UDC 338.48+640.4 ISSN 1330-7533

TOURISM AND HOSPITALITY MANAGEMENT

AN INTERNATIONAL JOURNAL
OF MULTIDISCIPLINARY RESEARCH
FOR SOUTH-EASTERN EUROPE

Institut for Economic Promotion,
Austrian Economic Chamber
Vienna, Austria

Alexandreion
TECHNOLOGICAL
EDUCATIONAL
INSTITUTION (T.E.I)
of Thessaloniki, Greece

DEPARTMENT
OF TOURISM
MANAGEMENT
TEI Thessaloniki, Greece

Volume 14 Number 1 pp. 1-216 June 2008
OPATIJA, VIENNA, THESSALONIKI

TOURISM AND HOSPITALITY MANAGEMENT

Website: http://www.fthm.hr/index.php?option=com_content&task=view&id=9&Itemid=18

Prof. Rudolf O. Zucha, **Ph.D.,** Universität Wien, **Austria**

ISSN 1330-7533

TOURISM AND HOSPITALITY MANAGEMENT

Volume 14 Number 1 pp. 1-216 June 2008

CONTENTS

Research Papers

TOURISM AND HOSPITALITY MANAGEMENT

Tourism and Hospitality Management is an international, multidisciplinary, refereed (peer-reviewed) journal aiming to promote and enhance research in all fields of tourism and hospitality including travel, leisure and event management. The journal has been published regularly since 1995, twice per year (in June and in December) by the Faculty of Tourism and Hospitality Management, Opatija, Croatia in cooperation with WIFI Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria and T.E.I. - Alexandreion Technological Educational Institution of Thessaloniki, Department of Tourism Management, Thessaloniki, Greece. The journal is specialized for the area of southeastern Europe, but contributions from other parts are also welcome.*

THM is publishing original papers along with empirical research based on theoretical foundation, and theoretical articles that contribute to the conceptual development in the field of tourism, hospitality, travel, leisure and event management. The Journal is designed to encourage interest in all matters relating to tourism, hospitality, travel, leisure and event management and is intended to appeal to both the academic and professional community working in this area.
Two anonymous referees review each article. We kindly invite any comments or suggestion readers may have to improve the quality of our journal. Instructions to authors are listed at the end of the journal.

Subscription Information
Annual subscription price for organizations and institutions in Croatia, Austria and Greece - € 40, for all other countries - € 90. Individual annual subscription price for Croatian, Austrian and Greece citizens - € 10, for citizens of all other countries - € 20. The price of a single copy - € 30.
Account number: 2360000 – 1101496052
Address: University of Rijeka, Faculty of Tourism and Hospitality Management, Opatija, Library,
PO Box. 97, 51410 Opatija, Croatia, E-mail: knjiznica@fthm.hr

Printed in 1000 copies

PUBLISHERS

University of Rijeka, Faculty of Tourism and Hospitality Management, Opatija
Primorska 42, PO Box. 97, 51410 Opatija, Croatia

WIFI Institut for Economic Promotion, Austrian Economic Chamber, Wiedner Hauptstraße 63, A-1045 Vienna, Austria

Alexandreion Technological Educational Institution (T.E.I) of Thessaloniki, Department of Tourism Management, P.O.Box 141, 57400 Sindos, Thessaloniki, Greece

Supported by the ***Ministry of Science, Education and Sports of the Republic of Croatia***

ADDRESS OF THE EDITORIAL OFFICE
University of Rijeka, Faculty of Tourism and Hospitality Management,
Primorska 42, PO Box. 97, 51410 Opatija, Croatia; www.fthm.hr
Phone:++385/51/294-706, Fax. ++385/51/291-965
E-mail: thm@fthm.hr

Tourism and Hospitality Management is indexed in the following databases:
ECONLIT AND JOURNAL OF ECONOMIC LITERATURE, PITTSBURGH, PENNSYLVANIA, U.S.A.
CAB INTERNATIONAL, WALLINGFORD, OXON, OX 10 8DE, UK
C.I.R.E.T. – Centre International de Researches et d'Etudes Touristiques, AIX-EN-PROVENCE, FRANCE
EBSCOHost Resesrch Datebases, Hospitality & Tourism Complete, Ipswich, Massachusetts, U.S.A.

ISSN 1330-7533

FROM THE EDITOR

I am proud to introduce the first issue of the journal Tourism and Hospitality Management for the year 2008. In this issue a part of the papers presented during the International Conference «Tourism and Hospitality Industry 2008» in Opatija is published. The papers presented within the section named "Process of Bologna and Lifelong Learning in the Hotel and Tourism Industry" which were positively reviewed according to the standards of our journal have been selected for the publication.

Why did I first of all choose the section "Process of Bologna and Lifelong Learning in the Hotel and Tourism Industry"? Faculty of Tourism and Hospitality Management is among the firs institutions in Croatia that started with the implementation of Bologna standards in the academic year 2005/06. In terms of results, many changes in the curriculum and the education system were brought about. Among them the ECTS is the most prominent one. The results are evident already.

The first generation of the vocational studies bachelors graduated this year, and in the next year the graduation of the university studies bachelors is expected. Moreover, the unique implementation of our model of the Bologna program and its academic standards was accepted by all the faculties within the University of Rijeka. Its implementation is starting in the academic year 2008/09. The universities in Osijek, Pula, Dubrovnik and Skopje have also shown remarkable interest for the implementation of our ECTS model. Such results can be assigned to the great enthusiasm of the teaching staff and other employees at the faculty.

Since there are many changes and innovations in the high education and lifelong learning process in the tourism and hospitality industry, my wish is that the papers in this issue bring closer together the phenomenon of "Bologna" and also to motivate the further discussion on the "Bologna" topic in form of papers.

I would like to express my thanks to the Editorial board and reviewers for their contribution which was essential for this publication, and also to our partner institutions for their generous support.

In the end, as editor in chief, I would like this journal to become a specialized journal for multi disciplinary research for the area of south-eastern Europe and I also expect that our efforts will be supported by your research works and papers.

Your Editor in Chief

Zoran Ivanović, Ph.D., Full Prof.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:61.374.7](497.11)
Original scientific paper
Received: 04.03.2008

INFORMAL EDUCATION FOR MANAGEMENT IN HEALTH TOURISM

Ognjen Bakic
Eva Hrabovski-Tomic
Faculty for Business in Services, Sr. Kamenica, Serbia[1]

Abstract: Republic of Serbia recently adopted "Strategy of tourism development until 2015", in which, among the other long-term goals, is indicated the urgent need of the development of human resources and long term education for the needs of prospective and faster tourism development. Both are considered, improvement of formal, as well as informal education which are under the strong influence of Bologna process, that the republic of Serbia joined. It is necessary to understand the fact that in the first domain a longer time range of adjustment from the point of organization contents will be necessary, as long as the results, and that in the second domain the results can be expected much faster.
Bearing that in mind, the Ministry of Tourism in the year 2006 and 2007 from the NIP funds (National Investment Plan), separated the certain amount of finance and assigned them to a larger number of educational programs (Seminars) which are realized by relevant high education and other institutions.
This article is dedicated to the educational seminar which, under the name of „Management in the Health Tourism", was realized by Faculty for Business in Services from Sremska Kamenica in cooperation with HMS (Hotel Management Solutions), from Belgrade, with the intention of sharing our experience as the professors who led, organized and participated in the above mentioned seminar, with our colleagues who will take part in 19th Biennial International Congress (Tourism and Hospitality in 2008), and with the aim of collecting suggestions and recommendations for our further activity, since this will be our duty on the continuous base.

Key words: Informal education, health tourism, management.

[1] **Ognjen Bakic**, Ph.D., Full Professor, **Eva Hrabovski-Tomic**, Ph.D., Assistant Professor, Faculty of Business in Services, Sr. Kamenica (Novi Sad), Serbia.

INTRODUCTION

Services today dominate the world economy. More and more indicators lead to this conclusion, but the most significant of all are the ones that point to this fact through the degree of contribution to Gross National Product and National income as well as employment. In economically most developed countries, the involvement of services in the mentioned indicators is from 3/4 to 4/5. In these cases, tourism is, not only by its economic, but also its many other influences, a N^{o}1 services industry. The phenomenon of tourism, that has been developing since the dawn of mankind through all social and economic formations, and that has, over the course of thousands of years, been an individual phenomenon, since the World War II has slowly begun to grow into a mass phenomenon that has, over the last 30 years, begun a new individualization, but on the broader aspect of tourist customers that are very sophisticated, with a clear idea of their demands in all aspects of spending their free time, and their demand for adequate and very high quality services in return for the money they spend on customization.

The Competitive advantage that has, up to recent times, been measured by the number of built capacities for accommodation and care for tourists, their fun, recreation and leisure, in the situation, where there is a high competitiveness in all areas of infrastructure and superstructure of tourism in many developed countries, today leans toward competitiveness based on successful management. Hence the education, development and training of managers on different levels of tourism management (from leadership and strategy, to middle and operative management) becomes „conditio sine qua non" of successful business on micro- and macro level i.e. on the level of tourism industries' company as well as tourism destinations of different geographical and tourist range.

Acknowledging these facts, the Ministry of Tourism of Serbia has, based on accepted *Tourism development strategy to year 2015*, marked several priorities, among which are, sublimed and paraphrased, two crucial: a) building of necessary capacities of infra- and superstructure, as well as upgrading the existing capacities, and b) education i.e. training and development of human resources needed for implementation of this strategy in the following period.

The State of Serbia was aware of the fact that without managers as a modern "social technology", the development of tourism will not be successful, so it has conceived several programs of education in following areas of expertise:

1) Hotel business
2) Executive hotel business program
3) Tourism agencies business
4) Financial business management in tourism
5) Tourism destinations management
6) Organization of tourism destinations management
7) Health tourism management
8) Rural tourism management education program

FORMAL AND INFORMAL EDUCATION IN TOURISM

The abovementioned education programs are realized through the year 2007 as a form of informal education in cooperation with college institutions and other institutions that have relevant experience in this area. At the same time this was the beginning of creation of "open model" for education in tourism also, where the knowledge was up to now acquired mainly through formal educational facilities i.e. formal education (high schools, colleges and tourism faculties).

The importance of permanent education is recognized i.e. the fact that development of human resources i.e. development of management structures can be achieved through training, various innovations of knowledge, mastering different skills and tools needed for decision making process and realization of strategic and tactical goals in tourism business during the entire career of management structure.

A Phrase, which has become so popular and has been regarded relevant also in tourism industry "Training is for skills and education is for life", can not be considered as such anymore. Today, the permanent education progress, the so called "knowledge expertise", has begun, which will develop those management structures that will be adapted and skilled for application of new technological knowledge, fast response to changes from environment and tourism market, and above all, able to offer the present and future tourism customers what they demand. It is plausible that in tourism practice of Serbia, considering the number of participants in education program that was undertaken, management will be quickly accepted in all it's forms, mainly as a need for business activities planning in a strategic way, upgrading of organization as a structure, better leadership and permanent control of all activities, programs, plans and strategies. Beside this, the management (in all aspects tourism business in Serbia, i.e. on micro- and macro level) will be understood and defined the following way:

a) As an ability to get every business activity in an organization and/or tourism destination done through people
b) As the most important factor or manufacture
c) As a consequence, but also the reason for industrial i.e. tourism growth
d) As being of immeasurable importance to both tourism organizations and tourism destinations
e) That achieving management superiority (in tourism) is the key of competitive advantage.

HEALTH TOURISM DESTINATIONS

It is understandable that one of the abovementioned programs of informal education is called "Health tourism management", considering the resource possibilities of Serbia in this tourism form.

However, in order to create tourism offer in the first place, even in health tourism, the basic criteria must be met, without which the formed tourism offer cannot be considered.

A new framework for creating tourism content that is adjusted to the new demands on the market becomes a necessity. It is about "tourism destination", which can be defined as more or less complete geographic region that has attractiveness, accessibility and facilities i.e. all those natural, social, cultural, historical and traffic, means for accommodation, nourishment, rest, relaxation and fun for tourists.[2] It can be a small location, tourism place, region, country or even wider geographic and tourism areas. The mentioned elements must be mutually attuned to the level of unique and integrated tourism product.

Health tourism also means specifics of secondary elements i.e. specific infrastructure such as resorts, hospitals, recreation centers, sport facilities, accommodation facilities, nourishment etc. Thereby, Meler[3] speaks about "healthcare software" and "healthcare hardware" where "…."healthcare software" is represented by a necessary infrastructure such as sanitariums, hospitals, recreation centers, sports facilities, accommodation and catering facilities and the like, while "healthcare hardware" is represented by natural conditions of a concrete destination, i.e., by climatic, balneological, thalassotherapeutic and other natural medicinal factors of a tourism destination. Logically, it is important that the presupposed qualitative hardware level is accompanied by an appropriate software qualitative level."

