

# Knowledge and skills that are needed to maintain life-long activities of modern society

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## Abstract

The research question to which we seek an answer in this paper, refers to the knowledge and skills that training of relevant professionals should provide in order to help the population of modern society to remain in good intellectual and physical condition. Today's society is aging, social policies of many countries strive to exceed the working-age of the population.

Therefore, it is important to keep people in good intellectual and physical condition. In society there is a need for training of competent trainers and organizers for getting this kind of condition for life. In Slovenia, several companies and institutions deal with the implementation of activities for active leisure time in various forms and levels of professional approach, so it is possible to conclude that the labor market of the future will need experts with relevant formal knowledge, especially if this knowledge is supported by knowledge of entrepreneurship. Like here in Slovenia, such formal programs to train experts for the trainers of an active society with the intertwined knowledge of some basic economics and business studies, entrepreneurship and the use of advanced skills, for example, kinesiology don't yet exist abroad. The listed skills are dispersed in a wide variety of study programs of various schools in the field of sports medicine, gerontology, etc., in individual courses. Graduates are given only partial knowledge of certain content, for example, on a healthy diet, coaching in sport and recreational sport, organizing events, animation of guests, etc... In the transparent study of training providers for an active life and existing formal training programs in Slovenia and abroad, we found that in the field of training for intellectual and physical condition of people, the need to raise awareness in society and the need for training of relevant professionals, especially those who would combine its mission with an entrepreneurial opportunity, did occur.

Educational programs that would co-create a better quality of life and work in the local and wider environment and significantly contribute to the overall social development with its innovative program design and a clear strategy, could fill the gap on what the existing market of entrepreneurship education has to offer. This would be an important contribution to the economic, social and cultural development of society.

**Key words:** *modern society, lifelong activity, organizer of the active life, learning for entrepreneurship*

## 1. Active society

The population of modern society should remain in good intellectual and physical condition. This statement is included in several global and local politics and strategies all over the world. We can find some good practices in communities in Canada, Australia, India, Europe etc. It is obvious, that there is a relationship between active engagement in life activities (leisure, social, and instru-

mental activities of daily living) and quality of life. This is valid for all generations, from youth over active working life period to seniors.

## EU contribution

For instance, the European Year for active ageing and solidarity among generations 2012 (<http://ec.europa.eu/archives/ey2012/>), was intended to raise awareness of the contribution that older people make to society. It sought to encourage policymakers and relevant stakeholders at all levels to take action with the aim of creating better opportunities for active ageing and strengthening solidarity between generations. Active ageing means growing old in good health and as a full member of society, feeling more fulfilled in our jobs, more independent in our daily lives and more involved as citizens. No matter how old we are, we can still play our part in society and enjoy a better quality of life. The challenge is to make the most of the enormous potential that we harbour even at a more advanced age. The European Year 2012 promoted areas of:

- Employment – as life expectancy increases across Europe, pension ages are rising, but many fear that they will not be able to stay in their current jobs or to find another job until they can retire on a decent pension. We must give older workers better chances in the labour market.
- Participation in society – retiring from one's job does not mean becoming idle. The contribution of older people to society as carers for others, typically their own parents or spouses and their grandchildren is often overlooked and so is their role as volunteers. The European Year seeks to ensure greater recognition of what older people bring to society and create more supportive conditions for them.
- Independent living – our health declines as we grow old, but a lot can be done to cope with this decline. And quite small changes in our environment can make a big difference to people suffering from various health impairments and disabilities. Active ageing also means empowering us as we age so that we can remain in charge of our own lives as long as possible.

EU contributes to the active ageing agenda and shows that the EU is a strong partner in this regard. The objective is to inspire more determined efforts in all Member States to promote active ageing, thereby ensuring that solidarity between generations can withstand the test of population ageing (<http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=6920&type=2&urtherPubs=yes>).

For the future years, there are Europe 2020 initiatives and the EU's growth strategy (<http://ec.europa.eu/social/main.jsp?langId=en&catId=956>), with five ambitious objectives - on employment, innovation, education, social inclusion and climate/energy - to be reached by 2020.

