economic and social developments that mankind brings new challenges. The fact that many people after forty years of age, completing his active work-life period, and around the fiftieth years are retiring, illuminates another paradox, namely the active portion of the population is aging and shrinking, on the other hand, there is a massive early retirement. The problem has to be approached at both macro and micro levels of government to design specific measures within individual organizations, which claimed a new area of managing people at work, age-management. Management of older instruments can be grouped into six areas of Employers (Dimovski, 2011, p. 38).

Despite their interdependence, it is noted that the best results are achieved in that area, which is the company and its employees of the bottleneck (Dimovski, 2011, p. 39):

- Transformation of established concepts of management in relation to aging and older employees both inside and outside the company;
- Implementing knowledge management processes, which involves the identification, interest, use, retention, organizational knowledge sharing and tools for training and staff development;
- Development of tools and health management system development to ensure the mental, physical and emotional health of older employees;
- Establishment of an appropriate work environment and physical tools and accessories that provide mobility for older employees and functional performance;
- Management of intergenerational relationships;
- Transformation of the entire function to deal with people at work.

3.5.1. Poor development of "age management" in Slovenian companies

So far, rare researches in Slovenian companies to respond to aging employees do not give the optimistic conclusions. Although the majority of Slovenian employers are already experiencing problems of aging and are also facing a shortage of labour, the concrete measures to deal with people at work, with an emphasis on keeping older people in work activities, more the exception than the rule. Encouragingly, the majority of employers find it to be needed changes in this area – first in the direction of changing the culture of early retirement among employees and employers thought patterns.



For the purposes of the recent research that answered the question of how the Slovenian enterprises respond to the aging of employees and the extent to which they develop Management of age, showed that small (and medium) firms tend to have developed age management, but if you have already implemented some measures dealing with older employees, those measures have informal character. Many companies had no section for dealing with people at work, or permanent staffing services (but were governed by the field staff outsiders). Consequently, the field of age-management is not implemented.

The analysis showed that in Slovenian organizations already implementing measures as follows:

- Advertisements of vacancies is not discriminatory age limits (of 204 organizations which are 174 and 86.6% already do);
- Promote the creation of diverse age – mixed working teams, in which there is participation of older and younger employees – 134 and 67% of organizations;
- Age-related medical examinations: care for the prevention and cure – or 131. 64% of organizations;
- Identification of health risk jobs and assess risk for individual (older) employees – 118, or. 58.4% of organizations;
- HRM communicates with its employees on retirement plans (126 or 62.4% of organizations);
- Ongoing communication with employees regarding their intentions and the desire to prolong working lives - well over retirement age (112 or 56% of organizations);
- Identify, detain and transfer key skills of older people – or 106. 53.3% of organizations;
- Provide an exemption or an exemption from overtime for older workers – action is 100 or 50% of organizations.

Least often used measures are:

- Promotion of active aging strategies and policies of age management in organizations – at all levels (3.6%);
- Education management and HRM on management of age (6.2%);
- An extension designed to allow constructing a career (7%);
- Optional: redeployment of older employees at lower levels – low wages, better work and less responsibility (9.5%);
- Flexible work practices (work at home, thicken with his obligations to 4 days a week, etc.. (10%).

The European Union has set two goals – by 2010 is expected to remain economically active half of the population aged 55 to 64 years, the age at which the Europeans retire, is expected to rise for five years. European countries should also take advantage of all the labour that you have available – even older, if they want to cover all the demand for labour (Malačič, 2006, p. 83-85).

In Slovenia there is so-called paradox of "prolonging life vs. early retirement, "which shows the number of employees in the demographic structure. In Slovenia, workers aged 15-24 represent 6.1% of the workforce in the EU 11%, which means that the aging workforce in Slovenia even more pronounced. While in Slovenia recorded an extremely low rate for those aged 55 to 64 years, since about 30% of employees in this age group we belong to the tail of the EU. With this we are very far from the Lisbon target (50%) of Slovenia until 2010 apparently was not reach. In Slovenia, we do not employ older people and older people themselves want to retire. The reason is that they do not managed (Staff management is vanishing of companies), because their knowledge is not used or valued and as people are often set aside.

Awareness of aging employees among Slovenian companies is quite present, but there are little specific activities in the field of management. Consequences of an aging workforce (eg, labour shortages, increased costs related to employment, problems with retention of knowledge within



organizations, certain organizational adjustments to work schedules and workplace adjustments and custom older) will be able to manage only in the future-oriented companies. Only those companies that will take care of (a) of the elderly in the company, will build on the long-term competitive advantage and sustainable growth (Malačič, 2006, p. 81-83).

Slovenian managers apparently do not pay the necessary care to age management, as they mostly do not realize that new forms of active aging bring lots of business opportunities. The biggest problem is the change of mentality and the elimination of entrenched myths about aging. Many managers and businesses unfortunately still think the stereotypical and do not recognize the benefits of coexistence of both young and old in the company.

3.5.2. Stereotypes and the employment of older workers

Employment discrimination on older workers is highly involved and also the reason for their early retirement. Discrimination, which they receive in the workplace monitor "ageizem", which is already well known and common practice in many countries, it is also present in the social structure. Discrimination on older people is there just because of age.

In employment, is the most noticeable institutional ageizem in which the personal ageizem is added too, which is due to unawareness, or comes from the human subconscious. Age discrimination is often not treated as a violation of fundamental human rights, as is the practice of sexual or racial discrimination, but an economic problem of society.

We find that the period of old of are largely different from young the company, as a company deals with age as a problem. Entrepreneurial culture is associated with youth, the discourse of years is associated with the predominant defining aging as inevitable decline in power. An increasing body of evidence suggests that elderly mental skills are improving, but this is mainly due to the extension of education and training in the workplace. Paid work is becoming less difficult, in some European capitals to reduce the number of hours worked by employees out of work in, which is beneficial to their health. We can be sure that over the years and the age of declining job performance, but we must be aware that this is not true for all tasks, and certainly not in all occupations.

3.5.3. Opinion of companies on older employees

Employers tend to see an older employee as a commitment, instead of being used as a useful resource. Employees who have about 10 to 20 years to retirement, according to employers' opinion unable to learn new skills are suspicious of new technologies and are not included in the plans for further training.

Discrimination against older employees is also reflected in the fact that employers, when an enterprise starts working worse, first of all want to get rid of older employees. The reason for this would be that they want to retain the most capable people.

Employers often justify their behaviour towards older employees that rely on cost cutting. It is believed that the removal of older employees contribute to a better image of the company, reduced costs of education, lower costs associated with the pension insurance and health insurance.

When employers find that they intend to appeal or employees intend to sue the company for age discrimination, they do try to prevent a variety of ways. One way is to try to persuade them to retire with various incentives. They also offer various rewards, if they sign a clause that prevents disclosure of attitudes towards older people in the company (Zakrajšek, 2009, p. 6).



3.5.4. Recommendations for the employment of older workers

Through different analysis and data from various is present the conviction that the employment of older workers is necessary for the county, there are benefits for the employers and older people, but we must not overlook the fact that, although some older enjoy their work even in old age, does not mean that this applies to all senior citizens. Many studies can be traced that elderly work only from the need that they can provide better life.

The elderly are a large diverse group, which will be more and more educated in the future, which will effect on active ageing, which includes further work and employment, either voluntary or paid. Many older people will still prefer to withdraw from the labour market and be more likely to participate in community and intergenerational projects. With the aim of such cooperation is necessary to establish an appropriate starting point for active aging policy, which is based on lifelong learning and education. But it is also necessary to address and promote non-discrimination of all age groups.

An interesting idea for the people (on state level) is gradual retirement. Opportunities for gradual retirement are mostly flexible working time, work-sharing, part-time, occasional re-employment, telecommuting. Such employment opportunities are likely attracted much attention in Slovenia, thus employment will be designed for workers who do not intend to withdraw from the labour market (Zakrajšek, 2009, p. 37).

3.5.5. Activation, invest in the development, continuing education, training and employment of older

Above all, practice is one that we face today with the reasons for and against greater activity, especially in terms of employability and employment, and more generally in the activation of the elderly. Reasons to be against active older people are in the labour market by employers view point:

- lack of flexibility and initiative,
- ignorance of foreign languages,
- reluctance to participate in education,
- limited adaptability to new working conditions
- lack of knowledge or new technologies. processes,
- absenteeism and ill health,
- increasing demands on wages (premiums paid),
- globalization and competitive pressures are the reasons that are often traced as arguments against the employment of older people.

The reasons for their employment are:

- low staff turnover,
- Knowledge of working system,
- accumulated skills
- reliability,
- responsibility and loyalty.

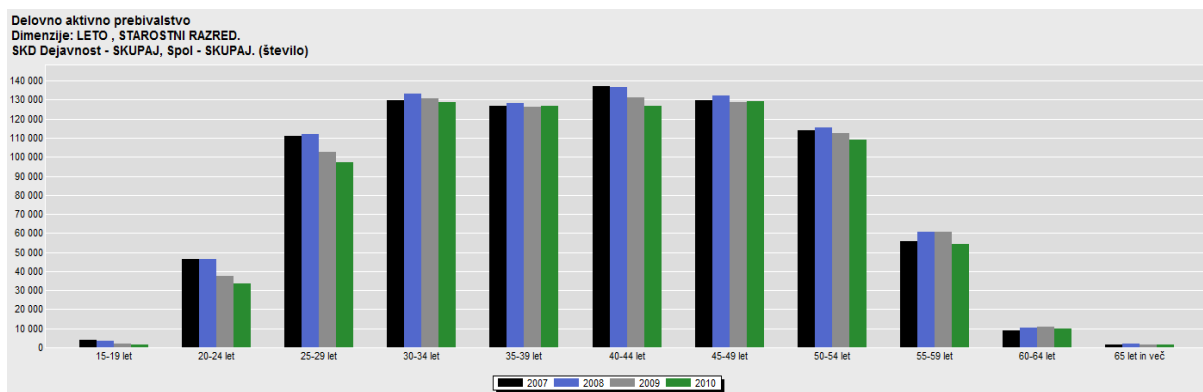
3.6. Active aging in Slovenia

Slovenia is among the countries that recorded the lowest employment rate and average age at departure from the labour market in the age group 55-64 years (33.5% in 2007), also has a high proportion of inactive people in the elderly. European Commission warning in problem of low employment and a rapid exit from the labour market of Slovenia the since 2006. Graph 4



shows a decline in employment after 50 year of age, the employment rate after 55 year is still at around 30% despite the EU guidelines.