In other words, if integral tourism-industry product is dominated by partial products based on health tourism, whether it is about broader or wider range of tourism destination, then the destination can be called "health tourism destination". If health tourism is such form of tourism that is made in order to promote, stabilize and eventually return physical, mental and social well-being using natural remedies, health services, sport, recreational and wellness content, provided that the people being there do not live on the destination, but are visiting, then the health tourism destination is the one that in its offer has such an integral tourism product that comprises mainly of those partial products that will motivate those tourists that seek this for health reasons, whether the reason is prevention, cure or rehabilitation.[4]

Integrated product of health tourism destinations should have original offer, which not only has comparative advantages, but must also be competitive to similar tourism destinations. Having this in mind, management of tourism destination must develop and combine all the elements of tourism offer on all levels, i.e. it must manage the destination (plan, organize, lead and control) as competitive unit. "The most important difference, and simultaneously the problem of management of tourism destination instead of a company, is the fact that usually it is not clear who is responsible for destination management. Whether it is municipality, most important companies of the destination or it is tourist bureau, some other organization or other system of interest joining (association, agency, corporation, and consortium). That is

[2] Bakic,O.: Marketing menadzment turisticke destinacije, Cigoja, Beograd, 2005.pp.216.
[3] Meler, M. Marketing Design of Health Tourism Destination Identity, Conference Proceedings of Third Conference with International Participation "Health Tourism for 21st Century" Opatija: Thalallotherapia Opatija, 2000. p.p.263-273
[4] Hrabovski-Tomic E.: Destinacije zdrvastvenog turizma sa osvrtom na banje Vojvodine", Prometej, Novi Sad, 2007.p.47.

why it is important to precisely determine which instance is responsible for which functions."[5]

Of course, we are aware in this context that there is a need to transform the tourist organization that now exists in Serbia (first of all into DMO - Destination Management Organization, and then later into DMC- Destination Management Company).

The problem with modernizing destination management in health tourism of Serbia is partially because of the fact that, up to now spa tourism (the "future" health tourism) was developed as monolith tourism i.e. the tourism that only needs to offer thermo-mineral water springs, healing mud or air, some souvenirs and meek accommodation, since the guests were mostly visitors that were ill.

Long term insurance of successfulness and sustaining vitality and ability of tourism destination, and health tourism destination, must be achieved through pleasing the desires and needs of guests and society in the best possible way in the terms of dynamic environment. Strategies should point out visions of goals and to determine guidelines for the measures that must be undertaken in all hierarchy level, while following the modern trends of the tourism market, and that is transformation of classic spa tourism into broader concept of health tourism, and its connection with other forms of tourism. As the number of all interested subjects (stakeholders) is often very large, a high level of accordance when setting goals is not easy to achieve, so there is need to be realistic when setting them, giving the general frame that the goals of all interested subjects can be realized within, while taking care of adequate resources, and weigh opportunities and threats of the environment an the market versus the strong and weak points of the destination.

The Republic of Serbia has significant resources for health tourism development, which has largely contributed to the tourism flow and tourism spending. Serbia has approximately 7.500 employees in this sector, with participation of 50% of medical staff (various medical specialists: cardiologists, rheumatologists, physiotherapists etc, as well as many nurses). This is one of significant advantages regarding the surrounding countries that are developing the same kind of tourism (Slovenia, Bosnia and Herzegovina…). They are mostly organized in 23 prevention, cure and rehabilitation facilities (2 of which are Institutes for rehabilitation, and 21 specialized hospitals – former Rehabilitation centers), that are located at spas and resorts of Serbia (they all use the natural remedies – water, air, peloid etc). It has about 8.000 beds, 3.000 of which are property of national health care, and about 5.000 are for commercial use, meaning they are free for sale on domestic and foreign tourism market. Beside the health treatment, these facilities offer the classis tourism services, and as of lately also those services that respond to changes of customer needs and demands to have Fitness and Wellness services in all, and especially spa and health destinations, different programs of upgrading and preserving heath.

[5] Magas, D.: Management of tourism destination and organization, Faculty of tourism and hotel management, Opatija.2003.

Considering the fact that “the successful development of health tourism depends on will and intention of local community to use their resources for development of health tourism and overall prosperity as well as devising a higher level of tourism product“[6] it becomes clear the adequately educated mangers are essential on all levels of organization, but also on all levels of destination.

REALISATION OF HEALTH TOURISM EMPLOYEE EDUCATION

The specifics of health tourism business in order to combine employee profiles (health and tourism), as well as great dispersion of services that have their own specific characteristics regarding other forms of tourism, have developed a special health tourism employee education program. Hence this education was primarily intended for employees in the abovementioned institutions, but also for a great deal of employees in classic tourism, especially those employed in hotels, restaurants, tourism agencies, traffic and communal companies, as well as tourism organizations on a given level of tourism management (mostly LTO).

The main goal of the “Health tourism management” program, regarding tourism employees’ education, was to gain new knowledge and skills in health tourism through lectures and training.

By the contract between Ministry of Trading, Tourism and Services and Faculty of service business (FABUS) in Sremska Kamenica, the Faculty was obligated to employ foreign lecturers beside native ones, so there were 8 foreign lecturers from England, Germany, Australia, Croatia and Slovenia and 36 native ones covering the abovementioned lectures.

The lectures were organized in two turns of four days (spring and summer time), with the whole day lectures. The subjects covered destination management, hotel business management, service marketing, price policies, PR and business communication, interest interlocking to destinations etc, as well as subjects that define and practice realization of *wellness*, *fitness*, etc. Altogether 44 different theoretical, methodical, expert and applicative subjects were covered.

The lectures were identical in every cluster, with minor adaptations of subjects according to interest, and the attendants were arranged according to the place in cluster that their organization is. The attendants were informed over the media of the beginning of lectures, conditions of attendance and time. The lectures were free for all attendants, and for those that had to travel to the lectures, all the accommodation and nourishment expanses were covered. All attendants received literature – books, monographies, and appropriate scripts which covered the whole subjects of the education program. Upon the demand of the attendants, the CD presentations of the lectures were available. Ministry of Trade, Tourism and Services overlooked and

[6] Hrabovski-Tomic,E: *Clusters as a possible strategy of health tourism destination development*, Hotellink, A Journal for theory and practice of Hotel Industry, Beograd, 2005. No.6. pp.514-520

controlled the quality and the mode of conducting all the programs of tourism employee education, as well as health tourism employee education.

This program has, beside theoretical and practical lectures, consisted also of a study trip to Slovenia as a country that has highly developed and modern approach concerning health tourism with rising prosperity tendencies on tourism market.

Forty five attendants that showed best results (attendance, involvement, and score on the final test of knowledge) went to this study trip. The attendants were introduced with the potentials, tendencies and experiences of health tourism development in Slovenia (visits and conversations in Catez, Olimija, Lasko ans Portoroz thermae, with the possibility of using wellness and fitness services). The goal of the trip was to get a realistic and general place of health tourism of Serbia, as well as to see the positioning of Serbian spas as main resources of health tourism and to determine what steps could the attendants, as managers of all levels, could undertake to enhance the position of domestic spas in international market.

Faculty of service business and Ministry of Economics and regional development) awarded the appropriate certificates of the attended course (Health tourism management), with the names of the candidates, education duration as well as the place the education was held in.

MAIN INDICATORS OF EDUCATION

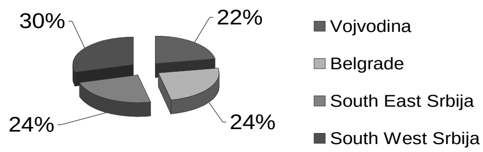
Tourism development strategy to year 2015, in Serbia identified 4 tourism clusters: Vojvodina, Belgrade, South East Serbia and South West Serbia.

Regarding this fact, the group for education was comprised of 523 candidates. This was the relevant base for gathering data of the attendants. Data was gathered from application forms that the attendants filled when registering at the beginning of education and the questionnaires after the end of education. The survey was conducted from February 28th to September 30th 2007.

Content analyses of the surveys were devised to determine the percentage of attendants based on manager level, what organizations they come from regarding their fields of expertise, their jobs as well as to identify the impressions and experiences of attendants.

According to registers of Faculty for service business, the education was attended in following clusters: Vojvodina 116, Belgrade 127, South East Serbia 126 and South West Serbia 153 attendants i.e. almost the same number in every cluster. Fig.1.

Figure 1: Percentage of participants by clusters



Source: According to the authors' research

Although it is common in tourism to observe four levels of management[7]: a) leadership level, b) strategic level, c) middle level and d) operative level, the attendants of all four clusters were classified into three groups according to the demands of ministry – high, middle and operative level:

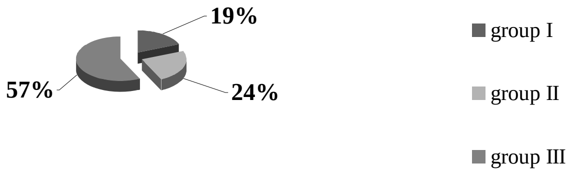
I group of attendants - Directors and owners of hotels, rehabilitation centers, managers of local regions (or their representatives), tourism organization directors, directors and owners of tourism agencies, owners of small and middle companies in spa and resort centers, as well as other directors interested in service/product forming (fitness, wellness, sport, recreation, therapy etc) as an additional offer of tourism destination.

II group of attendants – Marketing, sales and other operative hotel and rehabilitation center sector directors, employees of government spa organizations for tourism development, spa and resort tourism agencies and organizations employees as well as all others interested in this subject.

I group of attendants – The direct service providers in hotels, rehabilitation centers, sport, fitness and wellness/spa centers, as well as all others interested in directly providing services (fitness, wellness, sport, recreation, therapy etc) as additional offer in tourism destinations.

[7] Bakic,O.: *Edukacija menadzera kao strateski cilj unapredjenja razvoja turizma Srbije,* Turisticki pregled br 7, 2007, Ministarstvo trgovine, turizma i usluga (Sada Ministarstvo ekonomije i regionalnog razvoja) Vlade Republike Srbije, Beograd.

Figure 2: Percentage of attendants by management levels



Source: According to the authors' research

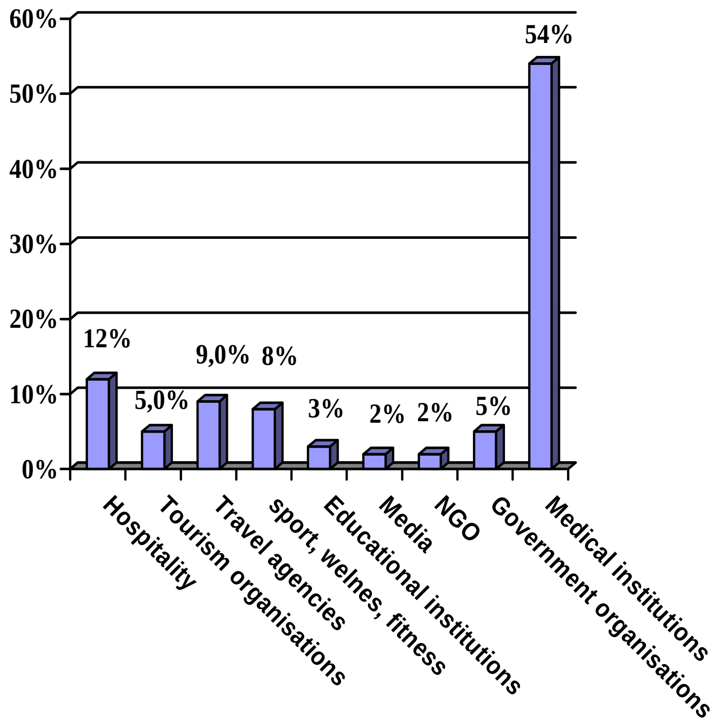
It is noticeable that attendants from third group dominate with 57% of the sample. Next is the middle level group, followed by direct providers group. It is important to notice that the first group had 99 attendants (19%), 4.5% of which were owners of tourism agencies, owners of small and middle companies (fitness, wellness, sport, beauty salons, private medical ordinations etc). Also the additional quality was the attendance of large number of various medical experts (17% in all clusters).

The further analysis shows that the most attendants came from medical institutions (54%) such as Rehabilitation Institute, Rehabilitation centers, private ordinations etc, while other fields of expertise made altogether 46% of attendants (12% hospitality services, 9% tourism agencies, 8% fitness, wellness, sport, beauty salons, 5% tourism organizations (NTO, RTO, LTO) and local government, 3% education, and 2% media and Non Government organizations (NGOs).