The three flagship initiatives of the Europe 2020 strategy that fall under the areas of employment, social affairs and inclusion are:

- Youth on the move: aims to improve young people's chances of finding a job by helping students and trainees gain experience in other countries, and improving the quality and attractiveness of education and training in Europe;
- An agenda for new skills and jobs: aims to give fresh momentum to labour market reforms to help people gain the right skills for future jobs, to create new jobs and overhaul EU employment legislation;

- European platform against poverty and social exclusion: aims to bolster work at all levels to reach the agreed EU headline target of lifting at least 20 million people out of poverty and exclusion by 2020.

## Canada case

In some countries, there are special initiatives for young people. For instance in Canada, as a part part of the Canadian Active After School Partnership (CAASP) (<http://www.phccanada.ca/resources/active-living-after-school>), which aims to enhance the delivery of quality after school programs, the Active Living After School (ALAS) initiative has been developed to assist after school program administrators in delivering high quality programs that involve increased access and opportunity to engage in physical activity and healthy living. With a focus on moderate to vigorous physical activity and healthy eating, the objective of ALAS is to help ensure that all children and youth, regardless of their age, abilities, gender, culture, or socioeconomic status, have the basic skills necessary to be healthy and enjoy the benefits of lifelong physical activity. To help achieve this objective, PHE Canada has partnered with Canadian Tire Jumpstart, a registered national charity who is dedicated to removing barriers to help children participate in organized sport and recreation. The ALAS initiative provides two main components: a How-to Guide and an ALAS Activity Kit. The How-to Guide has been designed to be a convenient one-stop resource that highlights the critical elements of a successful after school program and provides information and practical tips for ensuring that physical activity and healthy eating are integral components of all after school programs.

Another interesting programme on healthy living and its several social benefits is promoted in Ontario. (<http://www.edu.gov.on.ca/eng/curriculum/secondary/health1112curr.pdf>) Healthy active living benefits both individuals and society in many ways – for example, by increasing productivity, improving morale, decreasing absenteeism, reducing health-care costs, and heightening personal satisfaction. Other benefits include improved psychological wellbeing, physical capacity, self-esteem, and the ability to cope with stress. The expectations within this curriculum promote healthy active living through the development of physical, social, and personal skills. This practical, balanced approach will help students move successfully beyond secondary school. ....The health and physical education curriculum also promotes important educational values and goals such as tolerance, understanding, excellence, and good health. These values are reinforced in other curriculum areas, as well as in society itself. Parents, schools, health-care agencies, peers, businesses, government, and the media are all vital partners in helping promote these values to students. Working together, schools and communities can be powerful allies in motivating students to achieve their potential and lead safe, healthy lives... For example, all of these subject areas share the goals of developing life-management skills, interacting positively, working independently and collaboratively, enhancing healthy lifestyles, and examining contemporary social issues.

## Australia case

In Australia, for instance, the new strategy for citizens was developed: *The Healthy Eating and Active Living Strategy* aims to encourage the people of NSW to make healthy lifestyle choices and to be supported in their choices by health-focused planning, built environment and transport initiatives, as well as improved access to healthier foods and improved food labelling. <http://www>.

health.nsw.gov.au/obesity/Publications/nsw-healthy-eating-strategy.pdf Strategic directions were concerning all stakeholders: Environments to support healthy eating and active living; state-wide healthy eating and active living support programs; healthy eating and active living advice as part of routine service delivery; education and information to enable informed, healthy choices. The aim was to encourage the community to make healthy lifestyle changes and support healthier living through better planning and transport solutions. The objectives were to reduce intake of energy-dense nutrient-poor food and drinks; increase consumption of fruit and vegetables; increase incidental, moderate and vigorous physical activity; reduce time spent in sedentary behaviours; increase community awareness of healthy eating and physical activity as protective factors against chronic disease and to increase intake of water in preference to sugar-sweetened drinks.

