

Report

ANALYSIS OF QUALIFIED WORKFORCE REQUIREMENTS IN THE TOURISM INDUSTRY OF SERBIA

Report done by:

Miroslav Rađen

Miroslav Ivanović

Nataša Benić

Mirjana Krdžić

Prof. Dušan Vučićević, PhD

Dragica Samardžić

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REPORT

ANALYSIS OF A QUALIFIED WORKFORCE REQUIREMENT IN THE FIELD OF TOURISM IN SERBIA

By conducting research in Serbia, the goal is to gather valid data regarding the needs for new knowledge and skills in the field of tourism so as to improve its development. This is done by meeting the needs of the modern tourism market in a more complete, higher quality way.

Surveys were given to employers and employees working in the tourism sector and its complementary activities. They were conducted in cooperation with the Higher School of Professional Business and Technical Studies in Užice, as the leading partner in the TEMPUS project *Harmonization and Modernization of Tourism Study Programs in Serbia*. This was done to:

- get a more complete view of the needs of employers regarding the desired job profiles of future employees, which would serve as a starting point in making changes to higher education in the field of tourism,
- accredit new study programs in the field of tourism harmonized with the EU (undergraduate and specialized studies in higher schools, and undergraduate and master studies in colleges)
- establish new ways of cooperation between tourism schools and the tourism industry of Serbia.
- educate and train a higher quality cadre of professionals in the field of tourism.

This report is necessary for analyzing the needs of the tourism industry of Serbia so as to gather information required for creating study programs in the field of tourism.

Overview of crucial research information

The internal market of Serbia is not an isolated system resistant to external influences. However, given the changes that occurred in the domestic economic system after 2008, under the influence of the global financial crisis, the economic indicators started to show better results as early as 2010. This additionally confirms that the external transient impacts had a much lesser effect on the economy than the structural weaknesses of the domestic economic system, followed by numerous imbalances. The labor market is just one of the sub-systems that show the weaknesses of the entire economic system, which is also shown by the unfavorable indicators of its structure¹.

Based on the labor market survey analysis and the estimation of labor market needs in the Republic of Serbia (EUNES project financed by the European Union in cooperation with the National Employment Bureau), the most important conclusions have been made:

- In 2010, the national job creation net rate was 0.62%
- It is estimated that the total number of employees in the eight observed sectors will annually be increased by 1.88% compared to the number of employees in the current year
- The private sector creates new jobs in [sic], with the job creation net rate of 2.46%, seeing as how the largest number of employees works in this sector.
- A high job creation rate of 2.48% is also expected in the cooperative and mixed ownership sector
- The most propulsive rise in job openings is expected in small companies that employ from 10 to 49 persons (estimated job creation net rate for 2011 was 5.49%).
- The following sectors create new jobs: the manufacturing industry, building construction, and other services with a job creation net rate of 2.78%, 2.75%, and 5.68%, in that order.
- There are significant regional differences in job creation net rates. An increase in net employment is expected in Vojvodina, and Southern and Eastern Serbia, as a result of a higher number of job openings compared to jobs that have been terminated. Job creation net rates are estimated to be 2.10% and 1.38 in the Belgrade region and the region of Šumadija and Western Serbia.
- Even though the lack of knowledge and skills are one of the problems employers have to face in the labor market, they still can't be adequately identified, especially when it comes to professional and transferable special knowledge and skills².
- Only a small number of companies have expressed a demand for employee training, and they are most often small private companies.
- Training and extra specialization are most often required for employees whose qualification level is III and IV, as well as college degree employees of level VII-1. Company employees, usually those with qualification levels III and IV, mostly need broader competency and personal characteristics, as well as transferable and professional skills. Professional knowledge is most needed in jobs with a qualification level III, while it is not so present among missing skills.
- A balanced growth of employment is the combined result of two fundamental comparative dynamics: on the one hand, the estimated balanced growth of actual profit and actual productivity excludes the occurrence of increased cost per workforce unit; on the other hand, a relatively stronger increase in group demand compared to the rise in productivity in key quarters of the year in a simulated framework stimulates the rise of workforce employment.

¹ *Analysis of the labor market and estimation of needs of the labor market in the Republic of Serbia*, EUNES project financed by the European Union in cooperation with the National Employment Bureau, Technical assistance in improving the capacity of the National Employment Bureau of the Republic of Serbia for managing data, estimation, monitoring, and evaluation

² Special knowledge and skills are divided into three groups, according to the internal document of the NEB List of special knowledge and skills: professional knowledge and skills, transferable knowledge and skills, as well as desirable broader competencies and personal characteristics.

In the Annual Progress Report of the European Commission for Serbia for 2013,³ The European Commission points out that not enough work is being done regarding the stabilization and reform of the economy in Serbia, fiscal stability, record high unemployment rate, and the fact that young and unemployed groups are especially endangered. According to data from the Statistical Office of the Republic of Serbia for April 2013, the unemployment rate for the younger population from 14 to 24 years of age is 49.7%, and 76.9% of the long-term unemployed population only has a high school degree. Part of the cause of unemployment lies in the mismatch of the professional education system and the needs of the labor market⁴.

Education Development Strategy of Serbia by 2020⁵ sees that education in Serbia should be conceived according to the expected long-term economic, social, scientific, technological, cultural and other aspects of social development as a whole and the development of creational and work potentials and the quality of life of every citizen of the Republic of Serbia. Professional education in high schools should enable each individual to gain knowledge, skills, and views – professional competencies enabling successful inclusion into the world of labor and continuing education. Education Development Strategy of Serbia by 2020 points out the following: the need for developing the system of accreditation and certification of employers who give practice lessons; adoption of primary and secondary legal regulations for the financial stimulation of employers whose companies give practice lessons; the inclusion of at least 10% of employers into the sector councils, examination boards, and the realization of practice lessons.

Education Development Strategy of Serbia by 2020 was adopted near the end of 2012, but an action plan with a defined implementation dynamic and necessary resources has still not been developed and adopted. The lack of an action plan and implementation mechanism of this Strategy was also criticized by the European Commission in the Progress Report for 2013. Given the lack of an action plan and other implementation mechanism there is no clear solution to the problems listed by the Strategy. There is also the unsolved problem of ensuring quality practice outside of schools, and there are no accredited working positions or practice instructors, nor are companies encouraged to enable quality practice for students, and there are not enough employers interested in this type of educational cooperation.

There is no National Qualifications Framework for Lifelong Learning in Serbia, even though its adoption is being awaited for a long time and has been the subject of many projects. Schools are satisfied with reformed profiles that attract the best students, while employers, especially in the financial sector, point out that they do not see a lot of experimental study graduates because they mostly go to faculties (close to 90% of them, by some studies).

Both the younger population and employers agree that knowledge gained during formal education does not satisfy, or only partially satisfies, the needs of practical work, and according to new studies, as many as 90.10% of the younger population blame the lack of practice during formal education.

Studies show that a lot of employers complain about the work of recently employed younger population, 28% of employers in trade and as many as 46% in finance.

Employers point out that recently employed young individuals do not have professional knowledge and competence, as well as soft skills easily obtained through work experience⁶.

An addition to this is the fact that Serbia has an unsatisfactory educational structure of employees in which there are many unprofessional individuals (their share goes from 1/5 to 1/4 of employees). The results of the Employers Survey show that, in the future, there will be an increasing demand for transferable special knowledge and skills groups (qualification level I) for jobs with a qualification level I and II, and professional knowledge and skills and broader competencies and personal characteristics. (qualification level II).

³ *Annual Progress Report of the European Commission for Serbia for 2013*, working paper, Brussels (available at http://www.seio.gov.rs/upload/documents/eu_dokumenta/godisnji_izvestaji_ek_o_napretku/izvestaj_ek_2013.pdf)

⁴ *MUSTRA – improving the cooperation between employers and professional high schools in Belgrade*, Belgrade open school, December 2013, Belgrade

⁵ *Education Development Strategy of Serbia by 2020.*, Government of the Republic of Serbia, <http://www.srbija.gov.rs>

⁶ *MUSTRA - improving the cooperation between employers and professional high schools in Belgrade*, Belgrade open school, December 2013, Belgrade

Concerning the needs of employers for **special knowledge, skills, and competencies** of employees, the most **dominant are transferable knowledge and skills as well as broader competencies and personal characteristics**.

In the group of **professional special knowledge and skills**, most frequent were **technical-technological** as well as **social-humanitarian knowledge and skills**.

As far as transferable knowledge and skills go, the most desired are **information-communication technology knowledge and skills, foreign languages and various licenses**.

The most frequent demands in **broader competencies and personal characteristics** are: **team work, precision, service, and communication**⁷.

If we want practical, high quality, and relevant professional education, it is necessary to:

- a) Improve and apply the existing strategic and normative frame in the field of professional high school education
- b) Improve the programs of student practice

The issue with the mismatch of skills and knowledge gained in the frame of high formal professional education with the needs of the labor market affects many economic and social problems: budget expenses for education that does not lead to employment, the younger population is not prepared for the transition from education to the market world and employment, the lack of desired skills and competencies required for work⁸.

The stagnation of the economy and constant decrease of the population in certain areas are one of the dominant economic and demographic problems. Tourism is considered to be a revitalizing factor in many professional and scientific papers. Its development could stop emigration, and returning migration in most areas, and bring about economic improvement. Low employment rate in the tourism sector of the Republic of Serbia is closely tied to turnover in tourism.

The Chamber of Commerce and Industry of Serbia has conducted a research in 2012 on required knowledge and skills in the economy of Serbia (*Research analysis results on the needs of the economy for knowledge and skills*). The research was conducted using a sample of 151 subjects of economy in Serbia, out of which, viewed from the perspective of the number of employees, 128 small and medium companies were surveyed (up to 250 employees), and 23 large companies (over 250 employees).

On the state level, that is, on the level of the Ministry of Education, Science and Technological Development, there is no system of continued education for adults. There is no proper legal framework, and the strategy and action plans for educating adults are not being implemented under full capacity.

Regarding the number of days spent on extra education and training during a year, there are over 10 days of training for 31% of entrepreneurs, 28% of professionals, and 19% of other employees. A large number of surveyed companies do not have a developed methodology for establishing training requirements and estimation of effects of completed training, meaning that they do not have an established system for managing cadres. If there is no system for establishing requirements and estimation of effects of completed training on the state level, nor on the company level, then it is impossible to track, analyze, and meet the needs of the economy regarding specific skills and knowledge. Regarding the practicality of certain types of training, education for gaining certificates and licenses is most useful in 76% of the cases, independent learning in 72%, and internal training in 67%. Seminars and conferences are considered partially useful by 36% of the people surveyed, training by the formal education system 33%, and internal training 33%. Employees find training by formal education to be least useful. This data once again shows that employers

⁷ *Labor market analysis and estimation of labor market needs in the Republic of Serbia*, EUNES project financed by the European Union in cooperation with the National Employment Bureau, Technical assistance in improving the capacity of the National Employment Bureau of the Republic of Serbia for managing data, estimation, monitoring, and evaluation

⁸ *Annual Progress Report of the European Commission for Serbia for 2013*, working paper, Brussels (available at http://www.seio.gov.rs/upload/documents/eu_dokumenta/godisnji_izvestaji_ek_o_napretku/izvestaj_ek_2013.pdf)

and employees are not familiar with the advantages of specialization through formal education of adults, and the solution to this problem should be sought for in the immediate attempt to establish cooperation between the state and partner institutions.