The important thing to accent, when talking about health tourism development, is the fact that this education was attended by the representatives of NTA (National Tourist Administration, i.e. members of Ministry of economics and regional development (sector of tourism), Ministry of health and Ministry of education.

The analysis of the questionnaire given to the attendants at the end of education showed that 99.8% of participants were very pleased with the choice of subjects as well as quality of lecturers and their skills in presenting the subject.

Figure 3: Attendant's organizations of origin



Source: According to the authors' research

Of all the participants, 89% believes that many new issues from theory and from practice were presented and addressed, and we would like to quote some of the comments from the participants: "…many new information was given that are applicable in practice", "new knowledge about connecting health care and tourism", "…80% of what we heard is applicable in practice immediately", "…education was the place of experience and idea exchange, a meeting place for people and exchange of their attitudes, as well as a possibility to make direct contact with eminent lecturers". Also several suggestions and propositions were made regarding the education: 7% of participants believe that workshops should have been organized, a small number of people suggested subjects regarding nutrition etc. An important addition is that 96% of participants believe that this form of education should be continued. In the end, we would like to accent, with pleasure, that for the next year a sequel to the education of tourism employees is planned suggested by the Ministry of economy and regional development as an open competition funded by the Government of Republic of Serbia from National Investment Plan, which will give new opportunity to further explore and study wide specter of subjects that were opened through informal education that the State conducts in order to upgrade the quality of Serbian tourism.

CONCLUSIO PRO FUTURO

Regarding what is said, we could sublime several basic conclusions.

Serbia has decided to give significance to the informal education for the purposes of accelerating tourism development. It is absolutely very important and useful activity, especially in these conditions of very modest infra- and superstructure and unfinished privatization process in this industry, and still very modest strength of many stakeholders (especially private tourism business), which are expected to take this initiative from the State once they get “stronger” with the tendency to create continued activity out of management structures.

Informal education in tourism, with country’s support, will be conducted in the following years with a selective approach, and according to needs that emerge from the “Tourism development strategy to year 2015” i.e. the emerging Master plans that are being made for priority tourism destinations, that is, the ones that are already built, but also those that are going to be new on the tourism market. Health tourism strategically has a g. In this context, education will include currently employed as well as the unemployed attendants, for purposes of gaining educated and trained managers that will implement the Strategy.

The participants of the education showed great interest in this kind of their manager career development. Especially well received among them is the combination of theoretical and practical subjects as well as the possibility of permanent interactive relationship with the lecturers, not only during lectures, but also in the attendant’s free time. At the same time, an important issue of the education is communication of attendants and their interactivity, meeting and mutual socialization and thus creating the ”network of business acquaintances”, that should have synergetic effect on tourism business of Serbia.

Faculty for service business from Sremska Kamenica has gained valuable experience in organization and realization of informal tourism education in Serbia in 2007, and it is expected that this new college institution, with its infrastructure (lecturers, associates, literature, business contracts with domestic and especially foreign partners, promptness in getting the job done, flexibility, transparency etc.) will be engaged in tourism education in the following years.

REFERENCES

Bakic, O.: *Edukacija menadzera kao strateski cilj unapredjenja razvoja turizma Srbije*, Turisticki pregled br 7, 2007, Ministarstvo trgovine, turizma i usluga (Sada Ministarstvo ekonomije i regionalnog azvoja) Vlade Republike Srbije, Beograd.

Bakic, O.: *Marketing menadzment turisticke destinacije*, Cigoja, Beograd, 2005.

Baum, T.: *Managing Human Resources in the European Tourism and Hospitality Industry-A Strategic approach*, Thomson, London, 1995

Hrabovski-Tomic, E.*: Destinacije zdravstvenog turizma sa osvrtom na banje Vojvodine*", Prometej, Novi Sad, 2007.

Hrabovski-Tomic, E.: *«Sportsko-rekreativni sadrzaji kao znacajan deo intergralne ponude zdravstvenog turizma»*, Hotellink, A journal for theory and practice of Hotel Industry, Beograd, 2004

Hrabovski-Tomic, E.*:"Clusters as a possible health tourism destination development strategy",* Hotellink, A Journal for theory and practice of Hotel Industry, Beograd, 2005., No.6., pp.514-520.

Magas, D.: *Management turisticke organizacije i destinacije*, Fakultet za turisticki i hotelski menadzment, Opatija.2003.

Mason, P.*: Tourism Impacts, Planing and Management*, Butterworth/ Heinemann, London, 2003

Meler, M. *Marketing Design of Health Tourism Destination Identity*, Conference Proceedings of Third Conference with International Participation "Health Tourism for 21st Century" Opatija: Thalallotherapia Opatija, 2000. p.p.263-273

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 81'276:338.48:811.111'27
Original scientific paper
Received: 04.03.2008

ENGLISH IN TOURISM: A SOCIOLINGUISTIC PERSPECTIVE

Renata Fox
University of Rijeka, Croatia[1]

Abstract: Tourism has become one of the central phenomena of a post-modern society greatly owing to its liaison with language. Especially prominent is the link between tourism and English language which, being the global lingua franca, not only monopolises all negotiations/transactions that take place in a tourist destination, but also functions as a creator of a destination's many realities, indeed as the very embodiment of processes in tourism. Over the past decade the multifunctionality of English in tourism has attracted considerable sociolinguistic research. This paper discusses the importance of merging sociolinguistics with the theory of tourism. The clear advantage of tourism scholars' acceptance of sociolinguistics as an accredited field of study lies not only in developing new understandings of language/discourse in tourism but also in an increased transdisciplinarity of two perceivedly distant fields of study: sociolinguistics and tourism.

Key words: English language, tourism, sociolinguistics, modes of knowledge, transdisciplinarity.

1. INTRODUCTION

The variety of ways in which English language relates to tourism has attracted much attention. Within a range of fields of study--for example, theory of tourism, destination marketing/management/branding, hospitality, advertising, sociology of tourism--English in tourism has been highlighted as a factor of the process of 'language brokerage' (Cohen and Cooper 1986), as a means of promoting a global lifestyle

[1] **Renata Fox**, Ph.D., Associate Professor, Faculty of Tourism and Hospitality Management, University of Rijeka, Croatia.

(Thurlow and Jaworski 2003), as a key element of tourist destination branding (Morgan, Pritchard and Pride /eds./ 2002), as enabling individuals to experience their identity through tourism (Palmer 2005), as shaping a tourist destination (Cappelli 2006), as a key factor of tourists' perceptions (Phipps 2006), as a carrier of a destination's 'sovereign subjectivity' (Bryce 2007) and, not least, as crucial for the new theorising of tourism (Ateljevic, Pritchard and Morgan /eds./ 2007).

What has become prominent over the past decade is a powerful sociolinguistic turn (e.g., Dann 1996; Jaworski and Pritchard (eds.) 2005; Jaworski, Thurlow, Ylanne-McEwen and Lawson 2007) in researching language and tourism. The new angle has redirected the research into English language in tourism towards explicit links between theoretical and empirical perspectives on the tourist experience, identity, performance and authenticity within the frame of sociolinguistics and discourse analysis. It is the aim of this paper to discuss the need for and potentials of sociolinguistics as a field of study that can be useful to both tourism scholars and tourism managers. The paper opens with general comments on the systemic character of a destination's public communication. Follows an elaboration of the communicative purposes of a destination's communicative events. Section four briefly addresses the issue of a destination's communicative event as an artefact. In the next two sections social phenomena of the promotionalisation of public discourse and isomorphic pressures are expounded. Section seven offers a discussion of the value of sociolinguistic knowledge for a tourism researcher. An overview of previous sociolinguistic research into language in tourism along with a comment on what remains to be done is given in section eight. The paper concludes by appraising the key strategic advantages of including sociolinguistics into the research of language/discourse in tourism.

2. A SET OF COMMUNICATIVE EVENTS

A tourist destination's public discourse, for its importance to be fully appreciated, has to be viewed as a system: a theoretical construct which is hierarchical, and functional (Fox 2006b). This system consists of a number of communicative events (for example, a media advertisement, a destination brochure/video, a guidebook, a destination's webpage), involving an event itself, the event's participants (employees in tourism, visitors to a destination), and the environment of the event's production and reception (traditional printed/visual media, internet). Any such communicative event is strategic (fundamental to the destination's identity), preplanned (created within a destination's formal communication network), and recorded (tangible in verbal and/or non-verbal form).

It should, however, be mentioned that a significant part of a tourist destination's presence in the public space is materialised through travel articles and travelogues which are written by travel authors who are either independent or appointed by specialised/general journals or publishers. Unlike destination-generated tourist materials whose main task is to persuade the consumer that a particular resort is superior to other similar resorts, and whose evaluation of a destination cannot be anything but positive, travel articles and travelogues can contain both positive and negative evaluations. This paper is concerned only with destination-generated tourist materials. Produced with the intention of creating the best possible public image of a destination, and fully controlled by a destination, destination-generated tourist materials are, in fact, a perfect evidence of a tourist destination management's ideas about the function, scope and power of a destination's public discourse.

3. COMMUNICATIVE PURPOSES

A tourist destination's communicative event, as any other communicative event, is driven by two communicative purposes, general and specific, which determine the schematic structure of the event and constrain choice of content and style (Fox and Fox 2004). Whereas the general communicative purpose relates to the objective of the communicative event and, as such, is common to all communicative events of a tourist destination, the specific communicative purpose relates to the event's content and, as such, varies from event to event. A class of tourist destination communicative events sharing the same specific communicative purpose constitutes a destination genre: a category which redefines a destination's communicative event at a higher level of abstraction and relates that event to other communicative events in the same class (Fox 2006b).

Let us, for example, take a destination brochure. The general communicative purpose common to all such brochures is the institutionalization of the destination's ideology. The specific communicative purpose will vary from one destination brochure to another: one brochure might emphasise natural beauties, the other might go for historical heritage, the third will focus on gastronomy, etc. When creating a new destination brochure, a tourist destination is invariably focused on two chief aims: informing and promoting (e.g., Middleton 1990; Morgan and Pritchard 2000). Both of these aims will be realised within a brochure's specific communicative purpose which, as previously noted, is related to content. In other words, it is through its content that a destination brochure aspires to accommodate two angles: the angle of (prospective) customers with their need for facts about a destination and the angle of brochure producers (usually a destination's tourist authority) with their intention to promote and motivate. From both the informing and the promoting angle, certain facts will be considered absolutely indispensable. From the informing angle these will be, for example, the details about tourist infrastructure (opening times, approximate prices), a map of the destination showing tourist facilities and attractions, the info about the nearest railway station, coach terminal, airport, etc., and, finally, reference to other information material (calendar of events, map of trails, special offers etc.). The promotional aspect of the brochure, on the other hand, will be realised through targeted selection, purposeful organisation and effective combination of verbal and visual elements which will result in precise semiotic messages. In practice, of course, these two angles, informing and promoting, are indivisible: a particular selection of information can have a very specific promotional effect and, vice versa, each promotional strategy is based on a specific selection and organisation of facts (Fox and Fox 1998).

In creating a communicative event which will benefit both the consumer and the destination, the event creator is bound to follow certain rules. In the case of a destination brochure, for example, these rules generally refer to three levels of the event: textual, syntactical, and lexical. Text, for example, is recommended to be clear, precise, correct, and, above all, easy to follow. Needles to say, the clarity and logic of text very much depend on the copywriter's command of syntax. Also, some believe that the use of active voice is preferable to passive: whereas active implies involvement and activity, passive voice, apparently, can suggest distancing from the tourist as a person (Tarlow 1996). The importance of lexical items in the language of tourism has been dealt with by a number of authors (e.g., Cohen 1985; MacCannell 1989; Dann 1996; Fox 1999, 2004a, 2006b). Key words, selected mainly for their stimulating effect, are typically adjectives (for example, *superb, great, lovely*) and nouns (for example, *adventure, dream, discovery*). Their function is not only refer to the attributes of the destination but also to communicate promises which both connect to the existing desires of tourists and arouse new ones.

So far research into destination-generated tourist materials has amply covered a specific communicative purpose realised through material's informing and motivating functions (for the link between the information sources and the destination selection cf. for example, Woodside, Crouch, Mazanec, Oppermann, Sakai 2000; Sönmez and Sirakaya 2002; Sirakaya and Woodside 2005; for the link between promotional function and destination choice, for example, Court and Lupton, 1997, Sirakaya, Sönmez and Choi 2001; also Morgan and Pritchard 2000; Morgan, Pritchard and Pride /eds./ 2002). Although promotional materials are generally taken to be vital in the destination selection process in the sense that customers compare material and that such comparison can significantly affect their choice of destination, some authors (e.g., Morgan and Pritchard 2000) claim that there is little empirical evidence to this. It seems that the promotional materials are used more to confirm than to identify holiday choices.