It is increasingly recognized that active participation in diverse physical, cognitive, and social activities can promote older adults' quality of life, including physical and mental health. (Horowitz, Vanner, 2010, p. 130-150). The Barrow's Active Living For All (ALFA) project was instigated in 2002 with the aim of promoting active living and therefore improving health amongst three distinct groups of the population of Barrow Borough: older adults, young women and girls, and young men and boys. The authors were commissioned to undertake a retrospective evaluation of the project covering July 2002 to November 2004. Because of the retrospective nature of the task, the evaluation team had to rely on the monitoring data as presented by the programme plus an examination of documentary sources and (semi-structured) interviews with service users, managers and providers. A study of the bid documents and previous research into local need was also carried out. Further to this, a mapping exercise took place to note the use of ALFA by other providers across the area. The article reports on two particular aspects of the evaluation of ALFA: the background and development of the programme and the multi-agency partnership relationships that were established. The authors conclude that by researching and consulting, ALFA could offer a range of activities and sports that fulfil the identified needs of local people and thus the project engaged a considerable number of people within their target groups. (Simmil-Binning, Paylor, 2007, p.114-120). Social entrepreneurship is also one part of the paradigm of active live and modern society. "Both science and those active within the societal entrepreneurship area need further knowledge and understanding about the phenomenon. By identifying and mapping out processes within societal entrepreneurship, opportunities to create knowledge and understanding are created. The purpose of this study has been to empirically study processes within societal entrepreneurship initiatives and compare them with a theoretical process map. The purpose has also been to confirm and develop this map. Three cases of societal entrepreneurship have been studied. Several data sources have been used to find activities and tasks within the initiatives. These have then been analysed using the process map. The empirical studies have confirmed and developed the theoretical process map that shows how societal value is created within societal entrepreneurship. A process map of the societal entrepreneurship area that seems to cover general principles is presented."

## **Active living as a way of life**

Active living is a way of life that integrates physical activity into your everyday routines, such as walking to the store or biking to work. Active living brings together urban planners, architects, transportation engineers, public health professionals, activists and other professionals to build places that encourage active living and physical activity. One example includes efforts to build

sidewalks, crosswalks, pedestrian crossing signals and other ways for children to walk safely to and from school, as seen in the Safe Routes to School programme, Recreational opportunities (parks, fitness centres etc.) close to the home or workplace, walking trails and bike lanes for transportation also encourage a more active lifestyle. Active living is a combination of physical activity and recreation activities aimed at the general public to encourage a healthier lifestyle. ([http://en.wikipedia.org/wiki/Active\\_living](http://en.wikipedia.org/wiki/Active_living)). Society has many meanings - what is also known as a society: an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes; a body of individuals living as members of a community; community; human beings collectively, viewed as members of a community; a highly structured system of human organization for large-scale community living that normally furnishes protection, continuity, security, and a national identity for its members: such a system characterized by its dominant economic class or form; those with whom one has companionship; companionship; company; the social life of wealthy, prominent, or fashionable persons; the social class that comprises such persons; the condition of those living in companionship with others, or in a community, rather than in isolation.

## 2. Life-long learning, personal development and career

Numerous researches show that at the level of society, as well as at the level of the enterprises and the level of individuals the increasing attention is devoted to the promotion of learning and personal development. "Knowledge-workers are the greatest managerial challenge of the 21<sup>st</sup> century. They must be considered as a valuable resource and not as a cost – they represent a competitive advantage of expert organisations" (Drucker, 2001). What makes people study and learn, even after their graduation, and after receiving their job, after getting employed, after getting retired? Which things today ensure employability for the individual and growth, development and profit for the enterprise and active living in all periods of life? In the knowledge society a formal education, which allows people to make a career, to get a specific job, to complete certain tasks and comply with specific occupational standards, is no longer enough. You have to be (pro)active, in good mental and physical condition. Not only to be fit for the career – but to be fit for quality living. Shoffner Creager (2010, p. 482-527) published a review of the 2010 career counselling and development research, that presents "the breadth and depth of topics published in the field ranging from children's conceptions of career to employee burnout. Her review covers topics in the career literature on professional issues, career theory and concepts, career development, the world of work, career assessment and technology, and career interventions. The author summarizes the 2010 research to provide information and direction to career practitioners, theorists, and researchers".