Graph 4: Employment by age, 2007-2012



Source: <http://pxweb.stat.si/pxweb/Dialog/Saveshow.asp>

The major actions to date, aimed at tackling the problem of aging in Slovenia, was actually directed primarily to promote employment of older people in the active employment policy. It was an action that directly creates jobs or provides specific financial benefits to employers. In a small number were older included in programs of education, training or counseling (Sedej, 2009).

4 MENTORING

The following interpretation of the word mentor is found in SSKJ (dictionary): "Mentoring is leading a young, inexperienced man with tips and explanations." This means that the first mentoring partnership and friendship that is based on long-term development of the trainee. Usefulness of mentoring is mutual. In addition, a mentor learns the relationship and acquires new information and develops new skills too.

A walk through history shows us that almost every culture finds in his past, the beginnings of mentoring. Therefore not surprising that different culture gives their seal of mentoring. The explosion of experienced mentors was in the U.S., a pioneer in research and development of mentoring in the late 70's and then in Australia, Britain and some other European countries in the late 80's (Stone, 2004, p. 6).

By the end of the 20th century, it was more informal mentoring. Older managers are "adopt a" less talented managers. Mentoring is the essence of some of the key characteristics includes:

- Focus on progress in the career of an individual;
- Belief that the mentor protector;
- A desire to educate and making like-minded and equally functional managers;
- Vision of mentoring was intended only top management;
- Very little interest has made the strategy and vision of the company;
- Lack of interest hidden talents.

Some companies still continue with this limited approach to mentoring. However, we note in the last decade a new approach and shows the new importance of mentoring – the improvement of relations within the organization, developing leadership and continued development and growth of employees.



Found today in many foreign sources, especially in the field of mentoring two different general form of mentoring programs as a result of its formation in different cultural conditions. Divide it into American traditional and patronizing form of mentoring and tutoring English-oriented development, which is spread mainly in Europe (Stone, 2004, p. 6).

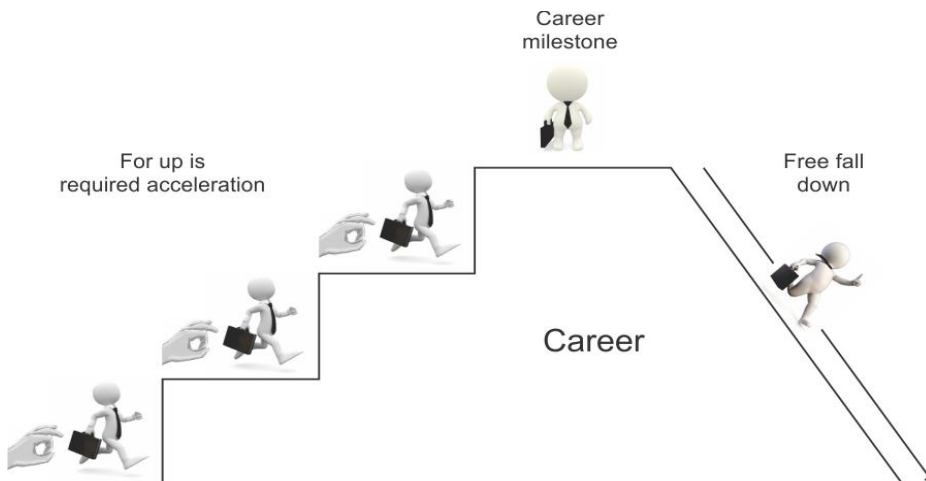
4.1. Mentoring in the light of the interests of the organization

The organization has to recognize the right of employees to design their own career. Within the organization may allow them the progression on move vertically or the optimal position. We try to converge the objectives of the employer and the employee career objectives and personal goals as much as possible, as both work to improve operative results. Knowledge has become an economic category, is an investments in skills and not a cost. This brings educators together with all the mentors, prominent place, but also more responsible tasks and higher requirements.

It is important that we create the circumstances in which knowledge is produced. The foreground managed, controlled by the circumstances. People learn and enrich in these circumstances. The circumstances are not necessarily physical. You can also create a virtual, allowing enough well developed information and communication technology. This situation is no longer tied to physical proximity trainee (Rebolj, 2008).

Knowledge is the capital of the organization. Generate accompanies the employee and the relationship between them. Individual's knowledge is value as much as is able to distribute it. Therefore, today adults learn not only to seek and accumulate knowledge, but also to give it. The process of learning about teaching must be in lifelong education equivalent to others.

Figure 1: Mentoring and Career



Source: Rebolj, M. (2008). Mentoring: Knowledge of the subject, much of it we give to others. Secretary: Journal for effective work in the office, I. 15, no. 1, p. 34-35.

Mentoring relationship is complex. When planning starting from the goal. Mentor does not bring a solution to the tray and does not have a magic wand to remove trainee's problems. Encouraged his work, he provides support and creates the conditions under which it may acquire both expertise and personality. Mentor thus represents different roles, such as teacher, counselor, organizer, coordinator and sponsor.

Role of a mentor has a limited power, since the trainee remain autonomous. It is important that the mentor knows his role of mentor to develop some techniques of tutoring and mentoring to take some responsibility.



It is wrong to think that mentoring is an undue burden or even a waste of time. This is a reciprocal process in which the acquiring both with the trainee. Thus, mentor develops leadership skills. Mentor experiences success, improves his personal well-being by favorable responses of the trainees (Rebolj, 2008).

4.1.1. Mentoring in today's business environment

The concept of mentoring is becoming more apparent in the business environment and also in other sectors. It can be found a number of portals, websites, associations, trainers, organizations, educational programs and courses in the area of mentoring in business. There are also various mentoring programs and approaches to implementation. The reasons for this expansion are the following (Klasen et al., 2003, p. 1):

- Increasing emphasis on developing people in business;
- Increasing importance of leadership and accountability for the people in all business segments and not just the HR function;
- Organizational structure supports teamwork and an emphasis on building positive and constructive relations between employees;
- A growing need for knowledge retention and the talented people;
- Emphasis on creating continuous learning culture.

Increasingly we are aware of the limitations of the classical school of learning. The fact is that people forget at least one third of what we learned at school before they finish formal education program. In the month after completion forget for more than half of the learned and the next few years we still have very little in that way acquired knowledge.

Mentoring is a method by which people develop increased notably by improving the ability to retain knowledge and translating it in this life situation. The various sources are numerous definitions, but most often: "Mentoring is to help one person to another, which contributes to the advancement of knowledge, improving the quality of work and change of thinking" (Meggison, Clutterbuck, 1999, in: Klasen et al., 2003, p. 1).

In today's business environment we find a variety of programs and approaches to the introduction of mentoring is always introducing new knowledge, experience and knowledge of its benefits to the organization. With its adaptability to different environments and cultures, dimension and shape possibilities of introducing mentoring is becoming one of the most dynamic tools in the field of human resource development.

4.2. Internship

Traineeship is directed, planned and organized a constant concern for introduction and training of young employees in the work. Is a form of special care for the systematic integration of young professionals into work after completing a formal school programme.

The aim of the internship is to carry out a training program, which places the expertise of the theoretical to the practical level, to deepen knowledge and skills necessary to perform work independently and to prepare for the qualifying examination.

The aim of the internship is and education for work and for personal development too. It is a useful companion to the world of professional engagement as beginner; make contact with new fields of work and a better track record in practice.

Internship under the Law on Labour Relations Act (ERA Official Gazette, no. 42/2002) is not mandatory, except in the public administration, judiciary and health care.

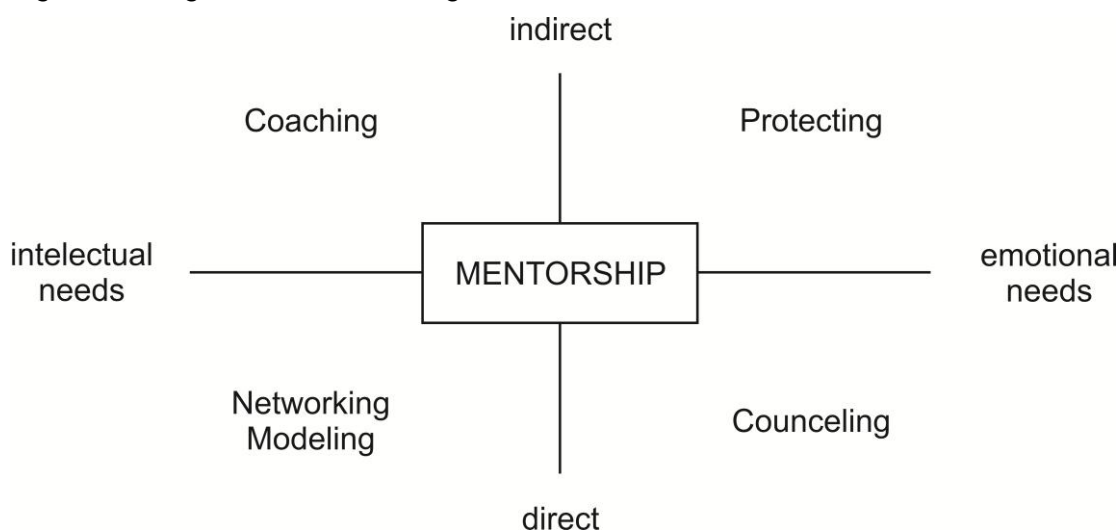


Internship is carried under a certain program and the mentor. The mentor must have at least the same level or higher professional education as a trainee, passed the professional exam and at least five years of experience in the profession. (http://www.mizks.gov.si/si/solstvo/kadri_v_solstvu/pripravnistvo/).

4.3. Integrated approach to mentoring

The effectiveness of mentoring in the field of learning and development staff also derives from its integrated approach, whereby the flexible connecting elements of other approaches to personal development, coaching, counselling, networking and inter-employee relations and security. As shown in Figure 2, each of these approaches includes varying degrees depending on the needs of trainees.

Figure 2: Integral role of mentoring



Source: Klasen, N., Clutterbuck, D. (2003). Implementing mentoring schemes. Oxford: Butterworth-Heinemann, p. 17

Mentoring encourages the trainee's desire and ability for autonomy and self-confidence in learning and development to improve their work. And those areas – to achieve overall development of personality and standing, and independent learning – are those primary in which mentoring differs from other development methods.