What both descriptive and prescriptive writings on destination-generated tourist materials somehow tend to take for granted and therefore oversee, is the general communicative purpose. Although there exists a considerable research into the identity of a tourist destination (e.g., Morgan and Pritchard 1998; Robinson /ed./ 2000; Walton /ed./ 2005; Burns and Novelli /eds./ 2006), the understanding of that identity tends to be linked to the contents rather than objectives of a destination's public discourse. Only research that is systematically focused on the goals of a destination's public discourse can trace the development of a destination's identity--a collection of ideas, concepts, meanings, events… on which the functioning of a tourist destination is founded--starting with commodification and spectacularisation, leading to institutionalization and legitimization, and, only then, to the promotionalisation of that identity. A focus on a destination's public discourse goal rather than content enables the researcher to get to a tourist destination's ideology: a cognitive system within a destination that *sets priorities* among the ideas, concepts, meanings, events… that create a destination's identity and legitimises some of those ideas, concepts, meanings, events… as more relevant to the benefit of a destination.

4. ARTEFACTS

A product of a specific set of living conditions of a destination, embodying a practical sense, and assuming material form, tourist destination communicative events function as artefacts. They are profoundly social in the sense that they both reflect and engage social context which at the same time is created by a destination, represents a destination and shapes its behaviour. A tourist destination's communicative events acting as artefacts position the destination and its actions socially thus embodying a practical sense, which is a part of a destination's habitus: a set of 'mental or cognitive structures' through which destinations deals with the rest of society (cf. Bourdieu 1989, 1990). As a product of socialities of a tourist destination, a destination's habitus defines both a destination's social practices and tourists' perception of those practices. As an inevitable part of the destination's habitus, a destination's artefacts maintain and reproduce the circumstances that made these social practices possible. Two sets of social circumstances clearly detectable in the process of producing promotional materials are promotionalisation of public discourse and isomorphic pressures.

5. PROMOTIONALISATION OF PUBLIC DISCOURSE

A part of a destination's public communication, tourist destination public communicative events are by definition subject to the 'generalization' of promotion as a communicative function, which is probably the most obvious discourse-related manifestation of contemporary consumer culture (cf. Wernick 1991). The life in postmodern society which views consumption as the most desirable of all modes of behaviour and a commodity in itself, is highly destandardised: the range of acceptable behaviours has increased, and there is no longer a 'regular' life pattern (Buchmann 1989). Tourists, as all other consumers, are, in reality, 'hedonists and dreamers' torn between the perfections of their dreams and the imperfections of reality, which gives rise to their 'continual longing' and 'inexhaustability of wants' (Campbell 1995: 95) and enables them to 'experience in reality the pleasurable dramas which they have already enjoyed in imagination' (p. 89-90). Believing themselves able to direct their own lives, tourists, as indeed other consumers, are becoming increasingly unpredictable. To control tourists and regulate their behaviour, tourist destinations continually intensify their public communication while at the same time emphasizing its promotional function. This is best seen in a destinations' reliance on the discourse of advertising which not only plays on the tourists' needs and reasons for consumption, but also endeavours to *appeal* to tourists as consumers, to the ideology of consumerism, and to social apparatuses of controlling tourists as consumers (Fox 2006b).

6. ISOMORPHIC PRESSURES

A second important social mechanism affecting the creation of a destination's public discourse will be isomorphic pressures: 'a constraining process that forces one unit in a population to resemble other units that face the same set of environmental conditions' (DiMaggio and Powell 1983: 143). The concept of institutional isomorphism has been developed to account for the tendency of organisations to become more and more similar to one another, as to cope within an increasingly rationalised society. According to DiMaggio and Powell, it is the processes of isomorphism which result from three types of social pressure--issues of legitimacy, uncertainty, professionalisation--that account for much of the life of organisation as well as the relationship between the organisation and society.

There is a definite similarity between corporations and tourist destinations in the sense that tourist destinations, when communicating to the rest of society, do not start from scratch neglecting all that has been done before. Neither do they list relevant theories, for example, communication and language/discourse theories, to draw from them when formulating their public discourses. Rather, just like corporations, tourist destinations, under the pressure of the need for legitimacy, uncertainty, and increasing professionalisation, imitate other (similar, more famous and/or more successful) destinations and learn from each other.

The issues of political influence and legitimacy prompt coercive isomorphism which will be manifested in a destination’s endeavour to satisfy social expectations of its habitus: the need for destination-generated tourist materials to be truthful, informative and motivating.

Uncertainty of the social environment (due to fierce competition on the global tourist market, the life of a tourist destination is invariably full of uncertainty) encourages mimetic isomorphism. ‘Modelling’ the examples of others can helps tourist destinations generate useful solutions at little expense. Indeed, when comparing destination brochures, one somehow has the impression that the key words and phrases launched in the public discourse of leading tourist destinations, for example, New York, Monte Carlo or Seychelles, do not take long to ripple through other, more mass market destinations’ discourses. Supplying hard evidence for this is, however, not simple. In comparison to coercive isomorphism, mimetic isomorphism is known to be more subtle, less visible, perhaps easier to detect but almost impossible to prove. Also, neither the lender nor the borrower may be fully aware of the goings on. While leading tourist destinations do not exactly desire to be copied, they are aware of the inevitability of their communicational practices being treated as exemplary and therefore emulated by others. Borrowers, on the other hand, start by imitating a specific communicative event (e.g. a destination brochure) of another (more competitive) tourist destination. However, borrowers’ awareness of the general importance of originality in public communication, will prompt them to, sometimes unexpectedly or unwittingly, create a communicative event which will turn out *characteristically theirs*. Both coercive and mimetic isomorphism are constrained by social authority which is exerted by social powers (in case of a tourist destination these would be a destination’s social environment and stakeholders) and which assures discourse production within the frame of genre-defining rules.

Finally, a product of professionalisation is normative isomorphism. As all other industries, tourism is subject to continually increasing professionalisation which is derived from two main sources: formal education and networking. Numerous schools and universities in the area of tourism and hospitality, along with professional associations, are responsible for creating norms which, to quote DiMaggio and Powell (1983: 152), result in the ‘pools of almost interchangeable individuals who occupy similar positions across a range of organisations' in tourism and hospitality industry and 'possess similarity of orientation and disposition that might override variations in tradition'.

7. FROM IDEAS TO A THEORY

What is needed here is a conceptual frame that will in a logical and parsimonious manner accommodate the social circumstances of a destination's public discourse (generalisation of promotion as a communicative function and isomorphic pressures) and the public discourse itself. While the daily practices of a tourist destination's public communication imply some set of abstract ideas that give meaning to and shape those practices, these ideas may not necessarily be a part of a destination management's declarative knowledge. Nevertheless, whenever a destination and its management are involved in a discoursal practice, more specifically, whenever they create a communicative event, they are inevitably acting on ideas. Put together, these ideas can provide the basis for a general theory of a destination's public communication (Fox 2004b, also cf. Fox and Fox 2004).

A comprehensive theory that can link a destination's use of language/discourse to the social constraints of that use while at the same time enabling both its critique and improvement, is offered in sociolinguistics: a field of study focused on the ways language functions in society, on the nature of relationships between language and society (its institutions), and on the role of individuals and groups in sociolinguistic phenomena. Since every act of communication is socially relevant (in the sense that it is both socially situated and socially situating), many linguists view all linguistics as, in fact, sociolinguistics. When Halliday wrote: 'the linguistic system is a sociolinguistic system' (1978: 72), he wished to make clear that researching language functions refers to both studying components of meanings in the language system (the potential) and studying social meanings of individual speech acts (the actual).

In the early 1970s sociolinguistics became established as a discipline. Since then it has been applied to areas such as language varieties, language and identity, language policy, media communication, educational issues. Today, sociolinguistics is truly interdisciplinary constituting a meeting ground for a variety of fields of study, such as, sociology, sociopsychology, ethnography, and cultural studies. In light of the variety of research traditions, aims and attitudes which meet in the field of sociolinguistics, three positions have been taken in relation to the issue of what constitutes sociolinguistic theory. First, sociolinguistic theory is considered to be a part of linguistic theory with the chief aim of improving an understanding of the social nature of language. Second, sociolinguistics is viewed as an accumulation of mini-theories (e.g., 'face' theory, 'accommodation' theory, 'network' theory). While leading sociolinguists (e.g., Coulmas /ed./ 1997, 2005; Coupland 1998; Hudson 1998) have suggested that sociolinguistics should aspire to an independent theory, the very diversity of social processes researched within sociolinguistics is a strong argument against sociolinguistics as a unified theory. Finally, sociolinguistics is treated as a social theory focusing on the social analysis of language. The linguistic turn in social sciences has rendered social analysis of language, and accordingly sociolinguistics, indispensable to social research. It is precisely the sociolinguistic theory that has the potential to advance social theory and thus provide the best account of how 'people position themselves and their social worlds through language' (Coupland 1998: 116).

8. SOCIOLINGUISTIC RESEARCH INTO THE LANGUAGE OF TOURISM

The first systematic sociolinguistic treatment of language and tourism was provided by Graham Dann in his seminal and by now classic *The Language of Tourism: A Sociolinguistic Perspective* (1996). Starting with the assumption that tourism has a discourse of its own, and that tourism, indeed, *constitutes* discourse, Dann offers a rich analysis of the many social functions of language in tourism: as an instrument of customers' active involvement (not only in the process of consumption but also in the process of co-creating language that induces them to consume), as a process of social control (by containing norms and values), and as a medium of socialization (employed by all stakeholders in development of their identities). Apart from creating a completely new understanding of language (also language techniques and language registers) in tourism, the book offers a fresh perspective on an extensive body of related research (within the fields of sociology, anthropology, semiotics, philosophy, communicational studies, and destination management).

Dann's book paved a path for further sociolinguistic explorations into language of tourism (e.g., Thurlow and Jaworski 2003; Jaworski and Pritchard /eds./ 2005; Cappelli 2006; Fox 2006b; Phipps 2006; Brice 2007; Jaworski, Thurlow, Ylanne-McEwen and Lawson 2007) generally focusing on the language as a creator of identities, power and social differences in the context of tourism.

The next step, it seems, should be the adoption of sociolinguistics as an accredited theory (or a set of theories) by the scholars in tourism, destination management/marketing/branding, hospitality, etc. Bringing sociolinguistics into dialogue with the theory of tourism would constitute an important contribution to the inherent transdisciplinarity of tourism as a field of study which, precisely because of its tendency to socialize with other fields of study, has been referred to as 'undisciplined' (Tribe 1997). Growth of transdisciplinarity in any field of study, tourism too, means an acceleration of the progress towards mode-2 knowledge: a new type of knowledge which involves a variety of mechanisms of creating/communicating knowledge, participants from numerous disciplinary backgrounds, and a great diversity of sites in which knowledge is produced (Gibbons et al. 2005; Fox2006a, 2007). Unlike traditional forms of knowledge, usually referred to as mode-1 knowledge, which are disciplinary, homogenous, hierarchical and dictated by the interests of academic communities, mode-2 knowledge production is transdisciplinary, heterogenous, heterarchical and transient. In consequence, it is more socially accountable and reflexive. Therefore, adoption of sociolinguistics as supportive to the theory of tourism will constitute a decisive move towards a new paradigm of tourism research which will lead to the generation of new types of knowledge and, in turn, enable new insights into the increasingly complex relationship between language and tourism.

9. DISCUSSION

Whether seen as complementary to linguistic theory, as a collection of mini-theories, as an independent social theory, or as a combination of all three, sociolinguistics can provide a researcher with an objective insight into the language-tourism relationship. More precisely, it offers a theoretical frame for the systemic description and critical analysis of the use of language in tourism from a variety of perspectives.

Linking language to society in a systemic way, sociolinguistics enables description/analysis of a destination's public discourse both as an instrument of positioning/selling a destination on the tourist market and as a creator of a tourist destination. In other words, a sociolinguistic understanding of a tourist destination's public discourse enables researchers, and practising managers too, to recognise a tourist destination's public discourse as much more than just *feeding information cum promotion* to the consumer.

A tourist destination language/discourse researchers' awareness of the indispensability of sociolinguistics to a systemic understanding of a destination's public discourse will gradually make sociolinguistics an integral part of metatheorising tourism: a process aimed both at an improved understanding of the existing theories within tourism as a field of study, and at further development of the theory of tourism itself, that is, at creating perspectives that overarch the existing theory by involving a seemingly distant field of study: sociolinguistics.

REFERENCES

Ateljevic, I., Pritchard, A. and Morgan, N. (eds.) *The Critical Turn in Tourism Studies: Innovative Research Methodologies*. Amsterdam: Elsevier, 2007.

Beaugrande, R., de, *New Foundations for a Science of Text and Discourse: Cognition, Communication, and the Freedom of Access to Knowledge and Society*. Norwood, NJ: Ablex, 1997.