### Promotion of learning

Promotion of learning is important in today's society, especially regarding the connection between environmental characteristics (variables in the society) and individual characteristics of person being interested in personal development. Similar to Drucker's observations on increasing attention to the promotion of learning, mentioned above, conclusions have been also reached by Peter Senge, which can be implemented also in society as well: "Today, a competitive advantage of an enterprise is its ability to learn and hold on to that path. People who want to learn

must master five disciplines: they must know how to abandon their old thought patterns; understand how their organisation really functions – systematic thinking; discuss common vision and then cooperate with others in order to achieve common goals – team learning.” (Micklethwait, Woolridge, 2000, p. 146). We can reasonable connect this pattern to all areas of life. “According to the Drucker’s vision of the new organisation the business of the future will be based on knowledge-based and personal initiative. Each individual will participate in the recognition and solving of problems, which shall allow for constant experimenting and improvements of the organisation’s operation, while managers of the learning organisation will have to ensure that learning is carried out throughout the entire organisation.” (Dimovski et al., 2005, p. 52). The principles that are stated for managers of learning organisations can be seen as very useful for managers and experts, that would organize active living in active society. We can assume, that study programmes for this kind of experts and managers are going to be in demand in the near future.

## Personal development

When a person is in his active, vital living years, it is not all just about career and promotion in someone’s profession. It is about much more. It is about personal development. About holistic personal development in mental and physical area as well as in the field of professional, personal, and social development. Every individual steems toward growth and personal development. In order to achieve the set growth objective, the person must draft a plan through which the set objective shall be achieved. Each individual plans personal development for himself. Since personal development takes place within an organisation, where the individual works, the organisation will – if it wants to be successful – support the individual, guide him or her and assist him or her with the achievement of the set objectives (Tavčar 1999, p. 273). But personal development does not takes place only within an organisation. It takes place in his private life, in his private time. The person has to develop also mentally and phisicaly, to become and stay an active member of community. And, if the person wants to be successful, he needs a lot of support as the individual, guidance and assistance with the achievement of the set objectives. Author (Tavčar 1999, p. 273) states that planning of personal development comprises a critical judgement of one’s own abilities, knowledge of possible careers and opportunities for such careers, setting of objectives and the preparation of a plan for achieving these objectives.

- Judgement of one’s own abilities. Everyone has to define his/her interests, abilities, values and intentions. Everything needs to be verified during one’s own development, since this is the only way to find out what we are capable of and what we want. When we judge ourselves, we should classify our findings as strengths and weaknesses and arrange them according to their importance.
- Exploration of possible directions and opportunities for personal development. A lot of information can be acquired through informal discussions and conversations with well familiarised co-workers of individual organisations. Public sources, i.e. tenders, summaries, guides and publications of individual organisations also contain much useful information.
- Setting of personal development objectives. The setting of objectives must be based on the judgement of one’s own capabilities, i.e. one’s own advantages and weaknesses, as well as opportunities in the environment.
- Plan for achieving personal development objectives. When we align facts, we prepare an actual plan which contains activities and deadlines. The plan must take into account the

interests of organisation and interests of all who participate in the plan. It is important that a person sticks to the plan and that the plan is correspondingly adapted in the event of changed circumstances. During the planning process one must also take into account: adaptability, alternative plans and harmonisation of personal development and private life. Especially the latter judgement is one of the most difficult in the light of personal development planning.

## Help to grow – consultants, mentors, coaches

When planning individuals' personal development and career we must ((Werner, DeSimone, 2009, p. 384-392) emphasize the completeness of personal development, which is the result of professional knowledge, development of personality and work development. All three components are joined together in personal development of individual. The latter are characterised by mutual interlacing and are often difficult to separate. Professional development usually represents the completed level of formal or informal education. This also includes the shaping of a person through education, the choice of profession, training and advanced training, which provides for a person's promotion at work. Personal development is defined as the development of personal characteristics of an individual in a broader sense. With this we refer to a combination of personal attributes, values, inclinations, motives, positions and interests which, together with the individual's abilities and knowledge, as well as work achievements comprise the complete personality. We usually need help to grow. There are several possibilities, from consultancy to mentoring and coaching. We use this type of help in career development, but also in a personal development as a whole, while being proactive in planning and achieving active life style.