4.4. Establishing a mentoring program

Any organization can be found spontaneous forms of mentoring programs, which take place informally. By formalizing the mentoring of such programs include among other measures to achieve the desired objectives of the company's employee development.

As Murray states in his study (in Klasen et al., p. 189), by formalizing the mentoring programs in the company, achieving the goals of mentoring is more effective. Formal mentoring process includes specific actions and processes to achieve an effective mentoring process, which guide the desired attitudes and behaviour of participants in it and need to evaluate the results for both trainees and mentors and business.



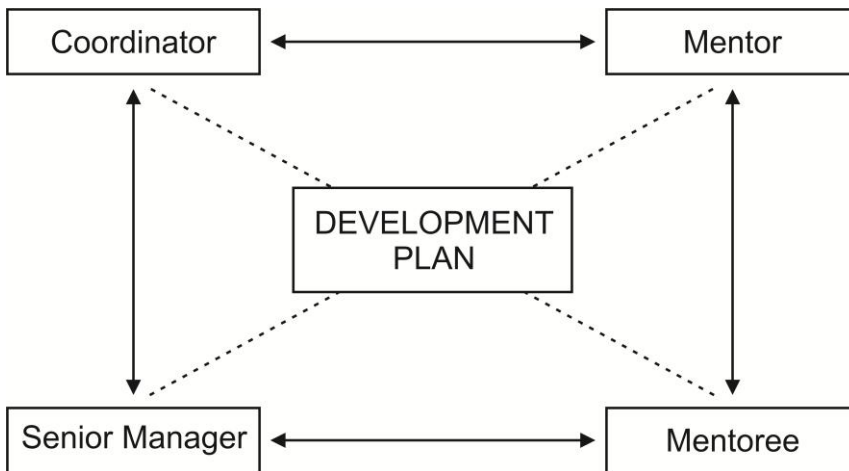
4.4.1. The basic characteristics of a mentoring program

The mentoring program typically involved four participants (Clutterbuck, 1994, p. 55):

- trainee,
- mentor,
- senior manager,
- coordinator of a mentoring program, which takes care of resources and the necessary coordination and supervision of implementation of the program.

The success of the program is primarily dependent on the knowledge of all four participants vs. program objectives. Figure 3 shows the interaction and interdependence of the participants in the mentoring process.

Figure 3: Relationship of mentoring participants



Source: Clutterbuck (1994). Everyone needs a mentor. London: Institute of Personnel and Development, p. 55

The company has introduced such a mentoring program, which meets its goals, organizational culture and employee needs. Entry is certainly, as with any business enterprise program, setting clear goals of the program, which can include:

- Accelerate and improve the induction of employees and reduce losses in this area during the first years of employment;
- Provide managerial area monitoring and evaluation of potential managers;
- Providing equal opportunities for development of all employees.

Long-term successful mentoring program requires a thorough and systematic process approach, providing support and guidance to achieve their objectives. It is necessary to obtain, which is the essential function of the mentoring program coordinator in the team, information to establish a mentoring program (Klasen et al., 2003, p. 11):

- Whether a company needs a mentoring program and why;
- Whether the organization is ready to support the implementation and development;
- What are its potential advantages the company and employees;
- Establishing an opposition which can be expected.

To obtain the basic information needed thorough preparation. Usually requires at least six months to one year to adopt the concept of the company's management, setting objectives and evaluation methods, determine the necessary support programs (training, etc.) and selection of appropriate program participants (Clutterbuck, 1994, p. 57).



4.5. Competencies and responsibilities of mentors and trainees

The most important parts of the mentoring program are the mentor and certainly the trainee. Both of them have to have available all relevant information to understand what the goal and what is the purpose of the entire mentoring program for both of them and for the company as well.

Developed skills of both are critical to the success of a mentoring relationship and ultimately mentoring program. As stated Svetlik, competences are not only the ability to use knowledge or special skills, but more than that. It is a whole of interrelated skills, knowledge, motivation, self-esteem and value that the individual knows, and wants to be successfully used in a given process. This means that you can talk about their competence only when this body of knowledge, skills, motives, self-esteem and the value placed in the context of their social and physical environment of a mentoring program (Svetlik, 2005, p. 33).

4.5.1. What should the mentor

It is wrong to believe that older workers are the only suitable mentors. Numerous studies have shown that the best mentor is the one who is in position at least one level or two above him, vertically or horizontally (Clutterbuck, 1994, p. 33).

A mentor must possess many skills, references and personal qualities to ensure the success of the program. However, it is important for the mentor to:

- wants to work with people;
- give support, listen and help;
- is patient and tolerant;
- mentoring is an award for him and confirm the knowledge and skills;
- sets high standards for itself and co-workers.

The author Florence Stone (2002) in her book defines the major tasks of the mentor just from his name:

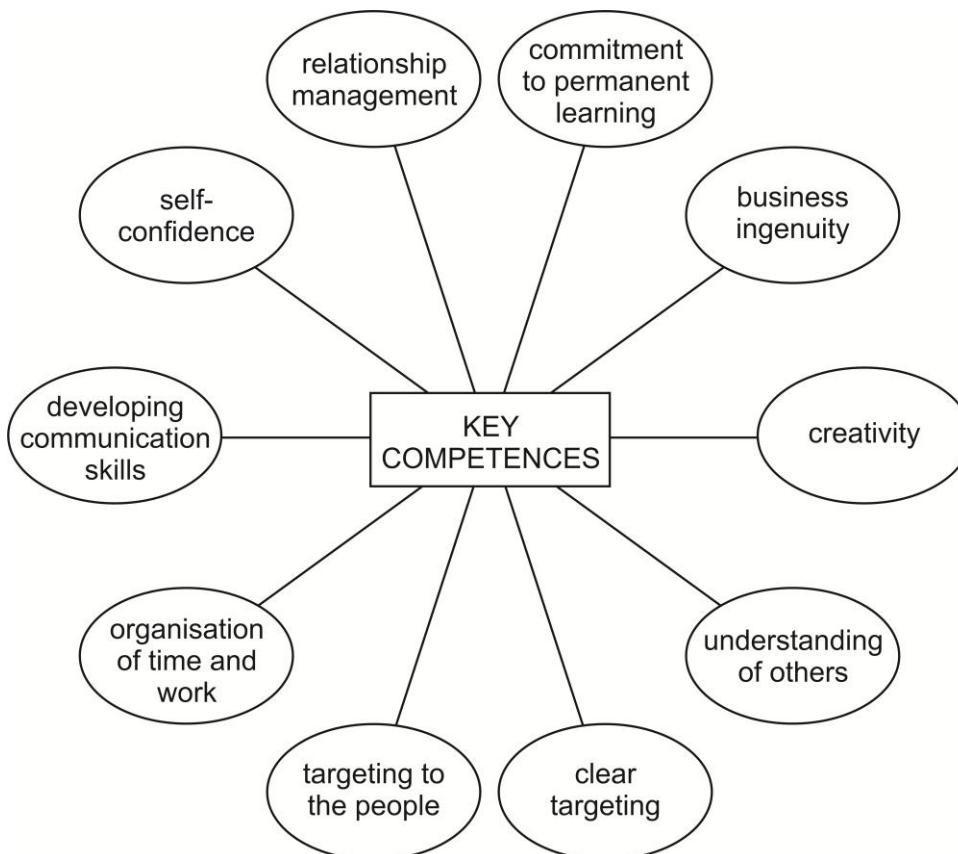
- Model – the role of mentor, be a role model and example to the trainee.
- Encouragement – an incentive that is essential characteristic of a mentor.
- Nurture – unique ability to train and develop talent trainee.
- Teacher – a teacher, a coach, it is responsible for the constructive feedback and guidance.
- Organization - the organization, which must introduce to the trainee.
- Reality – reality, as one of the most important roles of a mentor is to direct trainee to understand the way in which the organizations, which is not recorded in business plans and reports.

The most successful mentors are also those who are willing to think about his role as a mentor, their expectations, prejudices and limitations. Only when it is able to mentor is able to put aside his ambitions, hopes and fears, and see all this in a trainee, says it is ready to develop a mentoring relationship. Although a variety of personalities and personal styles, good mentors have for some common features (Opalk, 2003, p. 16).

Experience in the field work in mentoring in the last twenty years has created ten core competencies of trainers, as shown in Figure 4, which reflect both the practical and the theory of enhanced role of the mentor (Clutterbuck, 2005, p. 1).



Figure 4: Ten key skills tutor



Source: Clutterbuck, D. (1994). Everyone needs a mentor. London: Institute of Personnel and Development. p. 1

A wide range of mentor competencies shows us how complex the role and function of a mentor is. More than any other role in many development programs, mentoring requires a high flexibility and understanding, and understanding the developmental needs of trainees.

4.5.2. Trainee

Criteria for selection of trainees vary from company to company depending on ability and quality, which the company identifies as critical to management and other areas of work. Before deciding on selection criteria, it is necessary to determine which group of employees will be included in the mentoring program:

- potential successor management positions,
- talented employees,
- disadvantaged groups of employees (women, ethnic minorities).

Table 1 indicates some of the competencies and behavioural characteristics that trainees must develop and are important to the success of a mentoring program. In any case, it is not expected to develop all of these, the success of the program is definitely important to have as many wins. Greater than their range is, the greater the value of guaranteed success is for both, as a mentor relationship and with the effectiveness of the program (Klasen et al., 2003, p. 163).



Table 1: Useful skills, personality and behavioural traits of trainees

Skills/personality characteristics	Behavioural characteristics
Self-control	Actively participate in the relationship
A positive approach to mentoring	Clearly define the needs and determine development objectives
Openness to feedback and the mentor's information and ideas	Actively seek the input of the mentor
Trust in the relationship	Show their enthusiasm by regularly attending meetings
Respect for others	Maintain the confidentiality

Source: Klasen, N., Clutterbuck, D. (2003). Implementing mentoring schemes. Oxford: Butterworth-Heinemann, p. 164

In contrast, there are named some behavioural characteristics of trainees who certainly do not allow the effectiveness of a mentoring program:

- lack of appointments,
- containment of feelings,
- hamper their reasoning,
- arrogance,
- lack of interest,
- carelessness.