Bourdieu, P., "Social space and symbolic power". *Sociological Theory,* 7, 14–25, 1989.

Bourdieu, P., *The Logic of Practice*. Cambridge, MA: Harvard University Press, 1990.

Bryce, D., "Repackaging Orientalism: Discourses on Egypt and Turkey in British outbound tourism". *Tourist Studies*, 7/2, 2007, 165-191.

Buchmann, M., *The Script of Life in Modern Society: Entry into Adulthood in a Changing World*. Chicago: University of Chicago Press., 1990.

Burns, P. M. and Novelli, M. (eds.) *Tourism and Social Identities*. Elsevier Science, 2006.

Campbell, C., *The Romantic Ethic and the Spirit of Modern Consumerism*. Oxford: Blackwell, 1995.

Cappelli, G., *Sun, Sand, Sex and the Unspoilt Countryside: How the English Language Makes Tourists out of Readers*. Pari: Pari Publishing, 2006.

Coupland, N., "What is a sociolinguistic theory?" *Journal of Sociolinguistics*, 2/1, 110-117, 1998.

Coulmas, F. (ed.) *The Handbook of Sociolinguistics*. Oxford: Blackwell, 1997.

Coulmas, F., *Sociolinguistics: The Study of Speakers' Choices*. Cambridge: CUP, 2005.

Cohen, E., "The tourist guide: The origins, structure, and dynamics of role". *Annals of Tourism Research*, 12, 5-29, 1985.

Cohen, E. and Cooper, R.L., "Language and Tourism". *Annals of Tourism Research*, 13/4, 533-563, 1985.

Court, B. and Lupton, R., "Customer portfolio development: Modeling destination adopters, inactives and rejecters". *Journal of Travel Research*, 36/1, 35-43, 1997.

Dann, G. M. S., The Language of Tourism: A Sociolinguistic Perspective. CAB International, Wallingford, 1996.

DiMaggio, P. J., and Powell, W. W., "The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields". *American Sociological Review*, 48, 1983.

Fox, R., "Jezik turizma: retorika kvalitete". In Badurina, L., Ivanetic, N., Pritchard, B., Stolac, D. (eds.), *Teorija i mogucnosti primjene pragmalingvistike.* Zagreb-Rijeka: Croatian Applied Linguistics Society, 1999, 225-232.

Fox, R., "Gastrospeak: Towards gastronomic identity of Croatian tourism". Proceedings *Strategic Partnerships for the Development of Tourist Destination* of the international conference *Days of Turistica*, held in Portoroz, Slovenia, 18–19 March 2004, 2004a.

Fox, R., "Sociolinguistics: The path towards professional literacy". *In* Tourism and Hospitality Industry 2004. Proceedings of the international conference *New Trends in Tourism and Hospitality Management,* held in Opatija, 14-16 April 2004., 2004b.

Fox, R., "Participating in the transdisciplinary project: Applying corpus linguistics to corporate Identity". In B. Lewandowska-Tomaszczyk (ed.) *PALC 2005: Practical Applications in Language Corpora*. Frankfurt am Main: Peter Lang, 2006a.

Fox, R., "Reinventing the gastronomic identity of Croatian tourist destinations". *International Journal of Hospitality Management,* 26/3, 2006b, 546-559.

Fox, R., "Linguistics: towards metatheorising organisational discourse". Proceedings of Critical Management Studies Conference, stream *Management and Philology: Perspective on Languages,* held in Manchester, 11-13 July 2007, University of Manchester, 2007.

Fox, R., Fox, J., "Go Global – Nurture Local". In Nahrstedt, W., Pancic Kombol, T. (eds.), *Leisure, Culture and Tourism in Europe: the Challenge for Reconstruction and Modernisation in Communities.* Institut für Freizeitwissenschaft und Kulturarbeit, Bielefeld, 1998.

Fox, R., Fox, J., *Organizational Discourse: A Language-Ideology-Power Perspective.* Praeger, Westport, 2004.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P. and Trow, M., *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies.* London: Sage Publications, 2005.

Halliday, M. A. K., *Language as Social Semiotic*. London: Edward Arnold, 1978.

Hudson, R. A., *Sociolinguistics*, 2nd ed. Cambridge: CUP, 1998.

Jaworski, A. and Pritchard, A. (eds.) *Discourse, Communication and Tourism.* Clevedon: Channel View Publications, 2005.

Jaworski, A., Thurlow, C., Ylanne-McEwen, V. and Lawson, S. Language, Tourism and Globalisation: The Sociolinguistics of Fleeting Relationships. London: Routledge, 2007.

MacCannell, D. *The Tourist: A new theory of the leisure class*. New York: Schocken Books, 1989.

Middleton, V. T. C., *Marketing in Travel and Tourism*. Oxford: Heinemann Professional Publishing Ltd., 1990.

Morgan, N., Pritchard, A., *Tourism, Promotion and Power: Creating Images, Creating Identities.* London: John Wiley and Sons Ltd., 1998.

Morgan, N. and Pritchard, A., *Advertising in Tourism and Leisure*. Oxford: Butterworth-Heinemann, 2000.

Morgan, N., Pritchard, A. and Pride, R. (eds.) *Destination Branding: Creating the Unique Destination Proposition*. Oxford: Butterworth-Heinemann, 2002.

Palmer, C., "An ethnography of Englishness: Experiencing identity through tourism". *Annals of Tourism Research,* 32/1, 2005, 7-27.

Phipps, A. M., *Learning the Arts of Linguistic Survival: Languaging, Tourism, Life*. Clevedon: Channel View Publications, 2006.

Robinson, M. (ed.) *Expressions of Culture, Identity and Meaning in Tourism*. Business Education Publishers Ltd., 2000.

Sirakaya, E., Sönmez, S. and Choi, H., "Do destination images really matter: Predicting destination Choices of student travellers". *Journal of Vacation Marketing*, 7, 125-142, 2001.

Sirakaya, E. and Woodside, A., "Building and testing theories of decision making by travellers". *Tourism Management*, 26, 815-832, 2005.

Sönmez, S. and Sirakaya, E., "A distorted destination image: The case of Turkey". *Journal of Travel Research*, 41, 185-196, 2005.

Tarlow, P., "A Tourism Study for the Communities of Canyon Lake". Tourism and More Consulting Services, 1996.

Thurlow, C. and Jaworski, A., "Communicating a global reach: Inflight magazines as a globalizing genre in tourism". *Journal of Sociolinguistics,* 7/4, 579-606.

Tribe, J., "The indiscipline of tourism". *Annals of Tourism Research*, 24/3, 638-657, 1997.

Walton, J. K. (ed.) *Histories of Tourism: Representation, Identity and Conflict*. Channel View Publications, 2005.

Wernick, A., *Promotional Culture*. London: Sage, 1991.

Woodside, A., Crouch, G., Mazanec, J., Oppermann, M. and Sakai, M., *Consumer Psychology of Tourism Hospitality and Leisure*. New York: CABI, 2000.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:640.4:658.3](498)
Preliminary communication
Received: 04.03.2008

IMPLICATIONS OF EMPLOYEE'S PERCEPTION OF THE ROLE AND ACTIVITY OF THE HUMAN RESOURCES DEPARTMENT IN ROMANIAN TOURISM&HOSPITALITY INDUSTRY

Maria-Madela Abrudan
University of Oradea, Romania[1]

Abstract: This paper is focused on the results of a study which has as main objective the assessment of the perception that employees have on the activity and the role of the Human Resources Department in Romanian Tourism and Hospitality Industry.
The study was based on the administration of a questionnaire designed especially for this purpose addressed to the employees[2]. The dimensions included in the questionnaire:
a) The role of the HR Department from the employees' perspective
b) Typical activities of the HR Department from the employees' perspective
c) The relationship of the HR Department with the employees – trust and interaction
d) The investment in employees– the development of the employees.

Key words: human resources department, employee's perception.

[1] **Maria-Madela Abrudan**, Ph.D., Associate Professor, Faculty of Economics, University of Oradea, Romania.
[2] The questionnaire was inspired from the one used in the study titled: "The Human Resources Department - element of equilibrium or stimulating factor?", Popescu A., N. Coord., 2006, www.hr.romania.ro.

INTRODUCTION

The objectives of the HR department which cannot be achieved if there is no acceptance from the part of the employees. No matter how well created HR policies and strategies are, difficulties may appear in their implementation if they do not have the support and acceptance of the employees who are directly or indirectly involved.

The reasons for this may be various and that is why it is very important for the activity of any HR department to know and to attract its internal clients, the employees. From this point of view, the HR department has to have its own marketing, both for the top management and for the employees, as internal clients.

Objectives

The study had as main objective the assessment of the perception that employees have on the activity and the role of the Human Resources Department of a company.

Duration

May – July 2007

The study was based on the administration of one questionnaire designed especially for this purpose, addressed to the employees. The dimensions included in the questionnaire were grouped as follows:

a) The role of the HR Department from the employees' perspective
b) Typical activities of the HR Department from the employees' perspective
c) The relationship of the HR Department with the employees – trust and interaction
d) The investment in employees– the development of the employees.

Sample

130 employees from different companies which activate in Romania in tourism&hospitality industry, both Romanian and international, accepted the invitation to take part in this study.

Fig. 1: Origin of the capital of the company

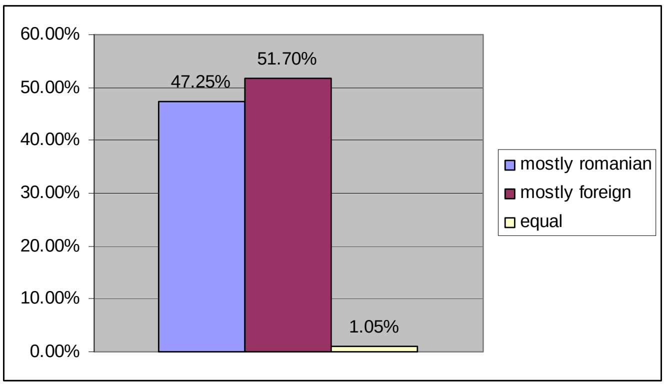


Fig. 2: Professional field of activity

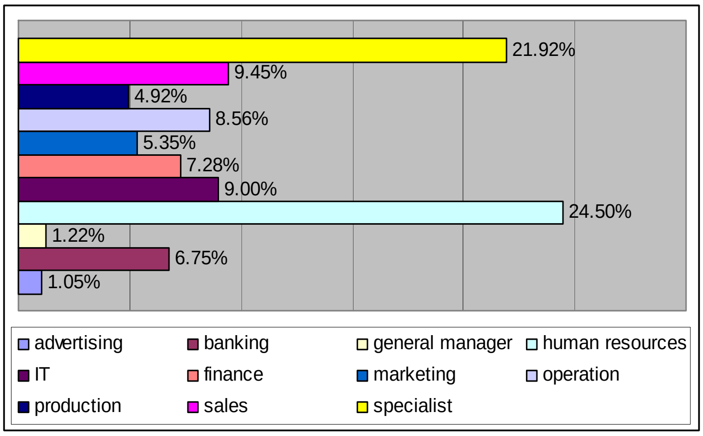
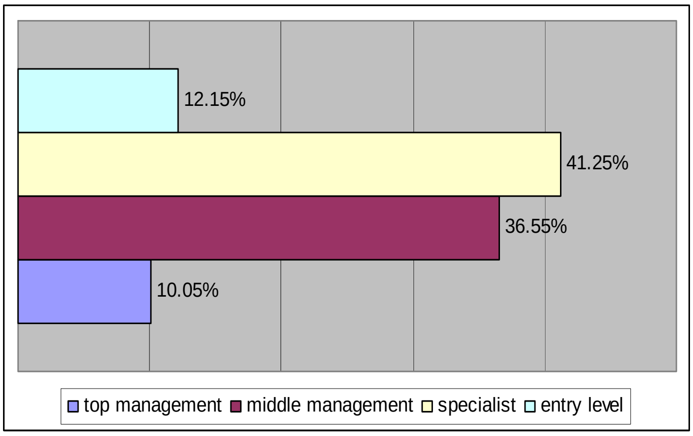


Fig. 3: Hierarchy



EMPLOYEE PERCEPTION OF THE ROLE AND ACTIVITY OF THE HUMAN RESOURCES DEPARTMENT

1. Employee perspective on the role of the HR department

The objectives of the HR department cannot be achieved if there is no acceptance from the part of the employees. No matter how well created HR policies and strategies are, difficulties may appear in their implementation if they do not have the support and acceptance of the employees who are directly or indirectly involved.[3]

[3] Amaxinoaie I., *The Romanian Human Resources Market – Overview* - www.cariereonline.ro, February 2007.