The leading management and employees were asked about the types of extra education and training necessary for companies. 40% of management finds the following types of training to be necessary: managing business protocols, communication skills and resource management. 57% find managing on a strategic level to be desirable, 56% supply and logistics and 55% analysis and management control. Less desirable training for 23% of management is finance for employees who do not fit the job description, 20% for business regulations in the EU, and 18% for managing changes. 20% of managers find finance for employees who do not fit the job description to be unnecessary, 15% supply and logistics and 6% analysis and management control. When it comes to employees, 22% find necessary training to be communication skills, 15% business regulations and quality management. Desirable training for 52% of employees is communication skills, 48% time and stress management and 47% sales. Less desirable training for 45% of employees is resource management, 41% growth management and 41% managing on a strategic level. Unnecessary training for 49% of employees is finance for employees who do not fit the job description, 48% managing on a strategic level, 40% analysis and management control. The differences in views of managers and employees show that both survey categories support training that is related to their level of responsibility in the company.

When managers were asked "What employee characteristics do you find most valuable to the company?", 74% listed necessary employee characteristics to be loyalty to the company, 67% dedication to results, endurance and efficiency, 67% taking initiative in suggesting new solutions and accepting innovation. 44% of managers find desirable employee characteristics to be mobility within the company, 44% positive reactions to change/innovation in the company and 41% being open to increase and/or change of existing activities. 7% of managers find readiness for independent learning to be a less important characteristic, 6% mobility within the company and 3% being open to improving business protocols in current circumstances. 2% of managers find being open to improving business protocols in the current environment to be an unnecessary employee characteristic, 2% readiness to take risk for their own initiatives and positive reaction to change/innovation in the company. In the employee category 63% find loyalty to the company to be a necessary personal characteristic, 55% dedication to results, endurance and efficiency and 41% mobility within the company. 56% of employees find positive reactions to change/innovation in the company to be desirable, 56% being open to improving business protocols in current circumstances 48% readiness for lifelong learning. 12% of employees find readiness to take risk for their own initiatives to be less important, 17% taking initiative in suggesting new solutions and 12% readiness for lifelong learning. 6% of employees find unnecessary characteristics to be being open to improving business protocols in existing activities, 6% being open to increase and/or change of existing activities and 4% readiness for lifelong learning. Answers to questions on employee characteristics in the function company development show that both survey categories answered from the perspective of their own position in the company. In that sense, employee characteristics found to be necessary by managers were found to be desirable for employees and vice versa. Positive results were shown in all characteristics and skills found in employees with a personal initiative, marked by efficiency, loyalty, and accepting new managing practices that lead to company growth, which fall under the so called soft skills that can be of great use to employees no matter where they work. These studies listed the following conclusions:

- ✓ The economy is not familiar enough with the education of adults - prior training, additional training, and specialization through a formal and informal system of education. The reason being that this field is not legislated on the national level.
- ✓ It is necessary to adopt a law on the education of adults, formed by partner institutions and the economy
- ✓ The education and training system reform must be accelerated in order to stop the potential growth of skill deficit, which is currently obscured due to a general suppression of employment and investment. These reforms demand a high level of cooperation between the public sector and the economy, being left out so far

- ✓ It is necessary to apply more flexible work practices that would improve the efficiency of employee specialization
- ✓ It is necessary to start with the practice of accepting knowledge gained through work experience
- ✓ In managing adult education policy it is necessary to recognize and improve the important role of reliable business organizations

Given the conditions of the financial crisis, low investment, and increased unemployment rate, it is normal to expect the continued practice of decreased company investments in specializing cadres. Along with a drastic increase of the unemployment rate in Europe, another problem is the lack of skills in the labor market. The European Commission started an initiative in 2008 for a long-term monitoring of trends in the labor market and defining skills and competencies called *New Skills for New Jobs*. The need for estimating knowledge and skills an individual should have or continue to develop is especially important during the financial crisis and high unemployment rate. Key competencies (knowledge, skills, and views) that should be developed in professional high school education and continued adult education, in accordance with the concept of lifelong learning are:

- ✓ communication skills
- ✓ foreign language specialization
- ✓ knowledge in mathematics and basic knowledge in science and technology
- ✓ online communication
- ✓ social communication

In order to gain skills required for employment, it is necessary to acquire data on labor market mobility, that is, to track current and future needs for knowledge and skills. By forming council sectors (which assemble employers, educational and training service managers, and education and employment policy creators), the creation of properly qualified educational profiles has started, which is the first step in adjusting the training system to the needs of the labor market. A clear insight into the competencies of individuals is necessary, so that the state could correct and channel training programs, through the NEB, according to actual employer needs. Training programs organized by the state in the following period could be an issue if budget expenses are cut for the work of services such as the NEB and if the EU decreases the number of approved projects and new resources for these purposes. The system of continued adult education in Serbia is not legislated, and the strategy and action plans do not give results, which clears the path for new agencies, consulting houses and educational centers whose quality of service is not controlled on the state level. There are conclusion being put forward, based on acquired and processed data, which show that regular education enables informational knowledge, intensifies foreign language learning, and introduces, through study programs, legal regulation in the field of tourism. Training enables new knowledge, as well as its improvement, in the field of various professional topic, accounting, health tourism, medicinal wellness, sales, marketing, and supply, as well as improvement in communication skills (contacting guests, problem solving), animation in tourism, and cooking.

During 2013, the labor market was still under the influence of negative economic trends. In December 31, 2013, according to National Employment Bureau (NEB) records, there were 769,546 unemployed persons in the Republic of Serbia, more than 8,060, or 1.1% compared to the same date in the previous year (December 31, 2012).

The decrease of the unemployment rate is the result of invested effort in the previous year. This includes mitigating negative trends through the Active Employment Policy, matching the supply and demand of the workforce, solving the problem of poor qualification structure of unemployed persons through training and acquiring work and professional skills, aiding the employment of younger populations, continuing the inclusion of the Roma population, aiding the employment of disabled persons and preserving their existing jobs, and, at the same time, drawing investors who would enable new job openings, and helping employers to choose the highest quality cadre for their activities.

Observing the regions in the Republic of Serbia, the highest employment rate growth during October 2013/October 2012 was in the Autonomous Province of Vojvodina – 31,086 persons, or 5.3%, and in the Belgrade region – 38,867 persons, or 4.8%.

Decreasing the unemployment rate requires the change of the educational system and its adjustment to the needs of the labor market, as well as the coordination and combined planning of educational institutions, the labor market, the corresponding Ministries, and the local government.

Extra training, prior training, and adult education help solve the problem of poor qualification structure of unemployed persons, which is one of the main reasons of the high unemployment rate.

The education and training system should be improved and adjusted to the needs of the market by:

- ✓ promoting lifelong learning as the primary requirement for sustainable development based on knowledge
- ✓ improving the capacity of institutions and establishing cooperation with the aim of improving the system and education and employment policies
- ✓ the development of short education systems – standardization of training programs, accreditation of educational institutions and knowledge certification

Research methodology

The goal of the research is the need for new knowledge and skills in tourism so as to improve its development by meeting the needs of the modern tourism market of Serbia in a more complete, higher quality way. The results, viewed from a neutral perspective, present the views of all the members of the tourism economy of Serbia regarding the given needs.

The survey was conducted using a sample of 123 relevant subjects in tourism, out of which 57 are employers and 66 are employees in the tourism industry and its complementary activities. The survey was constructed as a question and answer list, indicating, on the one hand, the knowledge and skill levels employers expect from employees, and on the other hand, the knowledge and skills deemed by the employees as significant for improving tourism in Serbia.

The survey contains a general section referring to the identification of employers/employees, type of business, source of capital, type of activity, employee number and structure, and employment options, so as to create the respondent's profile.

The second part of the survey should indicate the basic and professional knowledge and skills employers expect from employees, types of specialization offered during service, training that takes the most amount of time, and training that provides market (competitive) advantage. Also, the intention is to identify expected employee characteristics and evaluate the necessity of gaining certain knowledge and skills.

The third part of the survey refers to the views of employers and employees regarding professional practice, cooperation with educational institutions, cooperation advancement options, and suggested measures for providing employment of the younger population.

The research goal is insight into employer needs regarding the desired job profiles of future employees. The research was evaluated using standardized statistical methods in which means, medium, and mode have the largest impact.

Data collection:

- Face to face employer/employee research
- The conversation was based on a prepared survey in the Serbian language
- Survey time per respondent is 10 to 20 minutes.

Sample:

1. Research locations:

- Užice (n=20)	- Kosjerić (n=2)	- Vršac (n=4)
- Bajina Bašta (n=4)	- Belgrade (n=8)	- Novi Bečej (n=2)
- Prijepolje (n=5)	- Čajetina (n=11)	- Sombor (n=2)
- Kragujevac (n=6)	- Vrnjačka Banja (n=10)	- Odžaci (n=2)
- Lučani (n=3)	- Novi Sad (n=15)	- Hajdukovo (n=2)
- Nova Varoš (n=3)	- Indija (n=3)	- Andrevlje (n=1)
- Arilje (n=3)	- Zrenjanin (n=3)	- Kanjiža (n=2)
- Požega (n=4)	- Subotica (n=3)	- Kelebija (n=2)
- Ivanjica (n=1)	- Kikinda (n=1)	- Temerin (=1)

2. Planned sample size is 120 respondents, 123 realized.

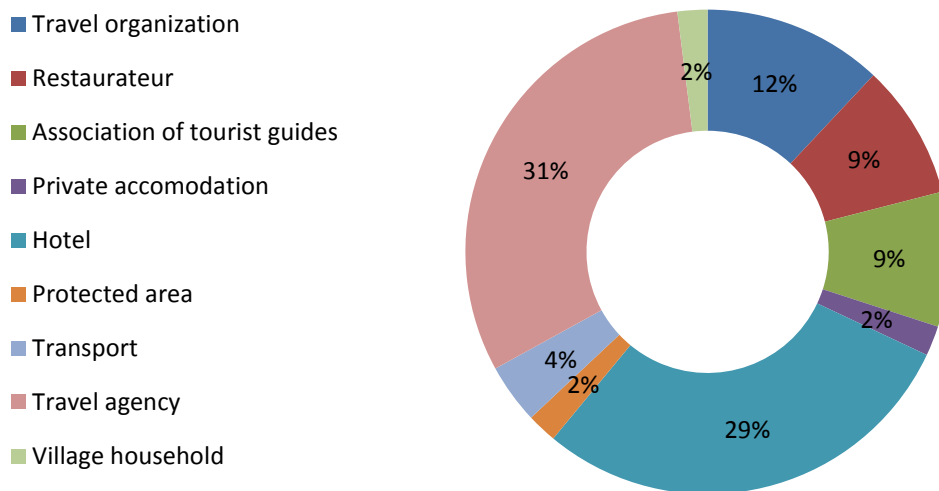
3. Sample frame: companies and employees in tourism and its complementary activities

4. 57 employers and 66 employees were surveyed.