4.6. Benefits of mentoring for the company

Mentoring is appropriate for most companies, regardless of size, culture, area of work. It allows a better communication between employees, regardless of the complexity and wide range of businesses, more than any other training or written instructions (Clutterbuck, 1994, p. 23).

The main goal of mentoring is definitely to achieve the desired performance at the company, which allows a number of ways, both by improving the ability of individuals and businesses as a whole, as well as by increasing the motivation, support for change and ensuring retention of key employees.

Mentoring improves the ability of the mentor and trainees, and this means the acquisition more efficient organization. Companies with long-established formal mentoring programs speak of the visible growth of both productivity and operating efficiency. To employees allows obtain the necessary responsibility for their own learning. In such way they get new knowledge, skills, and consequently increase their competitive advantage. It also stimulates the trainees to adopt learning as a continuous process and understand the importance of continued development. Where mentoring is received, the employee also develops after mentoring (Stone, 2002, p. 13).

Besides the already mentioned benefits of mentoring we draw attention to two key things. With mentoring we get the desired results more quickly, because the integrated approach embraces more and not just some individual's needs and to allow a change in much shorter time.

Its advantage is also reflected in terms of cost. Coaching and counselling are associated with specialist parts, which usually take place outside the organization, or individual, which represents a further, much higher costs. Time and effort, which we use for mentoring in the



company is part of the scope of work and tasks and responsibilities that are directly related to the mentor job in a company and as such does not represent a significant additional cost.

Identified the key benefits to the enterprise are:

- improved planning and implementing succession,
- effective development,
- faster deployment of new employees,
- Improved communication,
- increased motivation,
- Reduce the cost of training,
- Increased productivity,
- leadership development.

4.7. Benefits of mentoring for the mentor

Mentors gain a lot of personal satisfaction with the realization that a major contribution to the development and growth of another individual. It also leads to the satisfaction of the mentor awareness, to carry their valuable knowledge and experience in order to further contribute to the improvement of the organization. Mentors can learn a lot from his trainees - fresh ideas, new techniques and technology, and feedback. Their learning is also associated with the fact that we need new skills for the success of the implementation process. To become a mentor means acquiring and mastering new skills and thus stimulate their own development, in other areas of his career and personal life too (Klasen et al., 2003, p. 35). The known argument is – the best way of learning is teaching.

Mentors have been recognized as talented, experienced and educated individuals. Their ability to connect learning and development in others it is highly appreciated. This increases their career opportunities and shows great dedication to the company and to trainees.

The main advantages of a mentor are:

- personal satisfaction,
- learning and Development,
- recognition of the company,
- career development.

4.8. Benefits of mentoring for trainees

Development program and working methods of mentoring program are tailored to the competencies and personal qualities of trainees. It enables him acquisition and storage of knowledge and skills, which is directly necessary for his work. That's how achieves a greater motivation and satisfaction with support from a mentor, which is driven by the setting of targets and actions needed to achieve them. It increased his confidence, knowing that someone is supporting him in development process (Klasen et al., 2003, p. 32).

Mentoring increase their competence and encourage the need for continuous learning. In addition to support in gaining skills for work, which carries trainee provides mentoring for other abilities and skills, which are not directly needed to perform certain work. It is necessary to obtain new knowledge to form new ideas to resolve problems in different ways, for it is always, whilst not neglecting creativity. The individual acquires greater opportunities for employment or advancement within the company.



Through the mentor learns the organizational culture and its structure, its values, vision, strategy and market position. Mentor directs in his behavior and reasonable relationship to the organization, how to stand and present, ever to be an individual and when part of a team.

Mentor him a role model of what may become in the future, what can be achieved and where to focus their career aspirations to become real.

Key benefits of participation in the program for the trainees are:

- learn about the cultural and structural characteristics of firms,
- acquisition of developmental skills,
- feedback on the work,
- motivation and satisfaction,
- greater career opportunities,
- correct identification of targets.

5 CAREER OPPORTUNITIES

Changes in the labour market also affect the change in the concept of career development. Today, it is necessary to anticipate what will change in the labour market, how it will affect the profile of the profession and what skills he will need in his own individual career development planning. Therefore, a key area for the career development in organizations is always interesting and necessary research area of interest as connecting two different levels of studying changes in the work, namely the level of the individual and organization level, with a view to identifying and providing technical potential to achieve higher productivity and loyalty to the organization and achieve a higher level of satisfaction and professional growth in the employee.

Taking into account the economic, political and social change was the concept and perception of career benefit from the many changes. Careers becoming more neutral role in defining the career of an individual and includes a broader spectrum of all: the experience of individuals, roles in private life, the importance of family and other social environments.

5.1. The definition of career

In professional literature there are many definitions of careers that have evolved under different influences and change today. Lipičnik (1998, p. 180) wrote that "the experience of a specific type of career motivational tool that humans are involved in appropriate activities ... career is planned or unplanned, or sequence of activities that include elements of progression (at a subjective feeling) self-realization and personal development over a defined period of time".

Among the simplest definition is defined by the two wrote Werter and Davis (in Merkač Skok et al., 2010, p. 38): "Career is all work performed by individuals in their professional lives." Recently, the concept of the major career change. The concept of a career today, in addition to their occupational careers, includes the role of private life, family and even unemployment. Career patterns are becoming increasingly diverse, but it is necessary to highlight the growing emphasis on the personal development of individuals. Career change takes Greenhaus, which stated that once reflected the career progress in the work environment and a high degree of effort invested in this progress, but now it is increasingly perceived as a pattern of work experience, which provide guidance one's life (Greenhaus, 1989, in: Brečko, 2006).

Greenhaus explain the career of an individual's high level of work engagement and its development progress in the work role. The interpretation given to the definition combines



objective elements (work) and subjective view of an individual (attitudes, values and expectations) so that the employment action and the individual reaction components in your career. This definition is consistent with the idea that "the career is a process in which each individual is experiencing a career, without regard to occupation, level of promotion or job stability" (Cvetko, 2002, p. 47).

The Slovenian theorist, Florjančič and Možina, consider that we have in planning the development of the individual stress the integrity of the individual's personal development, which is the result of personality development, professional development and employment development. (Možina, Florjančič, Gabrielčič, 1984, p. 89). Raise three components of career development: professional, personal and business development. Component of expertise includes the development of individuals on the basis of education, training and professional development. Personal development means development of individual personality characteristics (traits, values, motives, interests) that together with the skills and achievements of the working elements form a complete personality. Development work means success for a given portfolio and author Možina defined it as working career.

Brečkova (2006, p. 33) defines the general concept of career: "Career in a broad sense covering actions arising from the individual's bio-social, family and work-cycle are closely interrelated and affect the direction, intensity and speed of his personal development." Shall specifically define his career working as an "individual educational path, with the education, training and perfecting the organizational roles, giving him a sense of personal advancement and success at work" (Brečko, 2006, p. 33). Career planning is a reflection of individual flexibility, which is reflected in the fact that we know ourselves and work to perfect the things which are good.

5.2. The process of developing the careers of individual

In the centre of theoretical attention in the course of asking the individual's career, placing particular emphasis on two important milestones, which direct the individual towards the creation of his working career. The first milestone is the selection of a profession, which is "most often, though not always, before starting one's career, or enter into" (Schein, 1979, Cvetko, 2002, p. 65). The decision for a particular profession is largely determined by individual career opportunities.

Another milestone in the development of an individual's career choice is the first job. Organization of higher education enables the student to be at least for a short time through professional practice informed by practical work. At the same time recognize that the opportunities for career development in a variety of different organizations, so the selection of the first job for each individual an important decision. Flower (2002) when it states that the success of the transition from school to work system shows very first job. Winning is the transition time if the work is that an individual carries out the first employment, consistent with its expectations of the profession for which he trained. This passage is in today's era of globalization, rapidly changing technology, can only be successful if the individual has the most extensive and diverse education and the new values: thinking, learning and creativity, which requires the information society.

Man is by its nature and behaviour much like other people, but a unique combination of characteristics and behaviours that distinguish it from other and is defined as a unique individual. To answer the question of what the individual a decisive influence on his choice of profession and what it draws in his career, we cannot ignore its inherent personality structure.

When deciding on a profession for us current external circumstances and different stereotypical beliefs that are hidden or not immediately evident in our environment and shape



the ideas and expectations about a particular profession. Research conducted in the field of identification and definition of career anchors, have shown that the choice of profession strongly associated with an individual's self-esteem at work, with its own system of values and beliefs about themselves, which are developed based on feedback from the social and working environment (Brečko, 2006), whereby the self can be realistic and in line with the actual appearance of the individual (personality traits, abilities, motives). Alternatively, it is far from reality...

To develop self-esteem the way to the end of formal education are all important factors of primary socialization (educational impact of parents, significant others, school, the immediate social environment). This self-image by entering the working environment experienced a shocking reality of the working world, where things usually take place otherwise than our ideal notions of the profession. This process is often painful and full of surprises. Fieldman (1988, in Brečko, 2006, p. 243) notes that the individual is working to develop self-esteem until the concrete has sufficient professional experience at a get to know their abilities, motives and values. Such self-insight the individual will need ten years of practical work experience (Shein, 1978, in Brečko, 2006).

Even before the studies, the prospective students have sketched ideas and expectations of the profession. During his studies, identification with the profession really begins imaginative ideas and expectations that could be enhanced if a student finds the gap between their perceptions of the profession of their own expectations and professional options and requirements and to resolve this "conflict" or cling to your right. Facing the mismatch in the individual performances and function of the profession is necessary and it happens, if not before, when a young recruit an expert versed in theory. Students must necessarily recognize and know the motives that influenced the decision to study, is to face them and processed (Bizjan, 2004).

Basic conditions for a constructive career planning of individuals are (Merkač Skok et al., 2010, p. 69):

- ability to proactively manage change;
- acquisition of new knowledge and involvement in educational programs;
- get to know yourself;
- identify their strengths, weaknesses, challenges and opportunities;
- to gain an objective insight into your own abilities and develop the system of values;
- a constant concern for learning and acquiring new knowledge.

Constructively we can plan a career only if we know ourselves and we developed our own system of values, if we are able to create a mutual relationship with each other, we are trained and acquire new skills and cope with life situations and tasks.