The reasons for this may be various and that is why it is very important for the activity of any HR department to know and to attract its internal clients, the employees. From this point of view, the HR department has to have its own marketing, both for the top management and for the employees, as internal clients.

At a declarative level, the great majority of the employees surveyed consider that the HR department is very useful in the development strategy of any organization (Fig. 1). For them, the role of the HR department is personnel organization and administration, support or employee development, employee maintenance, development of employee relationships and stimulation of employee involvement. (Fig.2)

Fig. 4: The usefulness of the HR department from the employee perspective

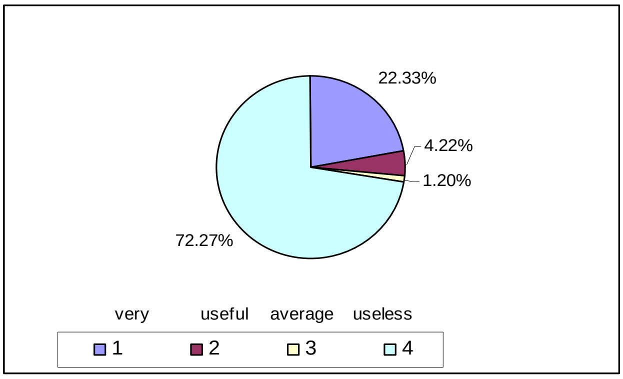
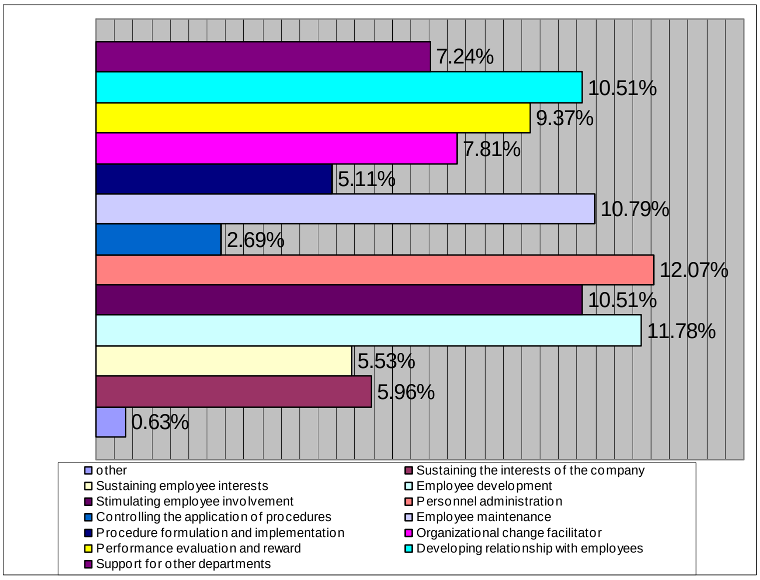
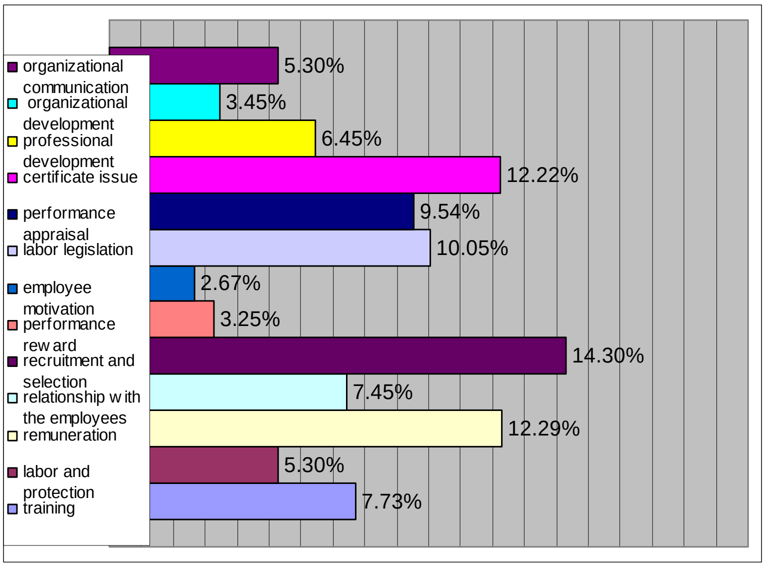


Fig. 5: The role of the HR department from the employee perspective (%)



The aspects connected to organizational strategy and development tend not to be associated to the activity of the HR department. In exchange, employees tend to associate the actual activity of the HR department in their company with recruitment and administrative activities – issue of certificates, remuneration, etc., which implies that for many employees the HR department is still the traditional "Personnel". Very few of the participants at the study associate the activity of the HR department with activities connected to organizational communication, organizational development, employee motivation or performance reward. (Fig.6)

Fig. 6: Typical activities of the HR department – employee perspective (%)



Even if none of the participants at the study said the the HR department is very little if at all useful for the development strategy of an organization, at a functional level, 30% of them think that the HR department in their company is not very important, and 7% think that it is not at all important for their organization. The others give more importance to the role of the HR department in their company. Still, 10% of the employees in the Romanian companies consider that the HR department is not at all important.

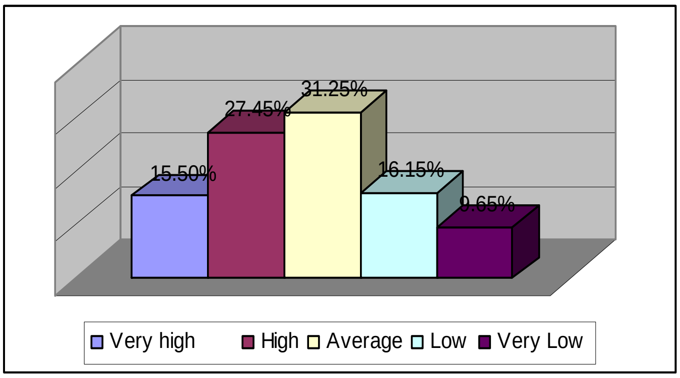
The involvement of top management in the direct relationship with the HR department and with the need for such a department is very clear, as with one exception only, all the top managers surveyed said that the HR department is not less important than other departments in their company.

If the activity of the HR department is considered useful and very useful by the employees, then the HR manager has to rise to their expectations, both professionally and personally.

2. Typical activities of the HR department seen from the employee perspective

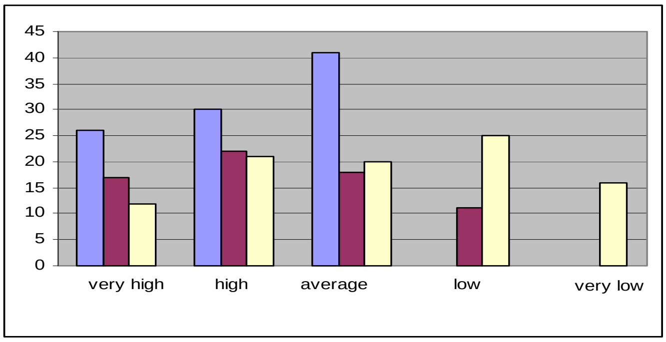
The effect of the HR department activities is felt on the long run at the level of employees, among other indicators, also in the degree of trust that they have in the activity of this department and the staff of the department. It is a relationship that goes both ways, and which should be based on feedback.[4] The employees in the HR department interact with all the other employees, who react by psycho-social behaviors and attitudes. From this perspective, the degree of trust towards the personnel in the HR department is very high and high for 42% and very low and low for 26%. (Fig. 7)

Fig.7: The degree of trust that employees have in the HR department of the company they work for



We cannot define a unique tendency here, so their degree of trust varies according to more indicators. The difference is set at the level of top management, who generally tends to give great importance to the specialists in the HR department. (Fig.8) Another important thing to notice is that no manager, regardless of the managerial level, said that they have little trust in the HR department of the company where they work.

Fig. 8: Employee degree of trust in the HR department, according to their position in the company

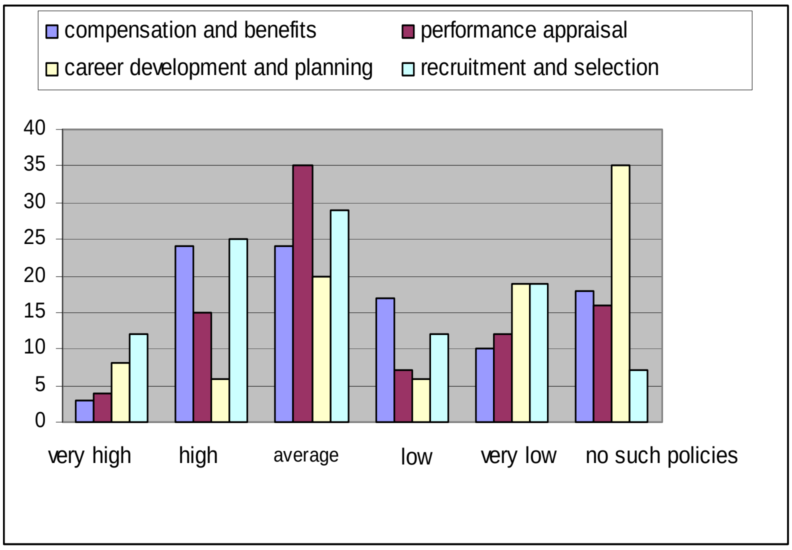


[4] Timothy, C., *European Human Resource Management,* Blackwell Publishers Inc., Cambridge, 1996

In what regards employee satisfaction with respect to the existent HR policies, this tends to be high only for the "entrance" of the employees in the company, that is for recruiting and selection. Satisfaction regarding compensations and benefits, career planning and development is average, low and very low. (Fig.9)

A significant number of employees say that there are no such policies in the company they belong to. This may be real, but it is also possible that the employees are not aware of the existence of such policies.

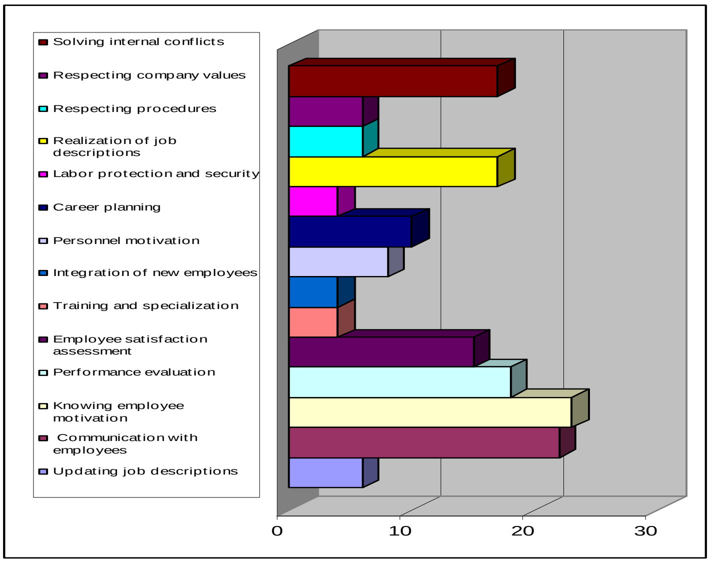
Fig.9: Employee satisfaction regarding HR policies



In recognition of their professional performance, employees tend to prefer benefits to bonuses. At the level of the individual, this has a far higher motivational value and it also corresponds to concrete needs. Usually it is much easier to motivate and set somebody into motion when the reward is correspondent to some real needs. The satisfaction of fulfilling a certain need is much higher than the satisfaction of getting some money and wondering what to do with it.

The results of the study confirm that money is not a stimulus for employee motivation. That is why, the role of the HR department should be, among others, to identify the employee motivational engines. From this point of view, only 13% of the participants at the study consider that the HR department in their company devotes time to finding employee motivational sources. (Fig.10) The main activities of the HR department, as viewed by the employees, are the following:

Fig. 10: Main activities of the HR department, from the employees' perspective



We can notice that from the perspective of the employees, the main activities of the HR department are connected to control and organization, rather than to employee relationships or feedback.

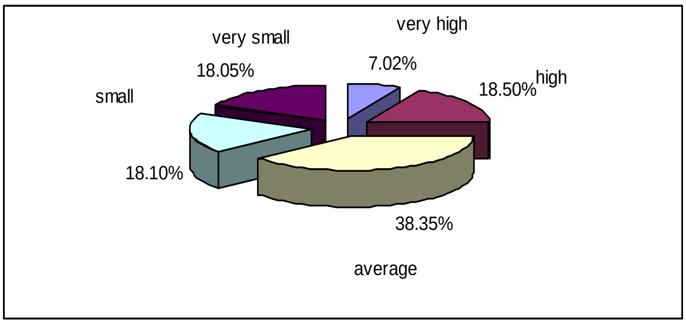
If the HR department regarded its activity as service marketing for its internal clients, the employees, then it should take into account the employees' suggestions for improving their activity and stimulating their involvement. The first suggestion that employees have is for the HR department to get more involved in motivation employees. Here the HR specialists come into the picture, as they should identify what a happy employee means. Other recommendations that employees have are about improving communication with employees and professional counseling. This kind of investments are more difficult to measure, but they are worth on the long run, having great effects on employee effectiveness.