The views of employers in the tourism industry sector of Serbia

57 companies were surveyed in the analysis of employer requirements in the Zlatibor area. Company structure according to activities is shown in chart 1.

Chart 1. Structure of surveyed economy subjects according to activities



Source: Chart based on survey research results

According to the type of property, most surveyed employers are from the private sector (54%), then state institutions (40%), while the least amount of employers are from the public (4%) and mixed (1%) sector. 96% of surveyed employers have national capital, while those who have mixed and foreign capital are 2% each.

Out of 57 surveyed employers, only 13 of them created a total of 22 job openings, while some employers claimed they hire on demand. Newly employed persons were mostly selected by open competition, while two employers claimed they used different methods of employment (recommendation etc.)

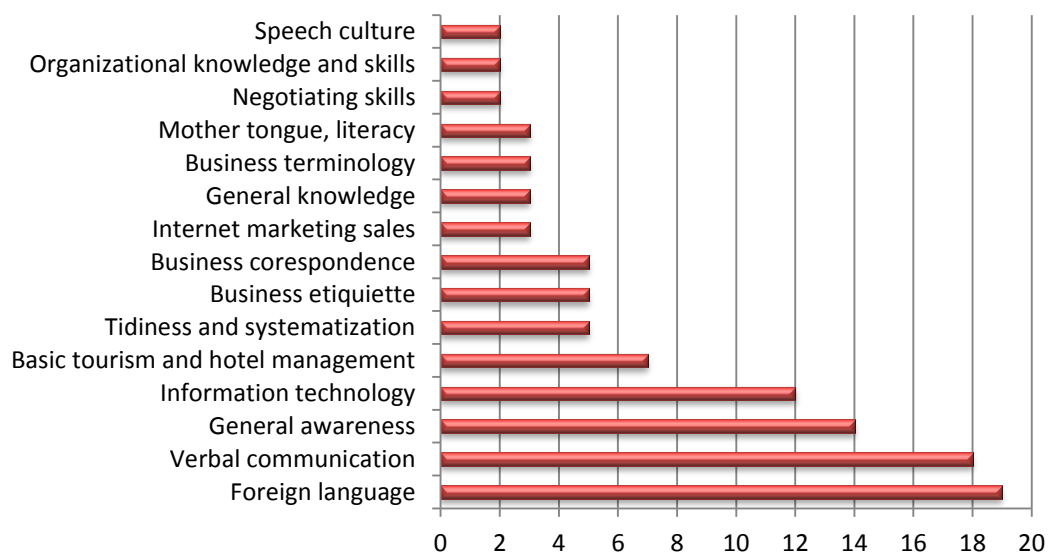
In the last three years, these employers hired 35 persons with a high school degree and 34 persons with a college degree in tourism.

70% of the total employers surveyed hired college degree employees in the last three years.

89% of surveyed employers have a defined systematization of jobs and competencies (knowledge and skills) required for certain types of activity.

In the general knowledge sector, employers expect their newly employed employees to have knowledge in communication skills, foreign languages, general culture, and information technology.

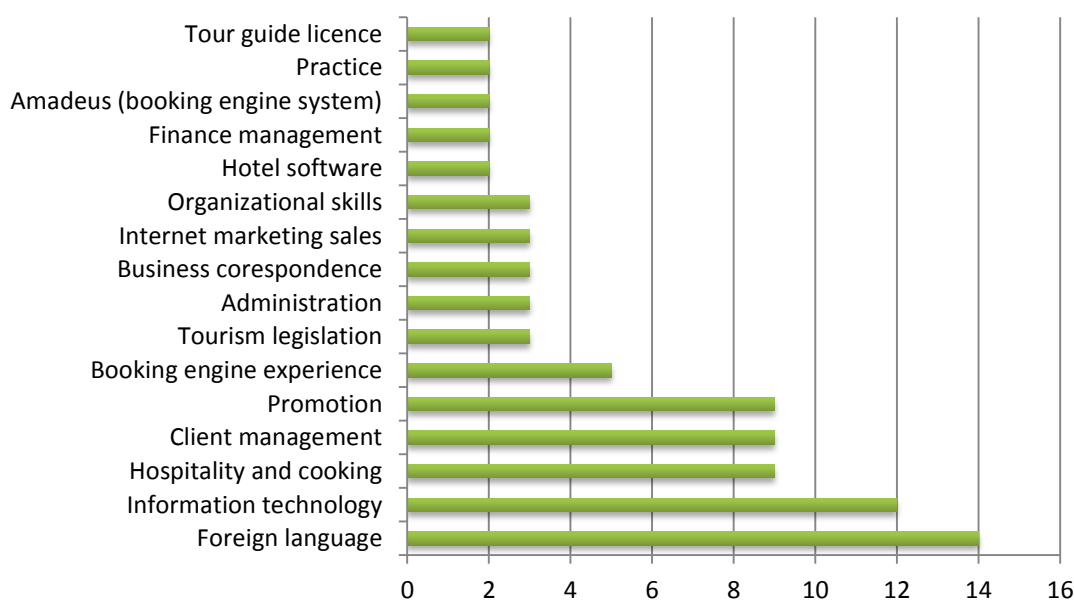
Chart 2. Overview of general knowledge employers expect from new employees (in percentage)



Source: Chart based on survey research results

In the professional knowledge and skills sector, the most desired competencies are foreign language, communicational skills, information technology, hospitality and cooking, client management, tourism marketing, booking engine competency and tourism rules and regulations (Tourism law...)

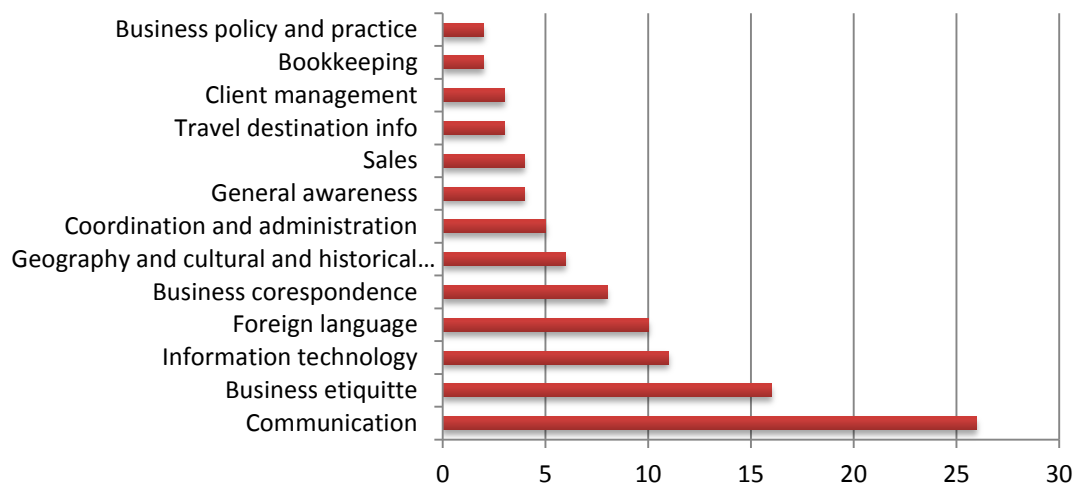
Chart 3. Overview of professional knowledge and skills employers expect from new employees (in percentage)



Source: Chart based on survey research results

Employers first had to teach new employees the following: business communication, business etiquette, information technology, foreign language specialization (English) and correspondence.

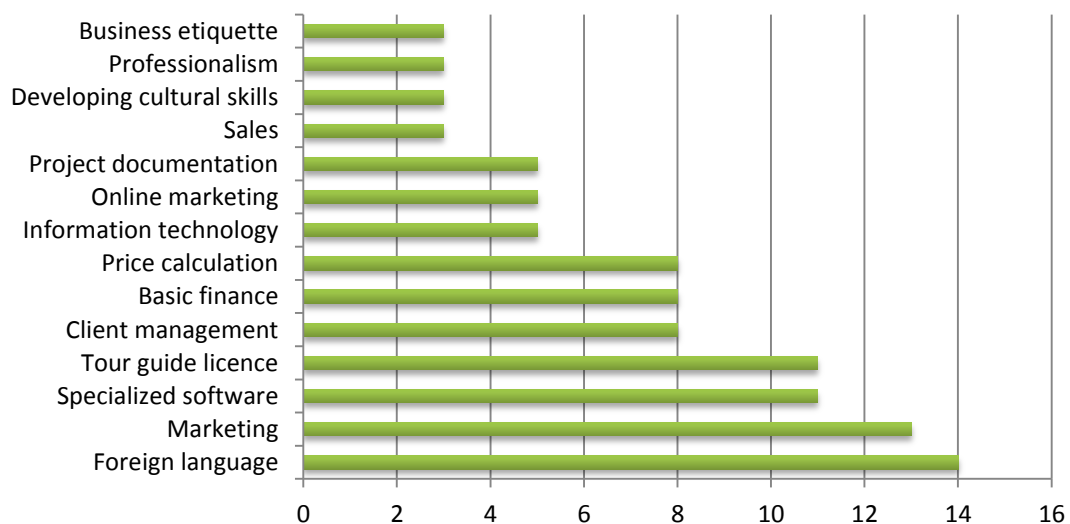
Chart 4. Overview of general knowledge employers have to teach new employees (in percentage)



Source: Chart based on survey research results

Employers point out that new employees should first work on foreign language specialization, promotion and marketing, specialized software use, and professional knowledge and skills, especially those for tour guides.