Consultancy performs several different roles mostly for organization, such as filling gaps in knowledge, experience or staff availability, and advising on direction and strategy. (Wilson, 2007, p. 15-16)

Mentors are people who impart their own experience, learning and advice to those who have less experience in the particular field. Like coaches, they may empower and motivate their mentees, but it is not their primary role to do so. (Wilson, 2007, p. 15) Mentoring can be found especially in the working environment, as well as in the study and free time activities. The relationship between the development of a younger, less experienced individuals, and an older, more experienced individuals, citing Kram (Okurame, 2012), can be formal or informal. Formal mentoring are those which arise on the basis of correlation between mentors and their clients. Informal types of mentoring develop naturally. Clients who receive support and assistance, the tutorials in a certain way, they feel obliged to act in accordance with expectations. Mentors act as role models, they "open doors", allow the friendship and advice in respect of matters for which the current individual performance is lower than expected, which helps in the growth of the individual's self-esteem. Mentors act as agents of socialization, guiding clients to work values, create opportunities for clients and provide a supportive environment that an individual becomes an active member of any organization easier.

»Performance coaching is a process which enables people to find and act on the solutions which are the most congruent and appropriate for them personally. This is achieved through a dialogue which assists coachees to see new perspectives and achieve greater clarity about the people and situations around them« (Wilson, 2007, p. 7) The essence of coaching is a collaboration between two individuals where the coach encourages and motivates individuals to recog-



nize their potential and barriers to consciously improve their results. The coach is an individual and helps other person to facilitate this progress (Ellinger, Bostrom, 1999). The term is often compared to the work of the sports coaches, even the coaches guiding their wards, wondering, but not in ways that work for their mentees.

Seven principles of coaching (Wilson, 2007, p. 11 - 13):

- awareness: is the most common outcome that coaching delivers;
- responsibility: the core principle of coaching is self-responsibility or taking ownership of our decisions – we learn better, when we discover things for ourselves than when others tell us;
- self-belief: confidence, that we can do something is the key factor in achieving it (by being given the space to learn, through making mistakes and achieving goals);
- blame-free: mistakes are viewed as learning experiences, coach doesn't have an opinion, he must just help bringing the clarity of purpose, so coachee can understand which decision is congruent with them;
- solution focus: when we focus on the solutions (not dwell on the problem), the problem becomes manageable and a person can find more energy to deal with it;
- challenge: in a supportive and encouraging environment coach encourages coachee to look for new perspective, »holds up a mirror«;
- action: coaching uncovers new perspectives and awareness, ensures that the energy is channelled into action and a change of habits.

Coaching is also a part of behavioural choices – since the Hersey and Blanchard (1997) introduced the concept of situational leadership. It is for this that the variables in the environment, in a concrete situation, such as an individual's knowledge, skills and abilities, as well as the complexity of the tasks, determine the frameworks for a variety of management approaches. Also coach adapts to the characteristics and needs of the individual and helps him on the way of achieving its objectives by addressing the right questions. Direct interaction, which helps the individual to coordinated and targeted use of its competences and knowledge. The relationship between the coach and the individual is a collaborative and confidential, goal-oriented and refers to both interpersonal as personal ("intrapersonal") content.

### **3. Educational programmes, knowledge and skills**

#### **For all members of society**

Leisure time and its active spending affect all members of society, young people and adults of working age as well as the elderly. Condition for an active life and active society has to be provided both on the physical and psychological level. In a society we need to ensure initiatives, strategies and policies that promote understanding, change of values and behavior through awareness, understanding and designing services. Representatives of local communities have to be included, professional associations, entrepreneurs and individuals as providers and consumers - citizens. For this purpose, service providers for an active life must be properly trained. In addition to relevant expertise, they should also have knowledge and skills in communication, leadership, organization, use of new technologies and approaches and in entrepreneurship.