3. The relationship of the HR department employees with the employees in the other departments – trust and interaction

In what regards the collaboration between the employees and the personnel in the HR department, the employees see this as generally positive. The employees who took part in this study think that the attitude of the HR department representatives is generally amiable, benevolent, constructive, positive and relaxed.

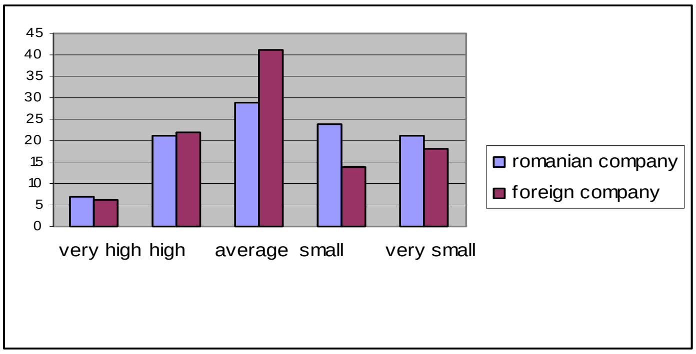
Still, there is a category of employees who think that the attitude of the HR department staff towards the other employees is not very benevolent or constructive. This category of employees considers that the HR department does not meet their needs. Only 25% of the participants at the study think that the HR department is involved in their needs and almost 40% consider that the HR department is little preoccupied by their specific needs.

Fig. 11: Openness of the HR department to employee needs – employee perspective



The lack of involvement in employee needs is felt more by the employees in the Romanian companies than by those in foreign companies (Fig.12)

Fig. 12: Openness of the HR department to employee needs – employee perspective, according to the company they work for



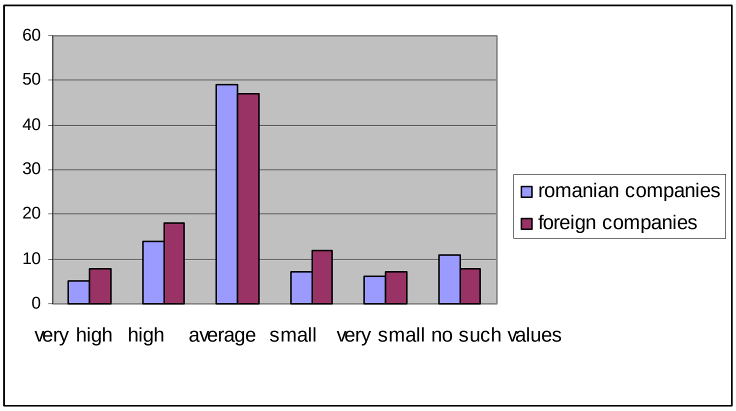
The authenticity of the communication between the HR department personnel and the other employees can also be seen in the degree to which employees respect the declared values of the company they belong to.

Only 18% of them consider that values are respected to a great extent in their company, while 42% think that the degree of value consideration is average. Here the HR department has to be able to facilitate communication, to help assimilate and internalize company values in employees' professional attitudes and behaviors.

The difference that appears here between the Romanian and the foreign companies is that 10% of the employees in the Romanian companies say that there are no declared values in the companies they work for.

Similarly, there is a greater tendency of employees in the foreign companies to appreciate that company values are to a great extent respected by the employees. (Fig.13). Generally, in multinationals, company culture is more pregnant.

Fig. 13: The degree to which employees consider that the values of the company they belong to are respected by the other employees

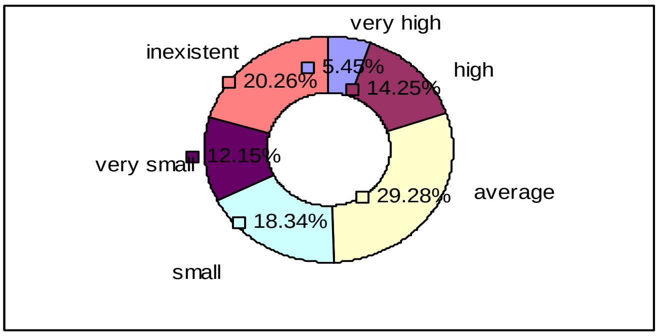


In exchange, the organizational climate is generally perceived as positive and constructive by the employees. The relationships between the employees are characterized as informal, friendly, nice, relaxed, well-meaning, constructive and based on collaboration But in what regards trust and mutual support, employees have a few reservations, which affects the stability of professional relationships.

4. Investment in employees – employee development

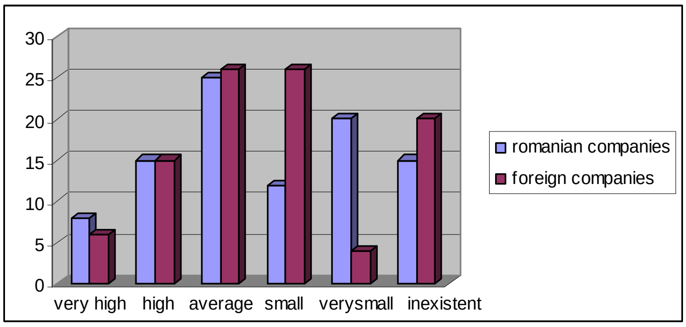
In direct connection with specialists' recommendations for the HR department, which refer to motivating employees and their professional development, there is also the perception of employees towards the identification and utilization of their potential. Only 6% of the employees taking part in the study think that the HR department in their company pay attention to this aspect, and 31% consider that the HR specialists are not really preoccupied with the identification and utilization of employee potential. (Fig.14) What is significant is that 20% of employees think that there is no preoccupation from the HR department for the employee development potential.

Fig. 14: The importance that the HR department gives to the identification and utilization of professional potential – employee perception



From this point of view, correlated also with the answers that HR managers gave (which implied that the HR departments do not give too much importance to career development and employee potential identification), the activity of the HR department should be more oriented toward employee support and development, and it should also be backed by appropriate communication. Surprisingly perhaps, there is a difference of perception between the Romanian and the foreign companies here. (Fig.15)The employees in the foreign companies feel that the HR department is not very interested in their development or in their potential.

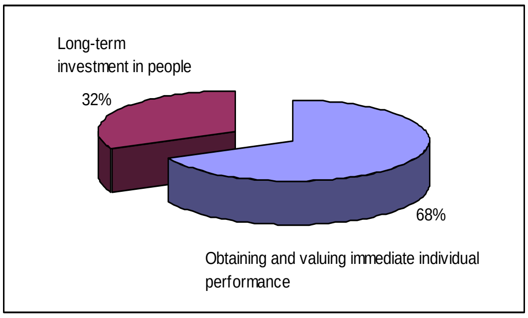
Fig.15: The importance that the HR department gives to the identification and utilization of professional potential – employee perception according to the company



The assumption that the HR department's preoccupation for employee career development is only present at the managerial level is confirmed by the fact that the only ones who think that the HR policy is oriented towards long-term investments in people are those in top management positions. Even those in middle management positions tend to think that obtaining immediate individual performance is much more important for the company than long-term investments in people.

Employee's opinion that the HR department's policy is to obtain and value immediate performance rather than to invest in people on the long run, is in direct connection with the above mentioned. (Fig.16) This aspect is extremely important, since it only envisages short-term objectives and performances, having a direct effect on staff fluctuation and employee loyalty.

Fig. 16: The policy of the HR department – employee perspective



The assumption that the HR department's preoccupation for employee career development is only present at the managerial level is confirmed by the fact that the only ones who think that the HR policy is oriented towards long-term investments in people are those in top management positions. Even those in middle management positions tend to think that obtaining immediate individual performance is much more important for the company than long-term investments in people.

In what regards career development perspectives within the company, 50% of the employees surveyed consider that the most probable thing would be for them to get more responsibilities, which would mean an horizontal development, while 30% consider that there are no internal development possibilities in their company. Only 10% consider that they have chances to promote.

The employees consider that they should be assessed by the HR department firstly on the basis of their professional performance, closely followed by their interest towards the profession[5]. Even if they think that the HR department does not pay enough attention to their development or to the identification of their potential, they think that in their assessment, things like professional development or personal motivations are less important. (Table 1) From this perspective, assessment is naturally followed by reward, which should take into account performance, not personal qualities. Personal motivation and potential are important for development, not for reward.

Table 1: Hierarchy of important aspects in evaluation – employee opinion (ranks)

	Total
Professional performance	1
Professional interest	2
Personal qualities	3
Development potential	4
Personal motivation	5

1 – most important
5 – least important

The employees in middle management positions and those in Romanian companies give more importance to the evaluation of personal qualities than to professional interest. Likewise, even if they hold a middle position in the hierarchy, those in top management and specialists consider that development potential is more important in evaluation than personal qualities. This is easier to understand because specialists want to have the chance to develop, and those in top management evaluate other employees and they pay greater attention to the development of those they directly work with.

[5] Ilie R., *The talent shortage or the way labour market will look in the following years,* www.cariereonline.ro – March 2006.

In what regards HR managers, there is clearly a difference of opinion between them and the employees in what regards employee evaluation. (Table 2)

HR managers think that development potential is very important in evaluation, but employees do not share the same opinion. It is an apparent contradiction, because even if employees think that the HR department should pay more attention to their development potential, they do not want to be evaluated according to this criterion.

Table 2: The hierarchy of important aspects in evaluation – HR managers' opinion versus employees' opinion (ranking)

	HRM	Employees
Professional performance	1	1
Development potential	2	4
Professional interest	3	2
Personal qualities	4	3

There are different theories regarding employee motivation, each of them promoting a different aspect. Even if the tendency is towards individual motivation, taking into consideration the needs of each employee, on the whole, the participants at the study think that financial reward is the most efficient form of reward in a company (55,66%), followed by the supplementary benefits (28,30%). If it is not materialized, the moral reward is less appreciated by the employees as an efficient form of motivation. Still, those in top management positions think that moral reward is more efficient than financial reward or supplementary benefits. If performed in an organized environment and through a coherent and transparent system, moral reward may be an effective way to motivate the employees.

CONCLUSIONS

From the perspective of the employees, in the Human Resources Department of companies which activate in Romanian Tourism and Hospitality Industry, the main preoccupation of the HR department is rather towards activities of control and organization than towards aspects related to relations and feedback from the employees. If the HR department regarded its activity as a service marketing for its internal clients, then it should take into account the employees' suggestions in order to improve their activity and to involve the employees more. The first suggestion is for the HR department to get more involved in the employees' activity.

The profile of a HR manager, as viewed by the employees, includes the following qualities: diplomacy, openness towards people, decision capacity, communicability, openness to the new, strategic thinking, leadership, organization and orientation towards performance.

The employees say that they most frequently resort to the services of the HR department for administrative problems – certificate issue or others. Most employees never went to the HR department for communication problems with colleagues or superiors, conflicts, counseling or professional development requests. We deal here with a problem of trust and confidence between the employees and the personnel in the HR department.

Almost half of the employees have great trust in the people working in the HR department, whereas for the other half opinions differ.

The employees surveyed definitely prefer the salary packs with included benefits. Because their needs are different, the preference is towards a flexible system of benefits, according to the needs of each employee. This is a tendency that employees should take into account from now on as well, especially when creating compensations and benefits systems for the employees. Employees prefer benefits even instead of extra-money, when they are rewarded for their professional performance. At the individual level, this is far more motivating because it meets actual needs that employees have and the direct effect is employee mobilization.

Almost all the employees share the opinion that the HR department's policy is to immediately obtain and value individual performance, not to invest in employees on the long run. This is extremely significant because it has in view immediate and short-term performances, which directly affects personnel fluctuation and employee loyalty.

REFERENCES

Popescu A., N. Coord., "The Human Resources Department - element of equilibrium or stimulating factor?", 2006, www.hr.romania.ro.

Amaxinoaie I., *The Romanian Human Resources Market – Overview* - www.cariereonline.ro, February 2007.