Chart 5. Overview of professional knowledge and skills employers have to teach employees (in percentage)

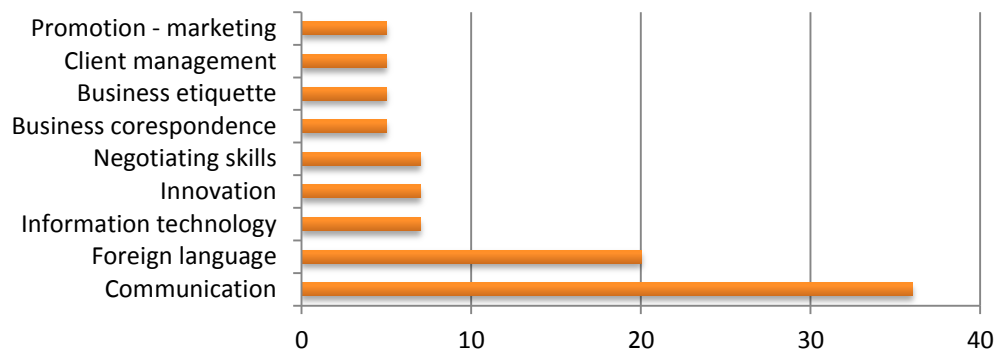


Source: Chart based on survey research results

Employers spend most time training employees in business communication, foreign languages, information technology, and innovation in creating tourist products. As far as professional knowledge is concerned, employers pointed out training in specialized programs for hotels, agencies, restaurants etc. Also,

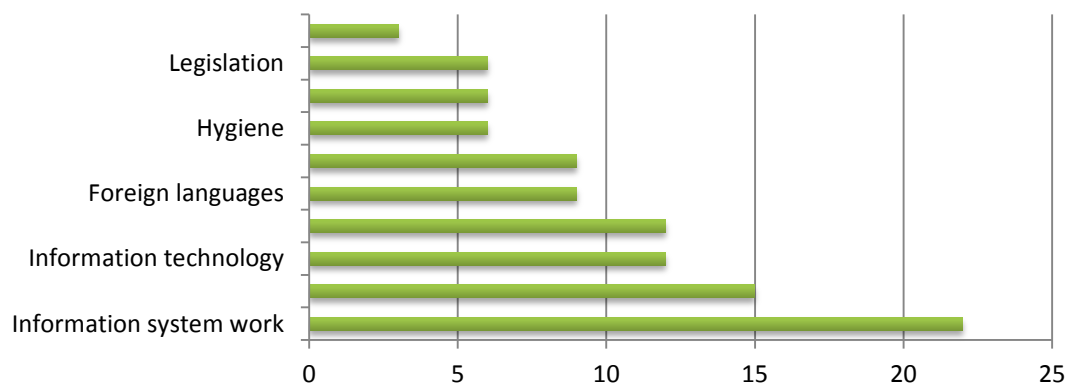
promotion, marketing, information technology (especially the use of the Internet), and they also listed various specific knowledge depending on the field of profession (tour guides, arrangement manager etc).

Chart 6. Overview of general knowledge that employers find to be most time consuming (in percentage)



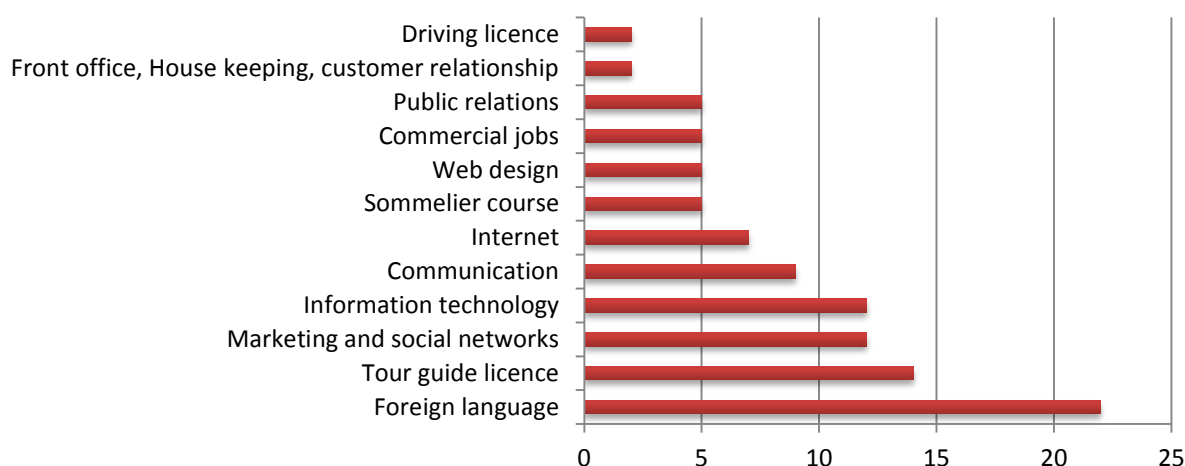
Source: Chart based on survey research results

Chart 7. Overview of professional knowledge that employers find to be most time consuming (in percentage)



Source: Chart based on survey research results

Chart 8. Knowledge and skills new employees did not gain during regular education that can affect the competitive level of their company (in percentages)

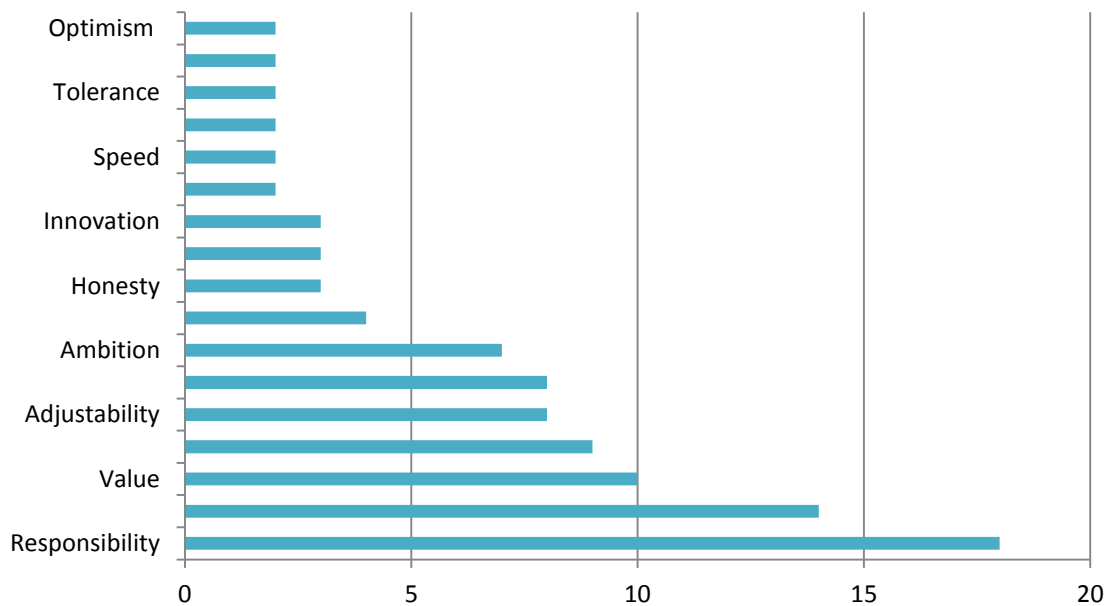


Source: Chart based on survey research results

When asked what knowledge and skills new employees should have (that was not gained during regular education), that would improve the company's competitiveness on the market, employers mostly listed foreign language, tour guide licence, online marketing, and information technology.

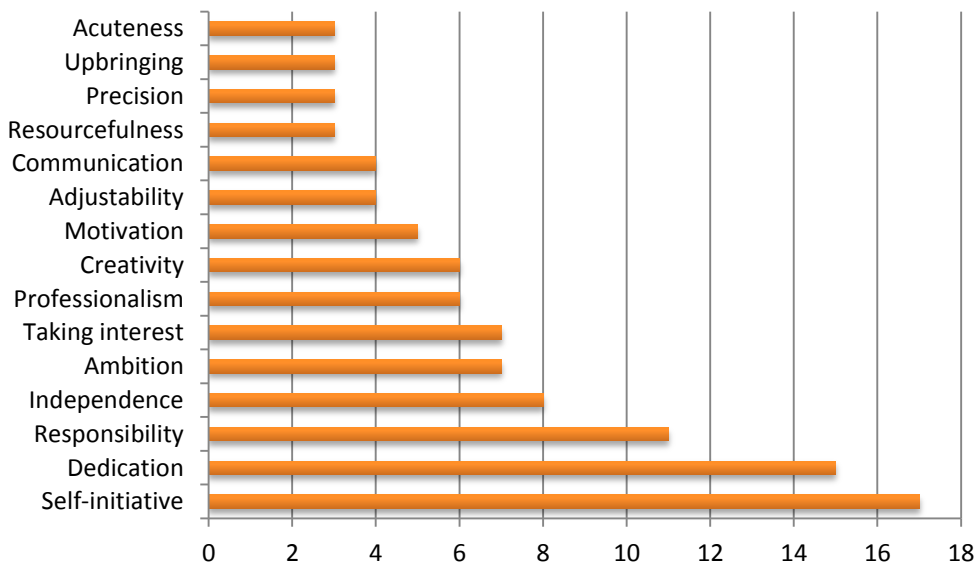
Employers think that educational institutions should keep regular track of information technology in tourism, specialize cooking skills, implement tour guide and maid training, take part in student exchange programs, and enable practice in high class hotels abroad. They find that the Higher School of Professional Business and Technical Studies in Užice should specialize in hotel management, as a prerequisite for the development of tourism. Employers also think that it would be good to cooperate with travel agencies, track the opinions and mobility of tourists, follow new trends and opportunities for Serbia, new marketing concepts, and modern research methods. They recommend that educational institutions should follow these websites: booking.com, hotels.com, tripadvisor.com, www.konkursi.rs, www.privreda.gov.rs, www.ujn.gov.rs, horwathhtl.hr, www.vojvodinaonline.com, www.srbija.travel, www.srbija.travel, www.wto.org, as well as the websites of donors.

Chart 9. Character traits new employees should have (in percentage)



As three characteristics every new employee should have, employers listed many. Among the highest rated are responsibility, kindness, value, and respect (Chart 9). Characteristics most lacking were self-initiative, dedication to work, responsibility, independence, and ambition (Chart 10).

Chart 10. Character traits employees lack the most (in percentage)



Source: Chart based on survey research results

Table 1. Overview of the importance of gaining knowledge and skills in the economy (according to employer evaluation)

Knowledge and skills	score					
	1	2	3	4	5	average
Etiquette	1	0	1	8	47	4.75
Ethics	0	1	1	12	43	4.70
English language	0	0	7	8	40	4.60
Psychology – knowing people and their wishes, listening	0	0	7	10	38	4.56
Creating a new tourist product	0	1	6	10	40	4.56
Negotiating skills	0	1	6	11	39	4.54
Presentation skills	0	2	7	11	36	4.45
Sales skills	0	2	8	10	37	4.44
Non-verbal communication	0	1	9	15	32	4.37
Oratory skills	3	0	7	10	37	4.37
Drawing new customers	1	1	7	13	28	4.32
Food safety and tourism	2	1	8	13	33	4.30
Social network experience	1	3	9	9	34	4.29
Obtaining quality in a tourist product	1	4	4	17	30	4.27
Speaking English and at least one more foreign language	0	2	8	17	26	4.26
Protecting the environment and tourism	2	3	8	9	34	4.25
Speaking English and at least two other languages	0	2	11	15	28	4.23
Information technology: Word, Excel, Internet, e-mails	2	2	7	16	30	4.23
Internet marketing sales	1	3	9	13	30	4.21
Web content	2	6	10	14	25	3.95
SEO	2	3	13	13	22	3.94
Power Point	1	4	15	17	19	3.88
Basic design	1	9	13	12	22	3.79
Giving speeches and business correspondence	3	4	18	8	23	3.79
Website update (in CMS)	4	5	11	16	20	3.77
Touch typing	7	9	14	6	21	3.44

Source: Chart based on survey research results

According to employer evaluation, the five primary knowledge and skills employees should have are: etiquette, ethics, English language, psychology – knowing people, their wishes and affinities, and creating a new tourist product. The least necessary are Power Point, basic design, giving speeches, business correspondence, website update (in CMS), and touch typing.