## Special treatment

Each demographic group needs special treatment and supply. Young people need programmes linked mainly to physical activity and awareness about healthy nutrition and a healthy lifestyle. People in their working age also need advice and assistance in managing their life roles, management of time, developments in the field of career and lifelong learning, coordination of professional and private life. Elderly people need integrated counseling: (1) to understand themselves and their new roles in the family, and for bridging the quandaries of life and management of living milestones, for acceptance of new social roles (departure of adult children from the family, the retirement of the partner, finding new life content in their free retirement time, integration into a new social group, the death of a partner, the role of grandfather / grandmother - and for maintaining balance between work and family, counseling the young, assistance in occupation of their adult children, managing the role of the consumer - transition to active citizenship ). (2) In order to maintain their employability, reintegration into the labor market or to create new jobs, which subsequently pass into the hands of the young (3) Advice to engage in voluntary work in the Slovenian area and to create new volunteer roles. (4) For all this, the elderly need the knowledge. They need advice from experts, consultants. Because of these diverse needs, the University for the Third Age has introduced integrated counseling for active later years in life. The industrial period had characteristic models of life in retirement, older people left out at the edge of the main stream of social events. This situation is unhealthy for them and for the society. (Findeisen, 2013). During the period of recession, the older adults take increased notice of voluntary support and other active roles, they are developing an in-depth interest of the government and local communities and devote them more space in their policies. Many elderly are entering in the consultation process with clearly articulated wishes. Increased awareness and acquisition of skills in various fields among the elderly is one of the most important motives for education. Recently the desire to learn new technologies and foreign languages prevails, especially English. They are aware of their separation on non-use of the Internet, e-communication and English language. In teaching this knowledge, the elderly are often guided by children or grandchildren. Acquisition of new knowledge contributes to increasing motivation and self-esteem. (Bizovičar, 2009)

## Cases of good practice

In Slovenia there are some organisations that work with active living style of the elderly. One of the most known is the University of the third age, as mentioned above. Many different projects are also developed, among them is CDU Univerzum in partnership with different non-government organisations and associations which set up a web portal designed to promote lifelong learning activities, the Center of lifelong learning of the urban Ljubljana region (<http://www.cvzu-lur.si/>). Members of the network and other users are given access to databases and materials for self-learning, promoting lifelong learning and enabled the access to information and counseling. The Lifelong Learning Center for the Ljubljana Urban Region (LUR LLCs) allows extended operation of advisory and information services, independent learning and learning of all kinds of information with communication support for adults and youth, with an emphasis on non-formal learning. The project uses funds from the European structural funds. All activities of LLCs LUR are free and accessible to all who wish to acquire certain knowledge. The portal provides free access to materials which authors considered the key competences for lifelong learning: the field of communicating in the mother tongue and a foreign language, computer literacy, interpersonal and social com-

petences, civic competence, how to learn, mathematical literacy and competences in science and technology and entrepreneurship.

In 2011 in Slovenia, an extremely exciting and successful volunteer project called Simbioza was created. This project connects Slovenia. (<http://www.simbioza.eu/sl/2013/predstavitev>). It is a social innovation, which brought together wisdom and youth. It revealed that intergenerational cooperation is the right direction of the future. The computer workshops included more than 20.000 people. The story of computing was given sustainability through the Intergenerational Center, Simbioza schools and project Simbioza masters. Simbioza is also expanding internationally and carries the good name of Slovenia in the wide world. Simbioza, in its three years of experience, connected more than 20.000 elderly and 9.000 young people across Slovenia in the nation-wide campaign of computer and Internet literacy. The campaign Simbioza has developed a model of computer workshops for the elderly, where they learn from young people and within a week they learn about the basics of computer usage. The workshops were free and were based on intergenerational cooperation and transfer of knowledge from young people to older people. The authors of Simbioza believe, that it is the right thing to do, to keep the positive energy of the weekly campaign. They want to create a society where young people learn what wealth of wisdom is hidden in the elderly, and where older people believe in the future, mainly due to the solidarity of young people who offer a hand of cooperation during the week (in October). In October 2014, the Simbioza project will move. They will open sports facilities and give the elderly an opportunity to learn new sports and attend various training sessions. They plan to get raise all those who have been waiting for the right moment and get them on their feet. It will be a week that will change the lives of many people. It will be a week that will wake the younger generation up, and the older generation will be reminded that there is that something that brings them together. That they can always and everywhere speak the same language. The language of health, lifestyle, happiness, moments and functional bodies that do not recognize and acknowledge advanced years.