5.3. Planning and development of careers within the organization

The bases of each company are the people who are employed there. From leadership behaviour to employees depends on whether the company will effectively and efficiently or not. There are benefits to the individual career planning and for the organization. In terms of individual knowledge are their own skills and abilities for systematic training requirement for greater personal satisfaction. From the perspective of the organization is planning a career in the detection of the condition and providing technical and managerial potential, which improves company's competitive edge and increases the feeling of belonging to larger organizations. Careers in the organization are also creating jobs, which individuals will be identified and followed by work and organizational roles.



Organizations are committed to continuous development and improvement of employee skills, attention must be paid to the creation of values and attitudes of employees to work, work must be adapted and employed to obtain more knowledge about the behavior of employees, their emotional world and the values held by them (Brečko, 2006, p. 154).

Career development within the organization consists of three periods or phases:

- early career period (early career);
- medium-career period (middle career);
- late-career period (late career).

Early career is a period of one's induction. The task of the organization is that individual successful professional socialization.

Each organization uses different methods and approaches for introducing new employees (or sink-swim strategy, the strategy working experience), but organizations must put in consideration certain rules (Brečko, 2006, p. 154-155):

- The organization must provide sufficiently attractive to the individual's first work with the appropriate level of challenge;
- The organization should provide training or introduce newcomers, offering knowledge and skills they will need to perform their work and tasks;
- The organization should also take care of general training programs, which allow individuals to facilitate learning and adapting organizational culture of the organization;
- Organizations must provide rookie continuous feedback about their work and progress;
- The feedback must be leaders and mentors trained;
- Attention should also be that the newcomer initially allocated to the appropriate team with a high level of work required.

Early career is an investment to the individual, the period of adaptation and learning from the view point of organization. For individuals, this is a period of intense personal and professional development. This is a trial period during which the individual and organization invest and risk a lot. However, this period is necessary, if an individual wants to cross the middle period of their working career.

Some authors understand this as a negotiation process between the individual and the organization, which leads to the conclusion of the so-called "psychological contract", which define what an individual contributes to the organization and what the organization expects of him and what he provides for this.

Middle period of career is that period when the organization entrusted to the individual and crucial task, as well as relevant professional and trade secrets. This is a period of career progression.

The late-career period ends on the active working period of the individual. Individuals are preparing for retirement. The employer wants to transfer a lot of experience and accumulated (tacit) knowledge that (usually) to others during this period, if the organization made this possible.

Before the organization is a big challenge – how to encourage employee career in the late period to maximize efficiency (Brečko, 2006, p. 159-160):

- organizations must have well developed systems for career planning;
- organizations should endeavour to give the individual adequate job, one that corresponds to his experience;
- Organizations can also lead to flexible staffing policy and thus respond to the needs of late career;



- The organization can be implemented prior to retirement programs and to prepare employees for retirement;
- Organization of older employees seeking internal trainers and consultants, as these have the life and work experience advantage over younger counterparts. To this end, they trained in skills training and counselling and to arrange for the transfer of knowledge within the organization. Employees in late career want to leave something for future organizations, so they tend to be very motivated for this role.

6 THE EMPIRICAL PART

6.1. The theme of the research project

"Change management for maintaining a healthy work environment" is the starting theme of the Erasmus program Inno-welfare. The case study can focus on managing continuous change in the organization (management by stress, aging management, quality assurance, ...) and how to respond to these changes. Based on the initial theme of the project team, we first recognize the potential changes in the organization and its environment. We highlight the following: trends, labour market, political situation, motivation, relationships, organizational climate, job satisfaction, technological processes, the way business enterprises, education, remuneration, career development opportunity, safety, teamwork, change values, changes in forms of employment, management, ...

Through the collection and weighing of ideas the main topic of our case studies was formed: changes for young people at the first job and the organization. The project team particularly highlighted the importance of mentoring, the support they want at the entrance to the organization. Mainly seen options are in the intergenerational cooperation and increased support for "the outgoing employees," with the mutual interest of knowledge transfer. We proposed a "solution" – the creation of a network of "informal mentors".

6.2. Research problem

We want to find the answer, what is the role of mentor and the importance of support while entering into the organization, especially for the young at first employment with the help of quantitative empirical research. Model of the ideal mentor, which will be formulated on the basis of the results obtained, response on the question who should be a mentor.

6.3. Method of research

Research work is carried out as a causal no experimental research method using a quantitative research approach. A research technique for data collection is a survey. The instrument used in the process of data collection was a questionnaire.

The sample is a random, non-assigned as needed in data collection review of as many individuals. The sample included individuals who are involved in the labour market, whether you are employed or unemployed.

Data were collected with an individual questionnaire, distributed via e-mail to random addresses. Access to the electronic survey was posted on the Facebook social network and website <http://www.najdi.si>.

The data are processed in the program by SPSS statistical methods.



6.4. Sample

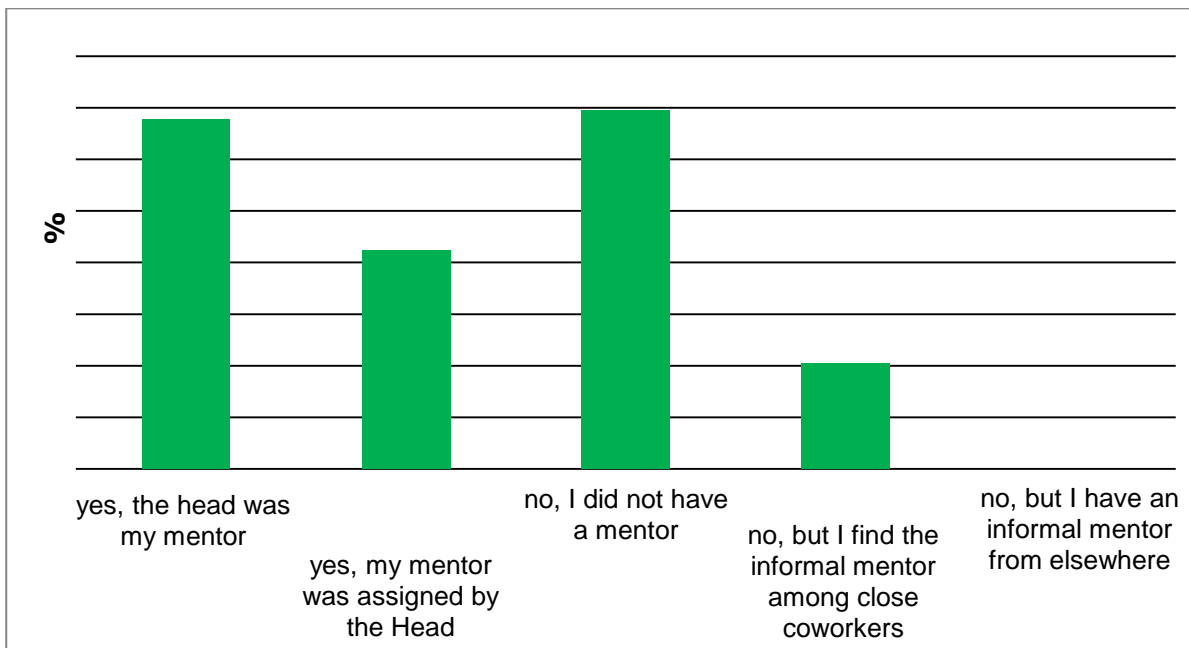
The questionnaire took 120 people from which the 2 questionnaires were incorrectly completed and therefore excluded from further data processing. The Cronbach alpha tests verify the correlation between what the inside of each set of issues. The coefficient can take values between 0 and 1. The reliability can speak, when its value is higher than 0.6 "(Garson, 2005).

Reliability of the questionnaire was tested using Cronbach alpha test. Reliability coefficient indicates that the test is reliable enough, because it demonstrated the value of 0.934. To eliminate the dilemma of whether the sample was correctly chosen, or whether the population is fairly represented in it, is calculated to test the adequacy of the sample, called the Kaiser-Meyer-Olkin (KMO). KMO test showed a value of 0.830, which means that the sample has been properly selected.

6.5. Results and interpretation

In a survey was involved 51 men (43.22%) and 67 women (56.78%). The average age of respondents was 30.5 years. A third of respondents have completed secondary school (37.3%) and about a fifth of the respondents completed a university education (22.9%), 8 respondents have master's degree. A smaller proportion of respondents have completed training programs or vocational education (13.6%).

Figure 5: Status of respondents



Source: Survey Questionnaire, 2012

Nearly 40% of respondents are employed for an indefinite period of time, fixed-term employees is 17.8% of respondents, 5 respondents, the entrepreneurs, while 27.12% respondents are currently unemployed.

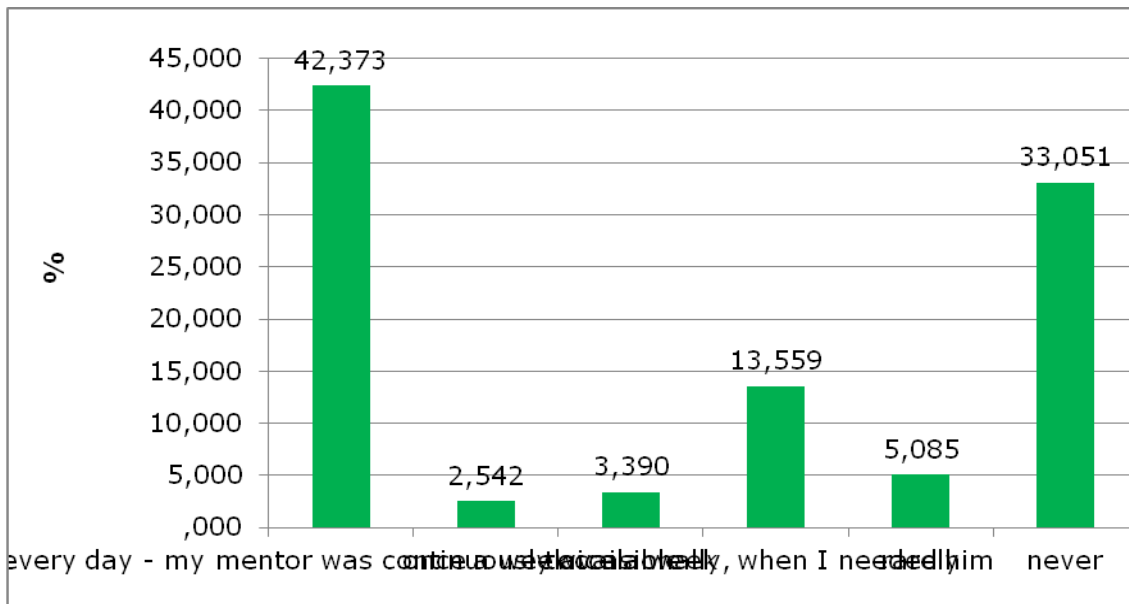
Respondents were employed in the economy (32.20%), public administration (27.12%) or as self-employed (14.41%), but they are also unemployed.