Table 2. Overview of the importance of knowledge and skills employers or managers should have (according to employer evaluation)

Knowledge and skills	score					
	1	2	3	4	5	average
Time management	0	1	1	5	49	4.82
Human resource management	0	0	2	11	43	4.73
Conflict management	0	0	2	13	42	4.70
Choosing and hiring new employees	0	1	2	15	39	4.61
PR and marketing	0	1	2	15	39	4.61
Employee motivation	0	0	6	11	40	4.60
Organizational culture	0	0	4	15	38	4.60
Organizing meetings	0	0	6	13	36	4.55
Organization efficiency	0	2	4	14	37	4.51
Rules and regulations governing your business	0	1	6	13	37	4.51
Public appearances	0	0	6	16	34	4.50
CRM – finding profitable buyers	0	0	5	19	31	4.47
Employee rules and regulations	0	1	8	12	36	4.46
Project management	2	0	4	15	34	4.44
Employee efficiency – estimation and awards	0	2	6	15	33	4.41
Business administration	0	2	5	19	30	4.38
Managerial contracts	0	1	9	15	31	4.36
Emotional intelligence	1	1	7	22	20	4.16
Quality management	0	3	13	13	26	4.13
Food safety management	1	4	9	17	25	4.09
Bookkeeping for non-economists	1	4	8	22	22	4.05
Managing the protection of the environment	1	2	17	13	23	3.98
Organizing events	1	5	10	19	21	3.96
NLP	2	2	9	15	17	3.96
Life coaching	1	1	1	4	4	3.82

Source: Chart based on survey research results

According to employer evaluation, employers or managers should have the following knowledge and skills: time management, HR management, conflict management, choosing and hiring new employees, PR, and marketing. Less important knowledge and skills are: accounting for non-economists, managing the protection of the environment, organizing events, NLP, and life coaching.

When it comes to professional practice, as many as 52.63% percent of employers do not provide professional practice for high school and college students, and almost one half has a planned realization of practice lessons, created either by business managers, or educational institutions.

Opinions regarding the necessity of individual business plans are divided, and certain respondents did not even choose to give a statement.

Most respondents find that planning practice should be done by educational institutions alone or both the educational institutions and the ones in which the practice is held. As many as 61% of total employers have a different kind of cooperation with educational institutions in mind.

When it comes to improving the cooperation between educational institutions and companies, different types of cooperation were recommended: talks, exchanging experience, making contracts, and systematizing cooperation.

If employers were to be given the opportunity to make an appearance in an educational institution in the field of tourism, their key topics would be:

- Employee and guest satisfaction
- Drawing guests and sales
- Marketing
- Supply
- Guest relations and sales methods
- Food safety and quality
- Internet marketing, animation and management techniques, hotel management trends
- Why tourism? Pros and cons. The beauties and difficulties of traveling
- Culture, languages, and customs on journeys
- Valorization of tourist values and potentials
- Combining theory with practice, creating arrangements, realizing journeys, guiding
- Organizing manifestations, appearance on fairs
- Internet marketing and promoting travel destinations on social networks
- Product placement in the tourism market
- Communication and tour guiding
- The importance of travel in the country and the world
- Training: reception desk, check-in/check-out, guest record, documentation, sales/offers, reports, invoices, house keeping
- current business of travel agencies
- problems in practice and home craft
- verbal and nonverbal communication, social relations, overcoming conflicts
- practice, lesson quality, fewer informal subjects
- the importance of introducing quality systems in securing competitive advantage and business efficiency
- booking systems
- hotel management theory and practice

According to employer estimation, adjusting the educational system with the needs of the labor market can be done by:

- Detail analysis of the existing state of events,
- Planning according to national rules and regulations
- Defining employer needs
- Providing more practice
- Combining education and practice
- Conducting a realistic research on all requirements
- Providing a strategy (by the Ministry)
- Providing more practice during education
- Educating employers and overiewing redundant cadres
- Educating required cadres

Most employers find that more practice should be integral to obtaining a college degree. The following measures should be taken in order to increase employment of the younger population:

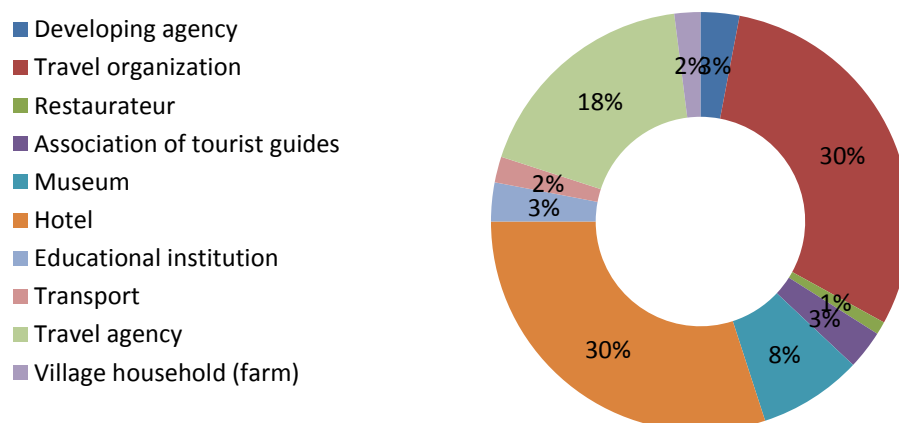
- Maximum investment of all kinds in the economy and education
- Lower taxes and contributions

- Creating an environment for the development of tourism
- More investments, low interest rates on loans
- Better connection between education and the economy
- New companies
- Employer benefits for new employment or new job openings

The views of employees in the tourism industry of Serbia

The analysis of employee needs for new knowledge and skills in tourism included 66 employees from the tourism industry of Serbia. The purpose was to gather credible information from various areas of the tourism sector and its complementary activities in order to sum up all the recommendations for improving study programs in tourism. That is why the respondents were from the private sector, public sector, and civil society, which include travel organizations, travel agencies, hotels, restaurants, museums, transport etc. Employee structure according to activity is shown in Chart 11.

Chart 11. Employee structure according to activity (in percentage)



Source: Chart based on survey research results

According to analysis results, most feedback came from areas including the private sector (53%), then the public sector (40.9%), and the least from civil society and the mixed sector (3% each). Most information was gathered from employees working in hotels and travel organizations (30.3% each), then travel agencies (18.2%), while other areas are below 3%.

Most respondents are related to executive positions (contributor, receptionist, project coordinator, administrator-technician, marketing consultant, planning sector consultant, sales agent, executive travel arrangement creator, travel executive, tourist attraction representative, arrangement sales correspondent, business secretary, travel programme implementer, waiter, curator, doctor, professional practice coordinator), but some are managerial (managing director, hotel manager, assistant manager of finance, business unit manager, restaurant manager, hotel host).

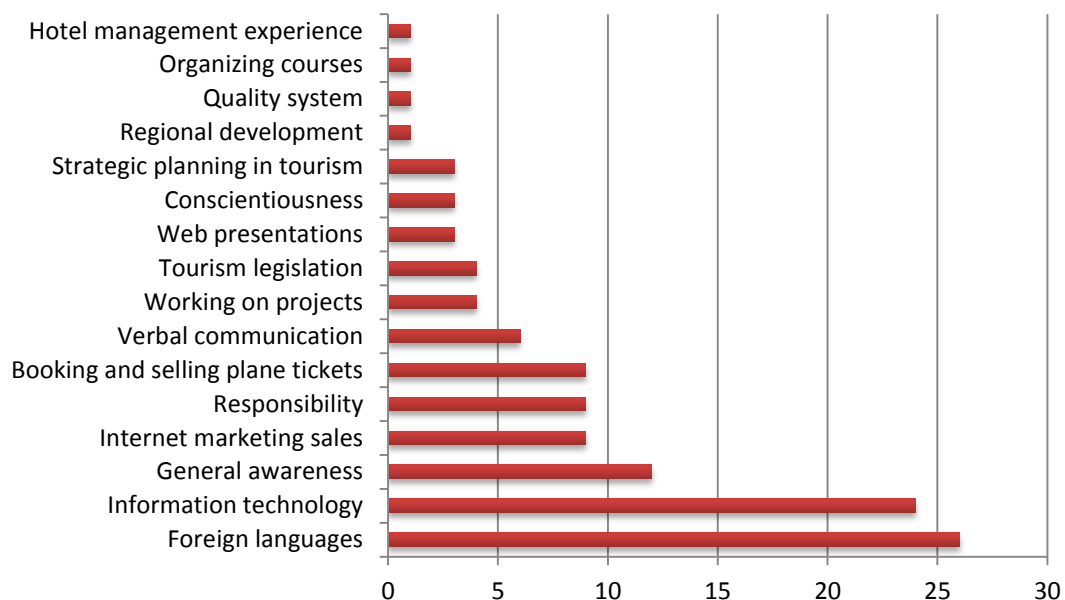
Companies employ 45 workers on average. Nine companies have 200 or more employees, eleven have 40 or more employees, and most have two to four employees. Each business has, on average, 7 employees with a high school degree (6.41%). The ratio of high school degree employees to college degree employees is 86.07% to 13.93%. All companies (93.93%) have domestic capital, three companies (4.55%) have mixed capital, and one company (1.51%) has foreign capital.

Respondents work in companies that hire only one employee a year, on average. It is interesting that throughout the year, companies offer jobs that do not require a college degree.

75.76% of employees pointed out that their companies, in the past three years, hired employees with a college degree, which is 1.63% of the total number of employees today.

Respondents were asked to list general knowledge and skills not obtained through regular education, and required by employers. Every fourth respondent listed foreign languages (25.76%), then, in second place, information technology, (24.24%) and third, general awareness (12.12%). Internet marketing sales was next, followed by booking and selling plane tickets, which requires a certain level of responsibility (9%).