## Knowledge and skills

There are also various service providers In Slovenia in the fields of healthy nutrition, active free time activities - from fitness centers to sports clubs for children and youth, organization of events and entertainment of guests. Supply and implementation of services to both extends to the area of tourism in its broadest sense, and the area of organized leisure (social networking, socializing, travel, courses, and seminars). People, who are involved with the organization of these activities (voluntary or professional), require different competencies. Some we have already mentioned in the presentation of various good practices. If we look at some of the courses partly covering the area of training for work in the field of quality of life and active society here in Slovenia and abroad, they largely enable the following knowledge and skills:

- In the field of profession (for example, social networking, education, exercise, nutrition)
- In the field of social skills (leadership, communication, motivation, teamwork, personal and personal development)
- In the field of new technologies (IT and other technologies, project management, new approaches and models)
- In the field of entrepreneurship (innovation, business skills, marketing, running their own business venture)

## 4. Conclusions and projections

What knowledge and skills training of relevant professionals should provide in order to help the population of modern society to remain in good intellectual and physical condition? Today's society is aging, social policies of many countries strive to exceed the working-age of the population. Therefore, it is important to keep people in good intellectual and physical condition through their whole live period.

The awareness of the importance of learning and systematic organised promotion and support for lifelong learning, which contributes to individual's knowledge, abilities and skills continuous improvement, is increasing in the modern society. Life-long learning is also the subject of the Resolution of the Council of Europe on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe (2004). The latter is based on the fact that the transition onto an economy and knowledge based society creates new challenges for policy makers in the field of development of human resources. Creation and effective management of knowledge-based society and the need for life-long learning influence the conditions in the labour market and foresee that individuals will be encouraged through their entire life to continuous development of their skills and competences to remain in good intellectual and physical condition. However, the motivation for such activities depends on the individual and not only his/her wider (society) or closer (enterprise) environment. The assembly of conditions and circumstances decides whether the individual shall consider such a continuous personal development as a tool or as an opportunity to gain personal benefits.

Social environment, the increased need for continuous growth and modernisation of knowledge, skills and abilities are supposed to increase the interest of the wider society, organisations and individuals – each at their own level – for motivated approach to remain in good intellectual and physical condition. Some studies unfortunately indicates the lack of management span and support to assist the development of systematic activities to enable people to remain in good intellectual and physical condition. Thus, there is a great need for properly trained service providers for an active life. They should have relevant expertise, have knowledge and skills in communication, in leadership, in organization, in use of new technologies and approaches and, of course, in entrepreneurship.

As shown also in this research, trends in the field of personal development are therefore linked with self-discipline, proactive approach and all-in-one work in the form of support, mentorship, coaching, supported by the existence of a system for development. Support provided by mentor or assistance provided by a coach is placed highly on the scale of influence. Experts recommend systematically designed systems, guides and instructions, which shall encourage and unify approaches to mentorship and coaching and work with individuals at "one to one" level. (Thompson, 2006). There are also alternatives for mentorship; i.e. the role of specialised external coaches, mentorship by colleagues or co-workers at the same level and action learning as a method of individual and organisational development (Pedler, 1996). There are still many unexploited opportunities within organisations and society in the field of development of mentorship, coaching and systematic personal support for individuals in order to facilitate their personal development. This is surely one of the areas which shall exploit as one of essential areas in order to gain their competitive advantage.

From healthy active living benefits both individuals and society by increasing productivity, improving morale, decreasing absenteeism, reducing health-care costs, heightening personal satis-

faction, improved psychological wellbeing, physical capacity, self-esteem, and the ability to cope with stress. People, who are involved with the organization of active life-style activities require different competencies, knowledge and skills in the field of profession, in the field of social skills, in the field of new technologies and in the field of entrepreneurship. The employability of such experts could be high. Some good undergraduate or graduate programme for organizer or manager of the active life could be developed, to fulfill this expectations and in favour of active society of the future. There are lots of potentials for entrepreneurs (also social entrepreneurs) in helping people and society to become and stay active.

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