We were interested in whether they have been given through the employment mentor support. The results showed that in most cases they support the mentor has not been



provided, but you find a mentor respondents elsewhere. In 34.75% trainees had no mentor support; slightly less than 34% of respondents, their leader was also their mentor.

Figure 6: Meetings with the mentor

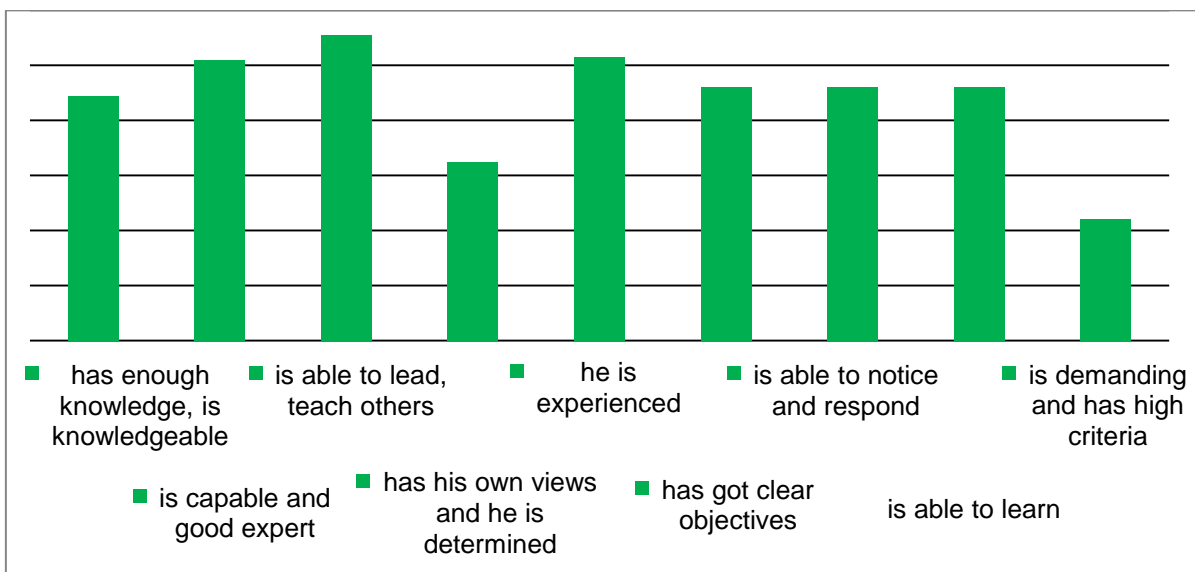


Source: Survey Questionnaire, 2012

We checked in, how often meetings were held with the supervisor. The results showed that in most cases that the meetings with his mentor were almost every day, or was permanently available, 33.05% of respondents had no meetings with the mentor, and less than 14% could be turned to a mentor when they needed. We got answers once a week, twice a week and rarely too, all responses have been used less than 10%.

In the survey we were also interested in the mentoring period surveyed. We found that the period depends on the organization. The longest period of mentoring was 14 months, the shortest just one month.

Figure 7: Time in months of mentoring support

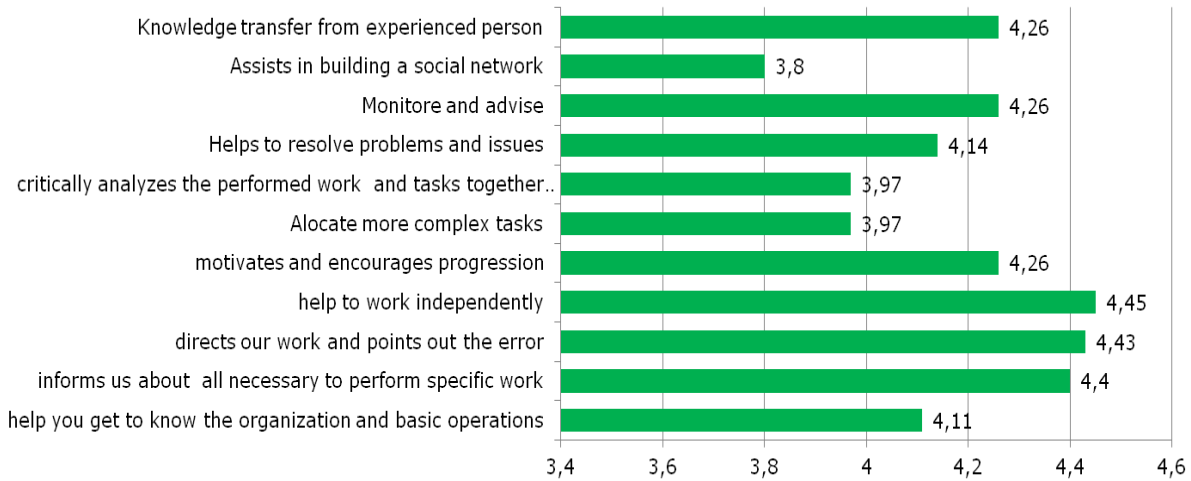


Source: Survey Questionnaire, 2012



When asked what skills should have a mentor, was the most important proven ability "to lead and teach others" experience and be a good expert in his field. The other skills are very highly valued too.

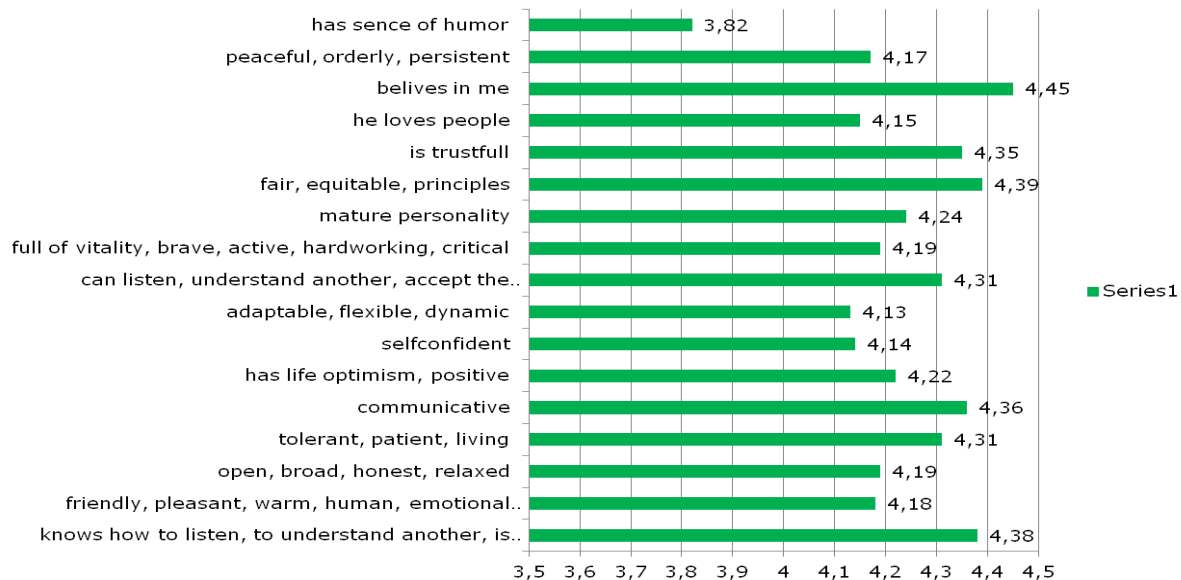
Figure 8: Tasks, which should be undertaken by a mentor in relation to a new employee



Source: Survey Questionnaire, 2012

Which tasks should be undertaken by a mentor in relation to a new employee was the next question. Respondent believe that the main task to inform the supervisor, indicate an individual work, to guide and point out mistakes and to motivate and encourage progress.

Figure 9: Personality traits, important for a mentor

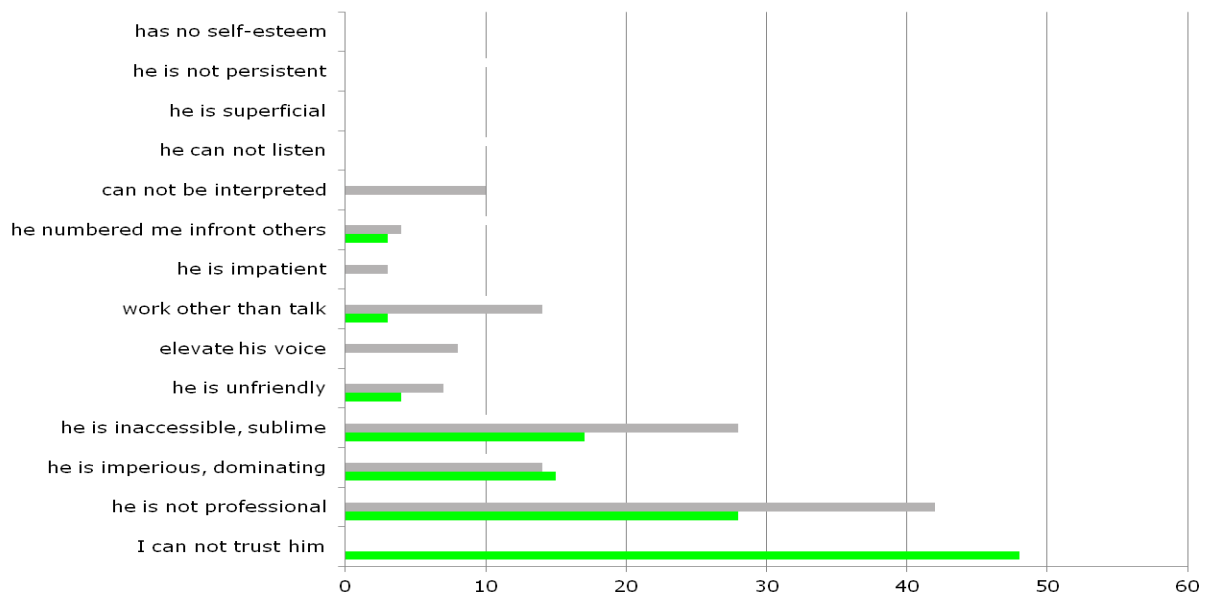


Source: Survey Questionnaire, 2012

We also checked which personality traits are those which are important for a mentor (Figure 9). The key personality is a confidence, very important properties for the proper performance of work and mentoring are honesty, righteousness and obedience, the respondent is also important to be able to mentor and listen at the same time to understand, a good mentor should also be communicative and diligent, that what this learn. The respondents considered significant all the other offered features in the performance of the mentoring process too.