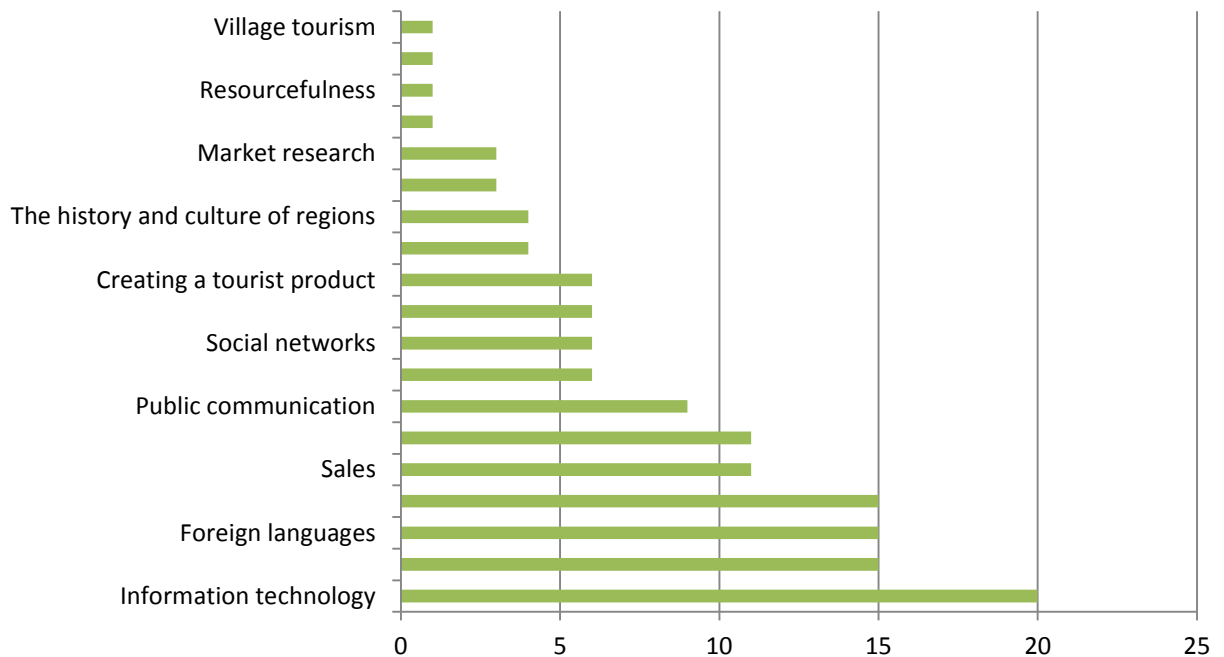
Chart 12. Basic knowledge and skills expected from employees, and not included during education



Source: Chart based on survey research results

Employees pointed out that they were mostly expected to know information technology, practical work (a certain amount of work experience and knowing the business policy), speak a foreign language, but also manage the project cycle, have sales techniques and skills, own a tour guide license, and have certain skills in public appearances and presentations. They find that these knowledge and skills were not a part of their education.

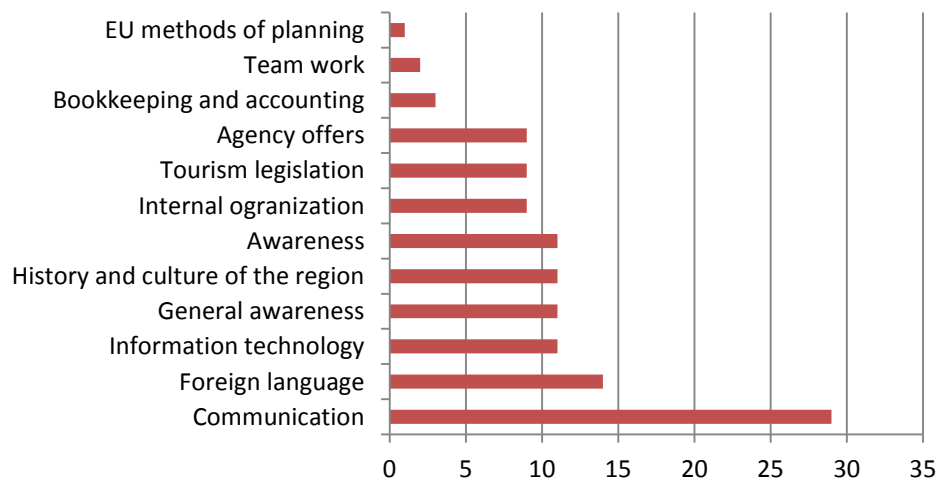
Chart 13. Professional knowledge and skills expected from employees, and not included during education



Source: Chart based on survey research results

During their employment, respondents first had to gain skills in business communication, improve their foreign language, information technology, then the history and culture of tourist regions, general awareness, and internal organization.

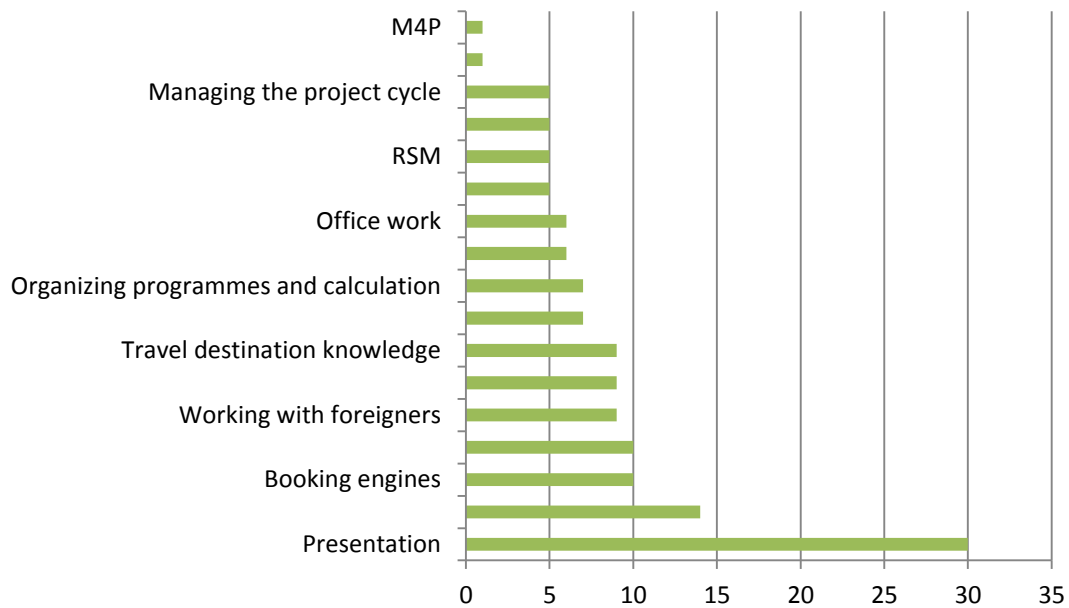
Chart 14. General knowledge employees had to gain first



Source: Chart based on survey research results

Also, in the field of improving basic knowledge, employees spent their time on tourism legislation, company offers, bookkeeping and accounting, EU methods of planning, and improving team work.

Chart 15. Professional knowledge employees had to gain first

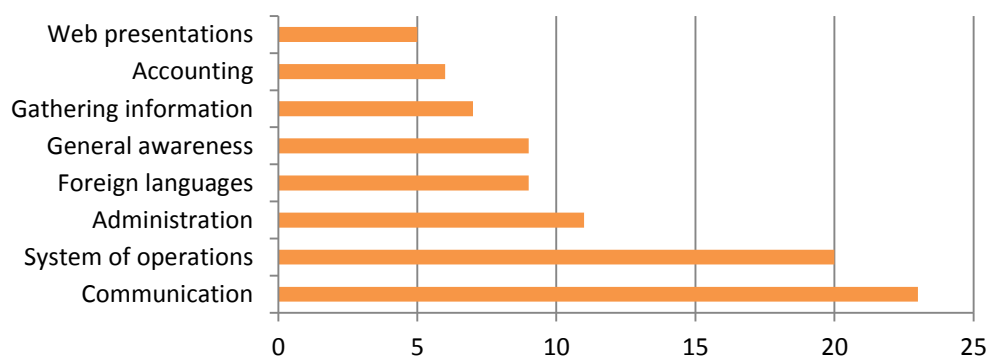


Source: Chart based on survey research results

The primary professional knowledge and skills required during employment were presentation, marketing, booking engines, and finance. Others are communication, information technology (especially social networks), sales, organizing travel programmes and calculating prices, office work, animating the guests, and managing the project cycle.

During the first year of employment, employees spent most time on communication, system of operations, administration, foreign languages, and general awareness (Chart 16).

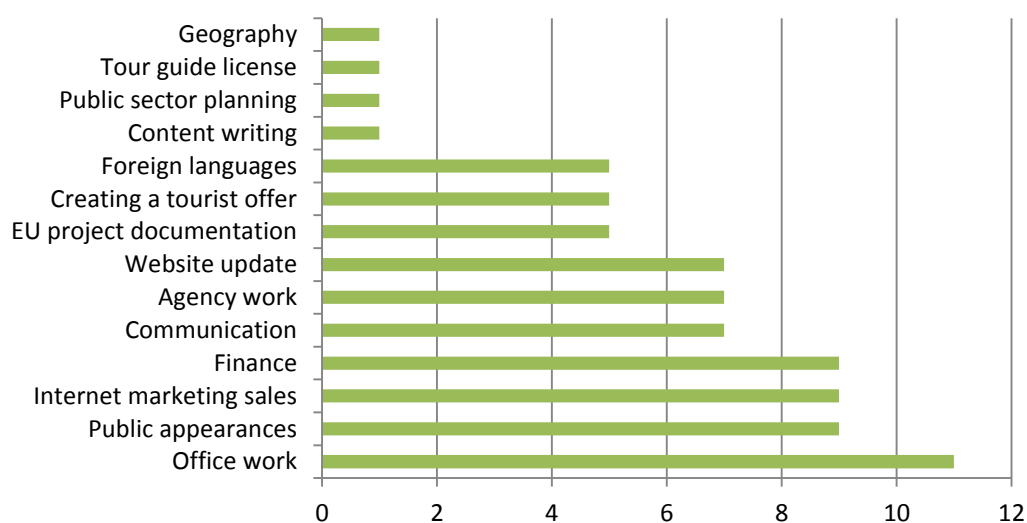
Chart 17. Overview of general knowledge according to time invested



Source: Chart based on survey research results

In the field of general knowledge, less time was spent on gathering information, accounting, and web presentations.

Chart 18. Overview of professional knowledge and skills according to time invested

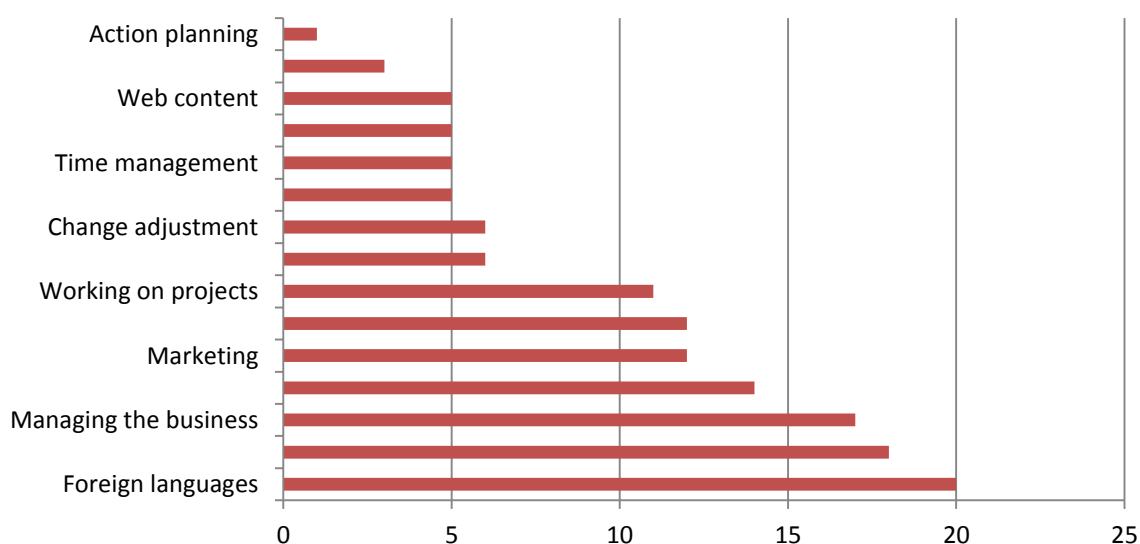


Source: Chart based on survey research results

Respondents pointed out that most time was invested in office work, public appearances, and internet sales.

When trying to keep up with the competition, employers say that it is crucial to know foreign languages, communication and management, along with IT and marketing (Chart 19).

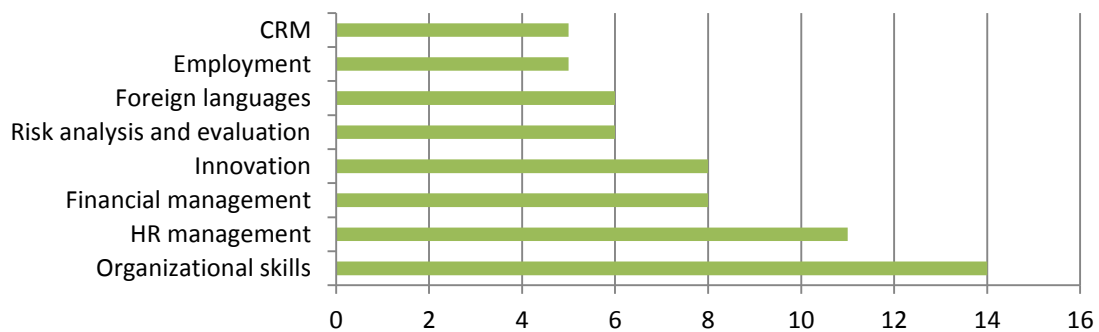
Chart 19. New knowledge and skills that would provide better competitiveness for the company (employees)



Source: Chart based on survey research results

In contrast to the knowledge and skills required by the employees, they find that their business would have a better place on the market if employers were better in organizational skills, employment skills, cadre management, finance management, risk evaluation and estimation, and if they specialized in foreign languages and CRM.

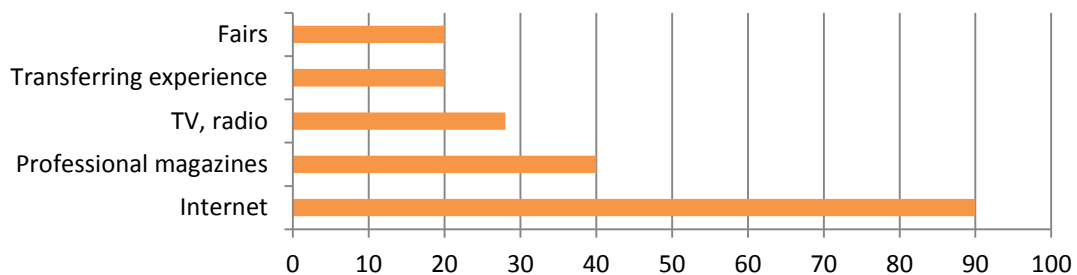
Chart 20. New knowledge and skills that would provide better competitiveness for the company (employers)



Source: Chart based on survey research results

All employees follow the business trends of their companies primarily in the domestic market, but also in the foreign market. As a source of information they mostly use the Internet, then professional magazines and media (TV and radio)

Chart 21. Sources of information for employees on modern trends in the market



Source: Chart based on survey research results

As characteristics required by employees, they list responsibility, communication and kindness, but also hard work, dedication, and creativity. (Chart 22).

Chart 22. Characteristics required from employees

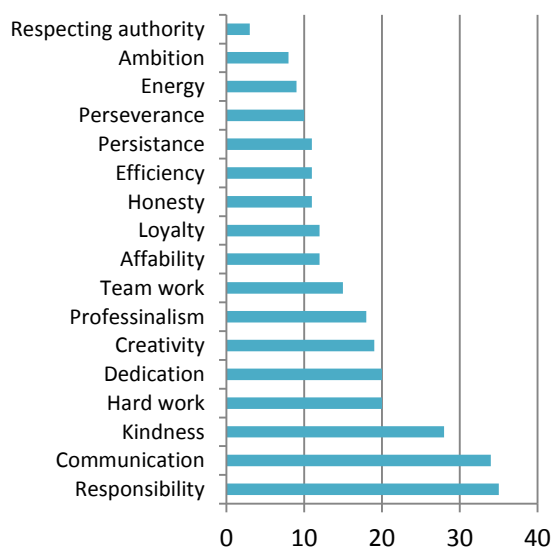


Chart 23. Employee characteristics most valued by employers



Source: Chart based on survey research results

Employees think, based on the survey, that employers mostly value responsibility, hard work, kindness, as well as communication. (Chart 23).

Table 3. Knowledge and skills required in tourism

Knowledge and skills	Score					
	1	2	3	4	5	Average
Etiquette	0	0	2	5	59	4.9
Presentation skills	0	1	2	10	53	4.7
Ethics	0	0	2	15	49	4.7
Negotiating skills	0	1	3	12	50	4.7
Psychology – knowing people and their wishes, listening	0	0	3	16	46	4.7
Information technology: Word, Excel, Internet	1	2	4	8	50	4.6
English language	1	1	5	9	49	4.6
Creating a new tourist product	0	1	4	16	45	4.6
Obtaining quality in a tourist product	0	2	4	14	46	4.6
Giving speeches and business correspondence	0	0	8	14	44	4.5
Oratory skills	0	1	6	16	42	4.5
Sales skills	0	2	6	15	43	4.5
Protecting the environment and tourism	1	1	8	13	43	4.5
Non-verbal communication	1	0	7	22	36	4.4
Speaking English and at least one more foreign language	0	1	6	26	33	4.4
Food safety and tourism	1	4	8	11	42	4.3
Social network experience	3	1	8	14	39	4.3
Drawing new customers	0	6	5	22	33	4.2
Web content	1	3	12	17	32	4.2
Internet marketing sales	2	5	9	19	31	4.1
Website update (in CMS)	4	4	11	16	31	4.0
Speaking English and at least two other languages	2	5	20	17	21	3.8
Power Point	6	6	12	15	25	3.7
SEO	5	5	20	16	18	3.6
Basic design	7	7	15	21	16	3.5
Touch typing	12	15	17	10	11	2.9

Source: Chart based on survey research results

According to employee evaluation, the five primary characteristics of employers should be: etiquette, presentation skills, ethics, negotiating skills and psychology – knowing people and their wishes, listening. In contrast, employees think that the least necessary skills are: actively using Power Point presentations, SEO, speaking English and at least two other languages, basic design, and touch typing.

Table 4. Knowledge and skills employers should have, according to employee evaluation

Knowledge and skills	Skills					
	1	2	3	4	5	Average
Time management	0	0	0	7	45	4.9
Organization efficiency	0	0	1	11	52	4.8
PR and marketing	1	0	1	8	55	4.8
HR management	0	0	5	6	54	4.8
Organizing meetings	0	0	2	12	51	4.8
Motivation of employees	0	0	2	13	51	4.7
Public appearances	1	0	2	9	53	4.7
Creating an organizational culture	0	0	1	18	47	4.7
Choosing and hiring new employees	0	0	3	14	48	4.7
Conflict management	0	0	1	20	45	4.7
Employee efficiency – estimation and awards	1	0	2	17	45	4.6
Project management	0	2	5	10	48	4.6
Rules and regulations governing your business	0	1	4	16	44	4.6
Employee rules and documentation	0	1	6	15	43	4.5
Organizing events	1	1	7	12	44	4.5
Quality management	0	1	6	18	39	4.5
Manager contracts	0	1	7	17	40	4.5
CRM	1	2	4	18	39	4.4
Emotional intelligence	1	1	4	21	37	4.4

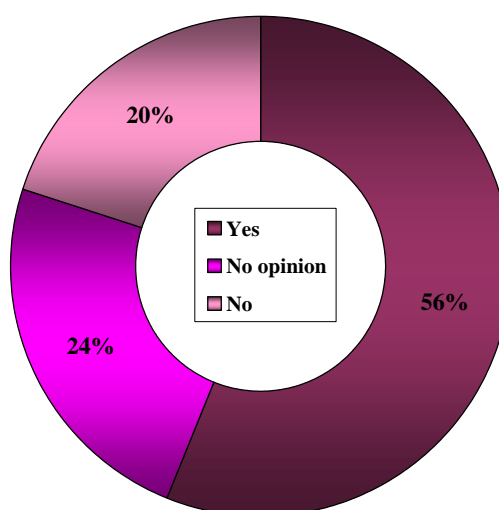
Business administration	1	1	10	21	33	4.3
Managing the protection of the environment	2	3	9	18	33	4.2
Life coaching	3	1	7	18	25	4.1
Bookkeeping for non-economists	2	2	11	22	28	4.1
Food safety management	3	4	11	13	34	4.1
NLP	3	1	10	23	24	4.0

Source: Chart based on survey research results

According to employee evaluation, employers or managers should have the following knowledge and skills: time management, organization efficiency, PR and public appearances, HR management, and organizing meetings. The less important knowledge and skills are: managing the protection of the environment, life coaching, bookkeeping for non-economists, food safety, and NLP.

As many as 89.39% of respondents' companies enable professional practice, but only 37.88% have a planned realization of practice lessons, created either by company managers or educational institutions.

Chart 24. The necessity of a planned realization of professional practice, according to employees



Source: Chart based on survey research results

Opinions regarding the necessity of a plan are divided. 56% of employees think the realization should be planned. Every fourth employee does not have an opinion, while every fifth thinks a planned realization is not necessary in their company.

An equal number of respondents think that the realization should be planned both by the company and the educational institution, 36.36% think that only the educational institutions should create the plan, while 27.27% (the least amount) think it should be done by the company. All employees (100%) think that more practice should be integral to obtaining a college degree.

According to employees, companies usually cooperate with an educational institution (45.6%), while some companies (24.24%) have yet to form any kind of cooperation. Most respondents (70%) think that professional practice should be under contract between companies and educational institutions.

Employees think there are many options for improving the cooperation between educational institutions and companies in the field of tourism, such as: making contracts and coordinating work goals, setting higher criteria for professional lessons, combining professional and academic knowledge in order to optimize efficiency, good and frequent communication, giving students activities on fairs, promotions,

manifestations, adjusting study programs with the needs of the labor market, continued and combined planning and exchange of information, volunteer work for students, realizing combined projects.