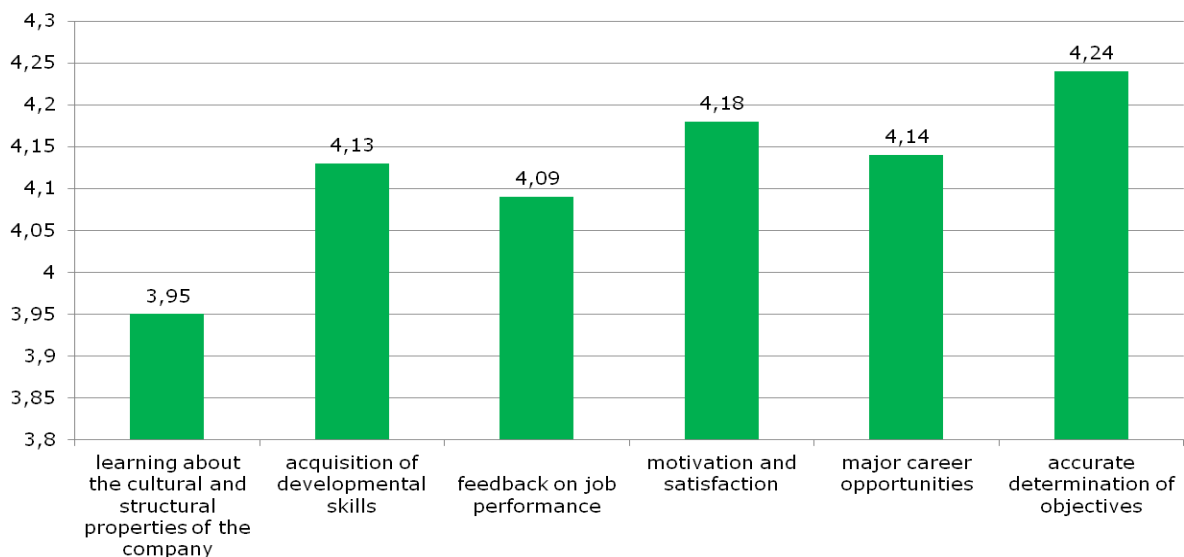
Figure 10: Not appropriate qualities for a mentor



Source: Survey Questionnaire, 2012

Respondents estimate that the mentor cannot be the person to whom they cannot trust (figure 10) that is not sufficiently knowledgeable, the relationship is based on aloofness, inaccessibility and ordering.

Figure 11: Benefits of Mentoring for the Employee

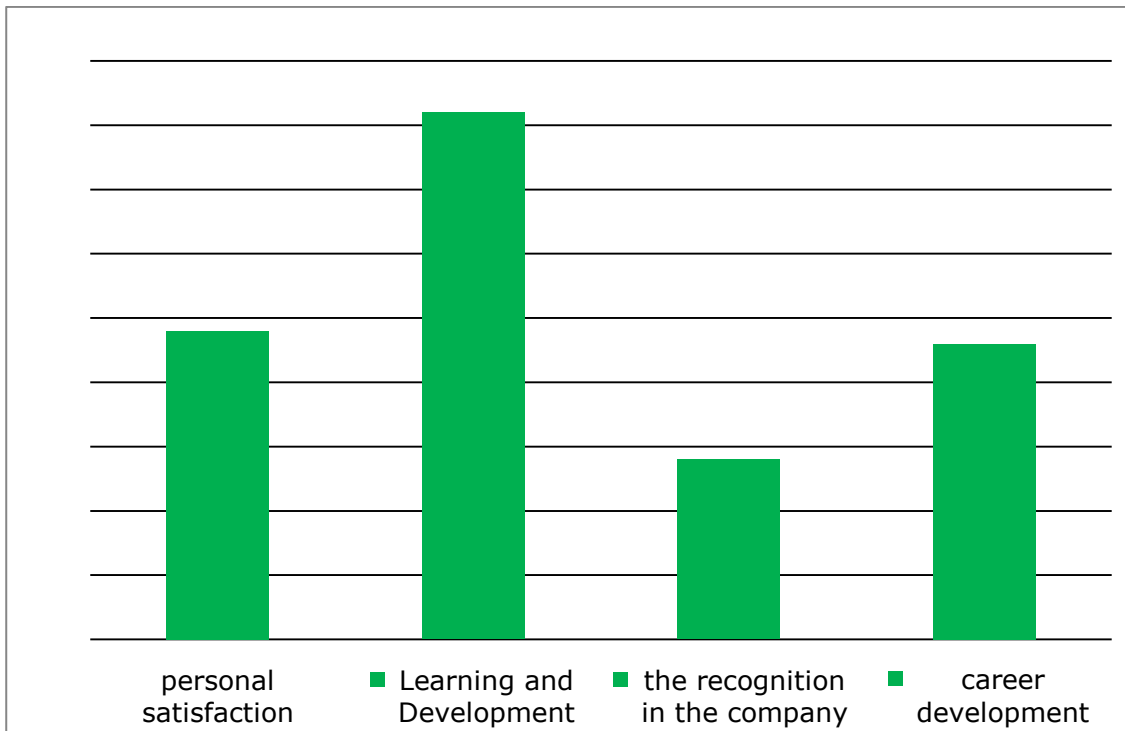


Source: Survey Questionnaire, 2012

We were also interested what the benefits are for the employee in mentoring relationship. Respondents believe that their mentoring relationship helps to refine your goals, motivates them and gives greater satisfaction in the performance of tasks, allowing the development of skills, but also recognize the increasing career opportunities.



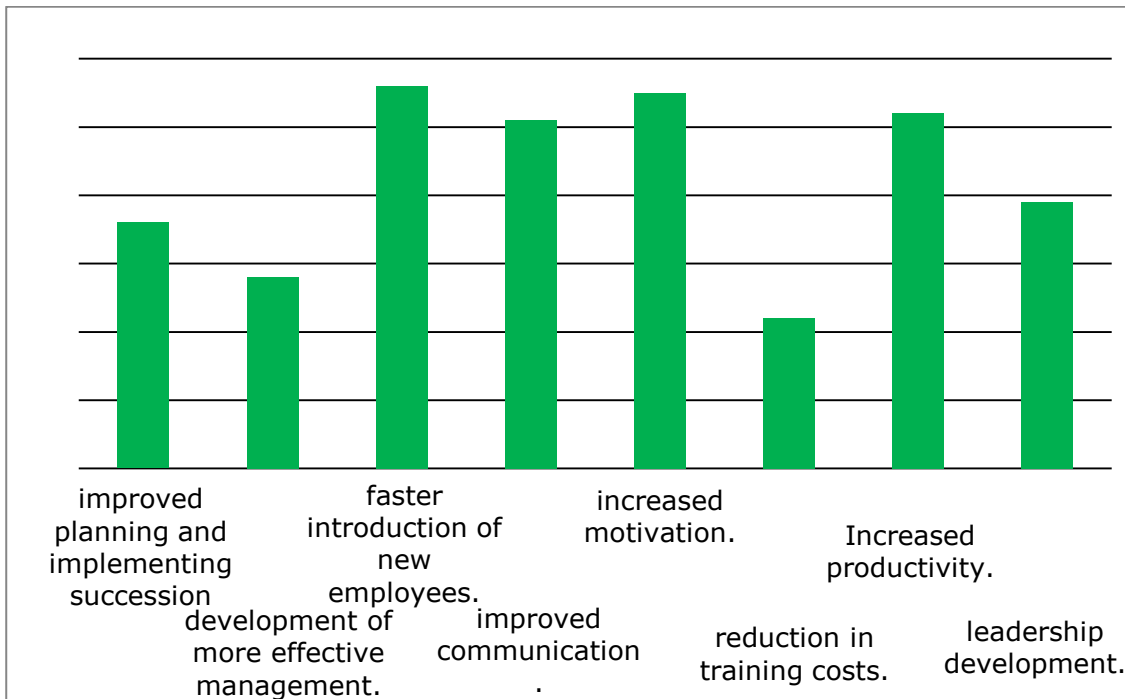
Figure 12: Benefits of mentoring for the mentor



Source: Survey Questionnaire, 2012

Mentoring relationship is important for the mentor as it develops, builds and transfers its knowledge, which gives him personal satisfaction, as well as career development and recognition within the organization.

Figure 13: Benefits of mentoring for the company



Source: Survey Questionnaire, 2012



Implementation of mentoring has advantages for a single organization, as this quickly introduces new employees in the operation of the organization, this is increased productivity, employees are more motivated in performing work duties or functions, improved communication between employees and the organization better develops key personnel for managerial functions.

6.6. Interpretation

People see the skills and knowledge as a prerequisite for mentor coaching, personal characteristics decide whether to be or not developed a mentoring in particular case. Trainee expects to have a mentor to all the necessary abilities, skills, experienced, and it will lead to a clear objective. These results also showed a survey of informal mentoring (Kranjc, 2006, p. 36).

On the basis of the research we propose a model of ideal mentor. The following table presents the key skills and personal qualities that are desired to be a mentor. Thus the survey, as our results confirm the fact that people learn most of the people who trusted her, have an open relationship with her, much more, is a reliable and strong, expresses confidence.

Based on the results obtained, we have created a model of the ideal mentor. The following table presents the key skills and expertise on the one hand, on the other hand highlights the desired personality traits, which has an ideal mentor.