If employees were to be given the opportunity to make an appearance in an educational institution in the field of tourism, their key topics would be:

- Working with clients
- Public appearances and PR
- Managerial skills
- Reception and hotel staff business
- Quality of hotel services

- Cooking
- Business planning
- Market analysis
- Finance management
- New tendencies in the development of tourism
- Motivating the younger population to develop tourism
- General topics on the development of tourism in the region and the country
- Internet marketing
- Strategic planning
- Regional cooperation
- Sector planning
- Managing projects
- Animation in tourism
- Cultural heritage and tourism
- Organizing events
- Communication in tourism
- Creating arrangements according to demand
- Youth and health tourism
- Presentation and sales skills
- Procurement
- IT and social network administration

- Graphic design

- Foreign language courses

- AMADEUS booking engine course

- Cooperation between museums and the local community

- The need to combine the economy and colleges with tourism and hotel management

According to employee evaluation, the adjustment of educational systems with the needs of the labor market can be done by: more practice lessons and a good professional cadre; adjusting work profiles with the needs of the society, depending on the needs of the market; introducing tourism and hotel management professions; continued tracking of the labor market; researching and adjusting the curriculum; higher quality education of new cadres according to the need of the market, etc.

Employees think that the following measures should be taken to ensure the employment of the younger population:

- Larger investments in tourism
- Cadre planning
- Carrier consulting
- Providing support in the field of education and awareness
- Reform of the educational system in all fields

- More practice
- Actively including the state
- Creating mechanisms for public-private partnership
- Subsidy
- Stabilizing the economic and political situation in the country
- Economic development
- Economic and legal measures
- Helping develop tourism in Serbia
- Tax policy
- Better cooperation between the economy and colleges

Most surveyed employees wish to continue their career in the country (83.33%), while others see themselves working abroad in 5 to 10 years. One third of the respondents see themselves in leading positions (37.88%), while every other sees themselves in the executive-professional cadre.

Comparative analysis of employer and employee views on the need for new knowledge and skills in tourism

Based on separate quantitative and qualitative analysis of employer and employee views in the tourism sector of Serbia, and in order to coordinate and create recommendations for improving the existing situation, this chapter deals with the **comparative analysis of views on necessary general and specific knowledge and skills required by employers and employees in the tourism sector, and ways of obtaining said knowledge and skills.**

The comparative analysis is organized in three parts:

1. **Overall necessary knowledge and skills** required by employees, and gained by formal and informal education, according to the views of both employers and employees
2. **Prioritization of necessary knowledge and skills according to job demands** (employers and employees)
3. **Recommended training for improving the knowledge and skills of employees according to existing competencies**

Overall necessary knowledge and skills

The table below shows the overview of **overall necessary knowledge and skills** required by employees according to employer and employee views, gained by formal and informal education.

Table 5. GENERAL KNOWLEDGE expected by employers and employees

Shared views:	General awareness Foreign languages Information technology Internet marketing sales History and culture of tourist attractions
Employers:	Basic tourism General awareness Business communication Business correspondence Tourism market of Serbia Macroeconomic indicators in tourism Marketing in tourism

	Organizational skills Negotiating skills
Employees:	Managing the project cycle Web presentations Rules and regulations in tourism Strategic planning in tourism Regional development and tourism Verbal communication Animation in tourism Booking and selling plane tickets

Source: Chart based on survey research results

Table 6. PROFESSIONAL KNOWLEDGE expected by employers and employees

Shared views:	Tour guide licence Practical work Information technology Communication Foreign languages Sales Team work Kindness
Employers	Market research Booking engines Company management Working with fiscal memory devices Organizational skills Innovation Adaptability Creativity Finance Hospitality and cooking
Employees	Reception Project management Village tourism Social networks Office work Resourcefulness Conscientiousness Responsibility Kindness Market research Managing the project cycle

Source: Chart based on survey research results

Prioritization of necessary knowledge and skills according to job demands

Both employers and employees agreed that each new employee must first gain knowledge in general awareness, foreign languages, information technology, history and culture of tourist attractions, business communication, coordination and administration, as well as internal organization. In professional knowledge and skills, necessary training includes communication, promotion, marketing and sales, tour guide licence, and broadening knowledge and skills in travel destinations, creating a travel programme, and calculating the price of tourist arrangements.

Table 7. Overview of required GENERAL KNOWLEDGE according to job demands

Shared views:	General awareness Foreign languages Information technology History and culture of tourist attractions in Serbia Business communication Coordination and administration Internal organization
Employers	Knowing the tourism market in Serbia Business policy and practice Hotel software experience Macroeconomic indicators in tourism Tour guiding Drawing new customers Sales skills Arrangement and decoration Workspace hygiene Food processing Service
Employees	Tourism legislation Bookkeeping and accounting Travel agency offers EU methods of planning

Source: Chart based on survey research results

Table 8. Overview of PROFESSIONAL KNOWLEDGE required from employers and employees

Shared views:	Communication Promotion – marketing Sales Tour guide licence Travel destination awareness Creating a travel programme Price calculation Finance
Employers	Fundraising Company management Organizational skills Working with fiscal momry devices Conflict management One or more foreign languages Market research Specialized software
Employees	Animation in tourism Office work Booking engines M4P Information technology Managing the project cycle

Source: Chart based on survey research results

Recommended training for improving the knowledge and skills of employees according to existing competencies

Employers and employees in tourism have certain knowledge and skills gained either during education or during long-term employment in the tourism market of Serbia. All respondents are ready to share their knowledge with other colleagues or tourism students, if required.

Most employers and employees are ready to share their knowledge, by lectures, in basic tourism, marketing, management, and communication in tourism. Employers also have knowledge in general hotel management, while employees are willing to share knowledge in general tourism, financial and strategic management, agency and hotel management.

Table 9. Recommended training in improving GENERAL KNOWLEDGE AND SKILLS of employees according to existing competencies

Shared views:	Basic tourism Marketing in tourism Communication in tourism Travel destination management PR and public appearances Animation in tourism
Employers	General awareness Hotel management Food quality and safety in tourism Travel culture Valorization of travel values Tour guiding Organization of manifestations Booking engines
Employees	Tourism and culture Financial management Strategic management Agency and hotel management Managing information technology

Source: Chart based on survey research results

Table 10. Recommended training in improving PROFESSIONAL KNOWLEDGE AND SKILLS of employees according to existing competencies

Shared views:	Events and animation in tourism Creating a new tourist product
Employers	Touristic valorization Sales skills Psychology – estimating, listening Employee and customer satisfaction Conflict management
Employees	Tourist trends Managing the project cycle Drawing new customers Sector planning Procurement Graphic design Foreign language courses AMADEUS booking engine course Cultural institutions and tourism

Source: Chart based on survey research results

When it comes to professional knowledge and skills, all respondents have transferable knowledge in organizing events, animation in tourism, public appearances, and creating a new tourist product. Employers also point out knowledge in tourist valorization, sales skills, and estimating and listening. Employees point out trends in tourism, managing the project cycle, drawing new customers, and sector planning.

Conclusions and analysis recommendations

Basic recommendations can be given based on the Analysis of Workforce Requirements in the Tourism Industry of Serbia in 2014. Despite the estimations often not being very reliable, especially in unstable economic systems, they can be a very useful source of information for new economic policies.

When it comes to short-term expectations and tracking the needs of the labor market, the analysis based on the estimation can help relevant policy makers in adequately reacting to the needs of the market and preparing their decisions in advance, and to act preventively by using concrete measures and activities.

Based on overall analysis results, the views of employers and employees in the tourism industry of Serbia can be drawn according to the need for gaining specific knowledge and skills gained by regular education and specialized courses and training, whether or not they are organized by regular or guest lecturers. (college professors and/or professional experts).

General and professional knowledge and skills of employees, gained by REGULAR EDUCATION:

Shared views	General awareness Foreign languages Information technology Marketing in tourism History and culture of tourist attractions Coordination and administration in tourism Finance in tourism Events and animation in tourism Tourist valorization
Employers	Basic tourism General awareness Company management Business communication Business correspondence Tourism market in Serbia Market research Tour guiding and animation Macroeconomic indicators in tourism
Employees	Strategic planning in tourism Rules and regulations in tourism Animating guests Managing the project cycle Web presentations Regional development and tourism

Professional knowledge and skills employees should gain by TRAINING AND COURSES:

Shared views	Tour guide licence Practical work Information technology (advanced) Communication in tourism Foreign language courses (advanced) Sales skills Team work Booking engine experience Internal organization of business systems Creating a travel programme Kindness
Employers	Organizational skills Working with fiscal memory devices Negotiating skills Sales skills Fundraising Conflict management Psychology – estimating and listening Employee and customer satisfaction Hotel software experience Specialized software in tourism Drawing new customers Hospitality and cooking Arrangement and decoration Workspace hygiene Service Innovation Adaptability Creativity
Employees	Verbal communication Reception Tourist trends EU methods and planning Sector planning Procurement Animation in tourism Social networks Cultural institutions and tourism Village tourism Resourcefulness Conscientiousness Responsibility M4P Graphic design

The Analysis of Qualified Workforce Requirements in the Tourism Industry represents a useful source of information regarding the sensitivity of supply and demand for general and specific knowledge and skills in tourism, especially on a local and regional level. That is why the Analysis should be used for creating, adjusting, and improving the labor market services and active measures, especially on the local and regional level.

In order to keep in track with modern market tendencies regarding specific occupations, skills, and titles, Serbia must harmonize the National Standard Classification of Occupations with the international standards and principles of ISCO-08.

Keeping in mind the employee structure in tourism and an increasing role of the service sector in general employment, transferable knowledge and skills are becoming more and more crucial in the labor market, as well as broader competencies and characteristics. Unfortunately, the needs of the market are changing faster than the educational system can adjust, so certain jobs that are terminated cannot be adequately replaced unless there is a foreseeable qualification structure for the needs of the economy. The mismatch between educational qualifications and the needs of the labor market represents a long lasting, systematic problem in Serbia. The consequences are high unemployment rates and a concerning high unemployment rate of the younger population.

Colleges are not systematically connected to employers and their engagement in organizing student practice drastically varies. Employers, on the other hand, cannot get to the employees they need, and in most cases, do not have the capacity, resources, or time for their additional training and implementation in the work environment. This results in a high number of vacant jobs. Improving student practices creates a sustainable and effective frame for the cooperation of colleges and employers, and further adjusts the educational system with the labor market in Serbia.

In Užice, January 31, 2014

Tourism Region of Western
Serbia

Regional Chamber of Commerce
in Užice

Chamber of Economy of
Vojvodina

.....
Miroslav Rađen

.....
Nataša Benić

.....
Prof. Dušan Vučićević, PhD

.....
Miroslav Ivanović

.....
Mirjana Krdžić

.....
Dragica Samardžić