Table 2: Model of ideal mentor

Model of ideal mentor	
Expertise	Personality trails
Leadership	Ability to trust
Capacity for lifelong learning	Stamina, courage, diligence, critical
Transfer of knowledge	A good listener
An expert in his field	Communicative
Experience	Trustworthy
Clearly defined objectives	Tolerance, patience, diligence
Proactively respond to the situation	Mature personality

Source: Own

6.7. Implementation - Model of “informal network mentors”

Of the total study of the labour market, young people and older workers, insight in to the organization, in the process of mentoring and career opportunities, and also on the basis of intensive work in Finland, where we are picked up proposals for the solution is exposed to the research problem, we developed a proposal to create a network of informal mentors.

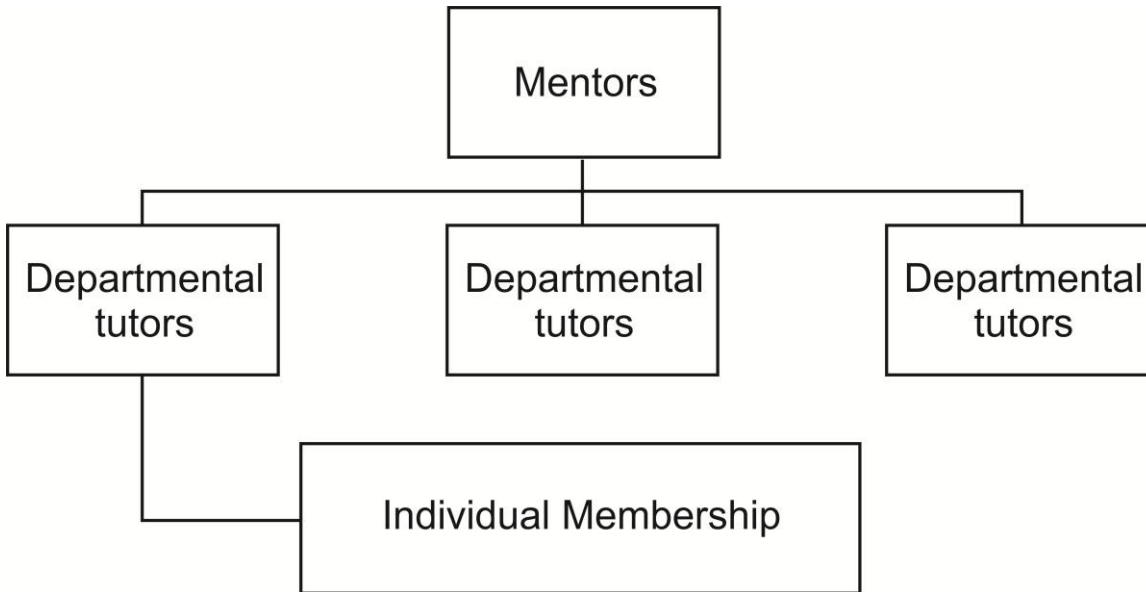
We suggest that the informal network of mentors should be develop and operate in the company or the organization while it does not matter whether the organization is the private sector, public sector or NGO. Mostly larger organizations have their own trade unions or works councils, which represent, the interests of all employees in the company and which



may include all employees. Trade union or works council seems the most suitable organization within which could be organized network of informal mentors.

Figure 3 shows a possible organization of a network of informal mentors within the organization. Larger organizations are composed of individual departments or individual major administrative and / or production units, which run. Each and every employee in the informal network of volunteer mentors included. At the departmental level to monitor the work of mentors' departmental supervisor, departmental mentors would work with mentors who are formally designated by the management of the organization.

Figure 14: Organization of a network of informal mentors



Source: Own

After completing the departmental mentoring "evaluate" the work of an informal mentor, and is also necessary accompaniment trainees progression. Informal mentor could collect extra points that would benefit later in the example promotion, travel and the like.

Here are some reasons why organizations should establish a network of informal mentors as a support system to human resource management in the organization.

- We have found that informal mentoring decrease hierarchical difference between the employees. We're not talking about the relationship employees – manager (superior), but the relationship mentor – trainee.
- The organization itself would be employed to promote intergenerational cooperation.
- The organization would allow new employees faster and more effective integration into the workplace; this would increase the performance of work.
- Older workers have the possibility of productive knowledge transfer. To achieve active aging for older employees and get rid of the feeling of uselessness and neglect by older employees often feel. Young and new employees would be the beginning of his career with the chance of obtaining quality knowledge and the ability to face the challenges in unforeseen circumstances.
- It promotes the continuous learning, knowledge transfer between employees, while employees also develop the personal and professional level.
- Enhance career opportunities.

In today's business environment, where we know that because of constant changes, competitive advantage of an organization is a knowledge only, it is imperative that organizations consider the possibility of transfer of knowledge between employees. Mentoring is certainly a method that



enhances the development of people; contribute to the advancement of knowledge, improve the quality of work, greater efficiency and customer satisfaction. The results confirm the fact that people learn most of the people whom can be trusted, have an open relationship, are reliable and strong, expresses confidence, much more then it is also necessary to create a space where such a relationship can be established.

7 CONCLUSION

The transition from young to adulthood is a very responsible, but also exhausting period of life, in particular, when entering the labour market. This transition from the sphere of education to the labour market is not easy for most of them, it is especially difficult when a young man finds himself in the labour market as unemployed, often with no or almost no work experience, sometimes with excessive training and excessive expectations. Instead of the state, social partners and others allow a smoother transition from school to employment, young people are often faced with uncertainty, rejection, unemployment and mistrust by employers. Age of persons at this transition rises, youth are extending the studies to avoid the status of unemployment, because of lack of work experience are compared with other job seekers may find it difficult to employ. Many young people, therefore, decided to continue their studies, but this can lead to a vicious circle, because it may cause it to become even more difficult to employ. The high level of education without work experience with employers is not particularly appreciated. However, the young unemployed employ faster than older people, because they are flexible and willing to take different jobs.

On the other hand, demographic changes increasingly affect the labour shortages, which mean more intense competition for available, qualified (even older) employees. Older, properly trained workforce in the future will become more sought after, because the work in the service sector as the dominant sector of the future requires quick decisions based on knowledge and experience, under time pressure and with great social skills, which is distinguished mainly by the elderly.

In the last decade and a half of active aging is becoming a major concern of economic policy, the majority of old EU member states. Finally, organizations will have to face with labour shortages more and more that in the near future. While continuing to invest in human development will be important to develop an intergenerational environment in enterprises. Developing such an environment, which facilitates the transfer of knowledge, skills and experience among workers, among others provide mentoring scheme.

Some organizations have established formal mentoring schemes, which are designed as a program with an emphasis on sharing and transferring knowledge, skills, and experience in the workforce. The program aims to businesses and their employees to enable implementation of the systematic introduction of new employees; emphasis is placed on the intergenerational transmission of knowledge, skills and information. The formalization of work processes usually work easier, but it is difficult to establish such a mentoring system, which would be the best and suitable for all, and it may be kept from the beginning of a mentoring relationship to independent employee.

Whatever we do, and for us that someone helps us to direct, lead, advise, can be called mentoring. Mentoring is a way of learning. For an informal mentoring is characterized by the candidate and supervisor bout to agree on their relationship. The duration, content, frequency of meetings and goals are not specified. Krajnc (2006) points out that the quality of informal mentoring is greater in comparison with formal mentoring. The essence of mentoring is that you and the student has a mentor relationship and wish it were not forced. The



advantage of informal mentoring is that it can be a mentor of their choice and choose someone you trust so that it can identify with, understand it and believe him.

For this purpose, we model a network of informal mentoring in the organization, enabling faster and more contact between new employees and mentors who want a mentoring relationship. The benefits of participation in the network of informal mentoring for all individuals, the mentor and the organization are recognized.

Nowadays, rapid adaptation, and promote lifelong learning is the key to success. Success in the market you provide only one company that has its best qualified personnel. The company needs to invest in human capital and organizing a network of informal mentors can be a support system to deal with people in the organization.

The key to success is in humans, only from the leadership of organizations depends on how they can take advantage of it.

A few thoughts for the end...

The entire project is, so all the literature reviewed to prepared theoretical basis, a survey, on which the empirical part of the work was done, is a result all of us, who participate in Slovenia and in Finland. The final and most important pieces, which consist of the final outcome were made by everyone involved in Inno-welfare Finland project. The project belongs to all six countries, which were at the same time with us in Finland. England, Slovakia, Denmark, Germany, Finland have contributed a lot of ideas, which were instrumental in our final model solution. Together we are musing about the problem of each country and each other suggested ideas from which each country created a solution. It is also their project and their project is part of our own projects.

Our gathering and creating a project started at the end of November 2011 when we all met at the meetings and joint meetings, which have evolved over time, became increasingly longer, more difficult, more important, and more responsible. We even received “homework”, because we need to consider many different theories, definitions, so that at the end of the meeting became too short and we have some work to take away the home. Start creation was particularly puzzled because we did not know what we will do at all in Finland and how the work is done there. Fortunately, we were guided by our mentor, Mojca, without which we would not have succeeded. With her help, we first become aware of the important role we have in this project. Our goal was to present the school as a prestigious institution, to present Slovenia as a country, and, finally, to present themselves as mature, independent and responsible person in particular.

The project has united us; joined us in the team, which is still holding together, both in joy, and sorrow and both in victory as defeat. Created by the friends, who go together towards a new objective, the chain decided that it does not break. Each of us is in the writing project, such as carrying out research, such as cohabitation in Finland learned many things. Anja has learned that sometimes the fear of failure is redundant, and that sometime is the best to run with the flow. Ines has learned that a competitor is not always an enemy, but in the end can be your good friends. Deja met true friends, knowing that she could always rely on them, both in good and bad. Maja realized that sometimes things can once unpardonable be forgiven and that your former enemies can once become your best friend. Finally, you can destroy the enemies so that they can change into your best friends. Mitja taught us how to act as an economist; he kept saying that the “donated horse does not look at your teeth”, in other words what is for free, we would not leave it. And we did not. Never. Martina showed us the best cure for stress, grief and quarrels. All problems were solved by Drinkopoly board game, which was our main entertainment at the evenings. All together, we learned that in life you have to be humble, honest and quietly confident. And also, why the family is our greatest



wealth? Because we all return home at the end of a hectic schedule. All this taught us our mentor Mojca. Without her and her incentives, we would fail and would be back on plane already the second day of staying in Finland.

The entire experience was unforgettable. We were all rewarded with priceless objects, such as knowledge, experiences, new friends and unforgettable memories.



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