Timothy, C., *European Human Resource Management,* Blackwell Publishers Inc., Cambridge, 1996

Ilie R., *The talent shortage or the way labour market will look in the following years,* www.cariereonline.ro – March 2006.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 658.011.4:640.4](497.5)
Preliminary communication
Received: 18.02.2008

COMPANY COMPETITIVENESS AND COMPETITIVE ADVANTAGES IN TOURISM AND HOSPITALITY*

Vinka Cetinski
Ines Milohnic
University of Rijeka, Croatia[1]

Abstract: Connection between competitive strategies and competitive advantages is described in details in this paper. Model of the research is located on the company level in tourism and hospitality. Applicative basis of the paper is founded on the Diamond of Competitiveness (Case Study) usage and is based on the qualitative research of small entrepreneurship in tourism and hospitality.
The fact that every strategy is based on creating and sustaining competitive advantages implies that the principal task of company management is shaping company's competitive advantages. Management uses its knowledge, controls available resources and manages business processes and events of a company in tourism and hospitality.

Key words: management strategies, competitiveness, competitive advantages, company in tourism and hospitality.

* This article is the result of the scientific project *"Quality Models and Public – Private Sector Partnerships in Croatian Tourism"* (project no.116-1162459-2456), supported by Croatian Ministry of Science Education and Sports.

[1] **Vinka Cetinski**, Ph.D., Associate Professor, **Ines Milohnic**, Ph.D., Assistant Professor, Faculty of Tourism and Hospitality Management, University of Rijeka, Croatia.

INTRODUCTION

Company business takes place in a more and more unsafe surroundings. Companies are faced with sudden, unexpected and unpredictable changes on an everyday basis.

Management is faced with tasks and challenges which are becoming more and more complex. Need for gaining the best, i.e. obtaining better business results than the competitors.

This is how competitiveness becomes key question. Being competitive is not a matter of successes today, but a question of survival. While doing so, companies are expected to be flexible, innovative and to continuously improve their business.

Competitiveness of a company is a function with at least two sets of variables. On one hand, these are the favourable national, local and industrial conditions under which the company evolves. In fact, everything we call uncontrolled variables. On the other hand, competitiveness is a result of conscious efforts of company's key people, often even several generations to obtain results better than the direct competitors.

Competitive advantages of a company are obtained through having or creating certain specialities, which are wanted and accepted by the guests. It is that very speciality which differs a certain company from its competitors. Competitive advantages of a company can arise from the surrounding, but also from the company itself. Company which has competitive advantages has a task of creating added (greater) value according to the guests' expectations.

Qualitative indicator as the applicative basis of the paper has been gathered using the Diamond of competitiveness.

1. PARADIGMS OF COMPETITIVE ADVANTAGES

In the 80's, dominant paradigm when considering competitive advantages was the "five competitive forces" approach, directly derived from the *S-C-P (Structure – Conduct – Performance)*[2], sector organisation paradigm.

Model is based on the thesis that long-term sector profitability, as well as the company inside a sector, depends on the influence of the following five competitive forces:

1. strength of the competition within the sector;
2. existence of companies which are ready to enter a market if the profitability of the sector is large enough;
3. buyers shift to substitution products;

[2] Porter, M.E.; *How Competitive Forces Shape Strategy*; Harvard Business Rewiew, Vol. 57. , March/April, 1979, p. 137-145

4. negotiation power of the company;
5. negotiation power of the suppliers.

"*The resource – based View of the Firm*[3] emerges in the 90's. Creation of competitive advantages is connected to the resources a company. Main characteristics of obtaining competitive advantages are connected to key competences and company assets, and the mechanism of protection from competitors' imitation.

Newer approaches try to shape a theory based on the competences: *Theory of Competence – Based Competition* which has its source in the concept of ***Distinctive Competencies***. This new approach starts from an assumption that if a company want to survive the extremely turbulent surrounding, it has to determine and single out those business areas where it can accomplish the best results and then, this will be the basis for the overall businesses.

Hamel and *Prahalad*[4] stress that a company must have ***Core Competencies*** as a basis of a long-term success. It implies that the company needs to tie its success to its inner potentials and strengths, not only to mere opportunities usage in the existing services and markets.

Competences are distinguished from core competences by the fact that they do not produce superior performance and by the fact that they are not distinctive when compared to the competences possessed by other companies in the industry. On the other hand, competences are essential for survival in a particular line of business. Competences also have the potential to be developed into core competences.

Core competences are distinguished from competences in several ways:[5]

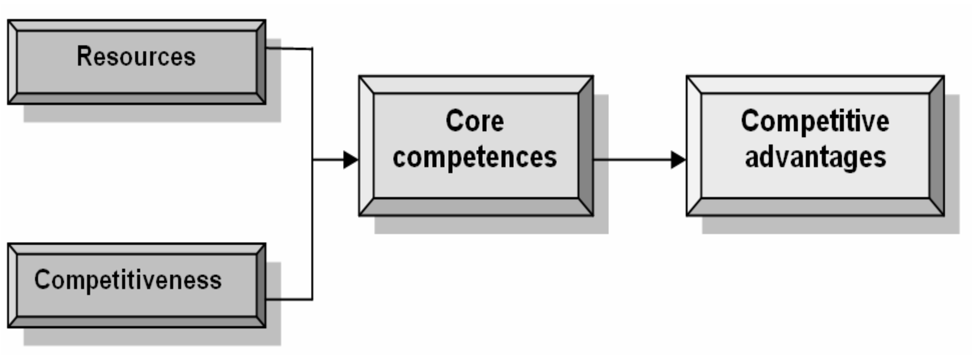
- they are only possessed by those companies whose performance is superior to the industry average;
- they are unique to the company;
- they are more complex;
- they are difficult to emulate (copy);
- they relate to fulfilling customer needs;
- they add greater value than 'general' competences;
- they are often based on distinctive relationships with customers, distributors suppliers;
- they are based upon superior organizational skills and knowledge.

[3] Tipuric, D; *Konkurentska sposobnost poduzeca*, Snergija, Zagreb, 1999, p. 4-7
[4] Prahalad, C.K., Hamel, G.; *The Core Competence of the Organization*; Harvard Business Rewiew, September/October, 1990., p. 105-111
[5] Evans, N., Campbell, D., Stonehouse,G.; *Strategic Management for travel and Tourism*; Butterworth-Heinemann, Oxford, 2003, p. 56-58

Core competence arises from the unique and distinctive way that the organization builds, develops, integrates and deploys its resources and competences. An existing core competence can be evaluated for:

- Customer focus - does it adequately focus on customer needs?
- Uniqueness - can it be imitated by competitors as if so, how easily?
- Flexibility - can it be easily adapted if market or industry conditions change?
- Contribution to value - to what extent does it add value to the product or service?
- Sustainability - how long can its superiority be sustained over time?

Picture no. 1: The links between resources, competences and competitive advantage



Source: Evans, N.; Campbell, D., Stonehouse, G.; Strategic Management for travel and Tourism, Butterworth-Heinemann, Oxford, 2003, p.50.

Kay[6] presented a slightly different explanation arguing that competitive advantage is based upon what he termed distinctive capability:

– Architecture
– Reputation
– Strategic assets
– Innovation.

[6] Kay, J.; *Foundations of Corporate Success*; Oxford University Press, Oxford, 1993, p. 50

In general, a conclusion could be made: there are two elementary 'schools' of competitive positioning of a company:

- School of competitive positioning is mainly based on the work of professor Michaela Porter from Harvard business school (1980, 1985, 1990) and stresses the importance of company's positioning compared to competitive surrounding or sector

- Resource or competitive school ***(Prahalad i Hamel, 1990.*** [7]***; Heene i Sanchez, 1997.*** [8]***)*** on the other hand, represents the opinion that the business competences (possibilities) themselves and their special ways of organizing their activities which determine the possibilities of outplaying the competition

Both of the schools have their advantages and they both give explanations of competitive advantages' key concepts as the overall strategy aim. Basically, a job is in competitive advantage if it has larger income than the competitors. Larger profit enables reinvesting in strategy more confirming its position above the competitors.

When the superiority is maintained through a longer period, competitive advantage is shaped in such a way that it can only be lost if management does not succeed in reinvesting the superior profit in a way that the competitive advantage cannot be maintained.

No matter the amount of the average profit, some organizations are more successful that the other. This also applies to hospitality, as well as any other sector. It is obvious that that the superiors have something special, which the weaker ones do not have and this enables them to outplay their competitors.

2. COMPETITIVE STRATEGIES OF THE COMPANY

Point of the strategy as a choice of obtaining competitive advantages is in finding alternative strategies which will affirm the company on a certain market. Competitive behaviour is mostly focused on the previous experiences of the company, while strategic business behaviour is in its core focused on changes and adaptation, i.e. increased risk.

Strategies of competitiveness study the basis on which one unit of strategic business can obtain the competitive advantages on a chosen market or markets.

[7] Prahalad, C.K., Hamel, G.; *The Core Competence of the Organization*; Harvard Business Review, Sept./Oct., 1990, p. 70-79
[8] Hene, A., Sanchez, R.; *Competence based Strategic Management*; John Wiley-London, 1997, p. 46

Table no 1: List of operational efficiency related measures

Stage 1 Pre 1960's		
Budgetary control stage	Long range planning	
Stage 2 Early techniques (1969-1970's)		
Decision trees, Scenario planning, Product diversification	Theory «X» and «Y» Brainstorming	Management by Objectives (MBO) Zero based budgeting
Stage 3 The 1980's (Organisational positioning)		
Empowerment Corporate culture Portfolio planning model Quality circles	Just in time Management my walking around Value chain	Porters 5 forces Decentralisation Strategic business Units
Stage 4 The early 1990's (Maximising Internal Strengths)		
Core competencies Quality management Portfolio planning model quality Circles	Management of change and innovation Value added partnership	Benchmarking Value constellations
Stage 5 The late 1990's (Cost cutting measures)		
Delayering/downsizing/ rightsizing	Business Process Reengineering (BPR)	«lean production»
Stage 6 after 2000 (Adaptation towards consumer/ guest)		
Experience	Emotion	Event

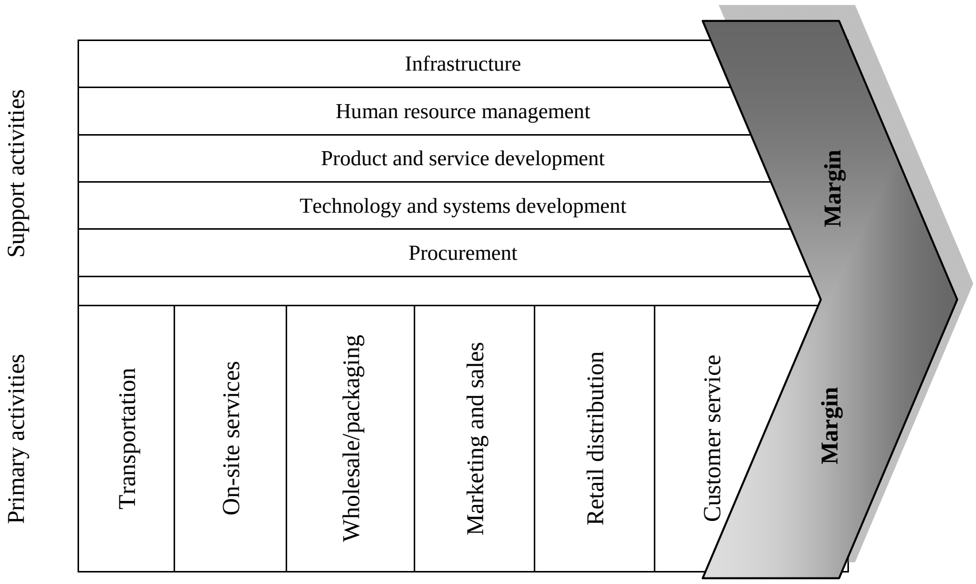
Source: adapted from: O´Regan, N., Ghobadian, A., Liu, J., *Enhancing Competitive Advantage in SME;* 28th European Small Business Seminar, Creating Jobs, New Demand on SME & Their Support Partners, Proceedings Volume 2., Vienna, Austria, September 1998., p. 560

Creating competitive advantage directly depends on the way the company runs its *value chain*, compared to value chains of their competitors.

Value Chain is a methodical way of examining all company activities and the shapes of their interaction with the aim of analysing the source of competitive advantages.[9]

[9] Tipuric, D i ostali; ***Konkurentska sposobnost poduzeca***, Sinergija, Zagreb, 1999., p. 11.

Picture no. 2: The Value Chain



Source: adapted from: Poon, A.; ***Tourism, Technology and Competitive Strategy***; Wallingford: CABI, 1993, p. 57

Value chain shows total value which is made by the company. This chain consists of primary and support activities included in value adding process and margin.

The service profit chain establishes links between profitability, customer loyalty and employee satisfaction, loyalty and productivity.

The links in the chain according to ***Heskett*** are as follows:[10]

- Profit and growth are stimulated primarily by customer loyalty.
- Customer loyalty is a direct result of customer satisfaction.
- Customer satisfaction is largely influenced by the value of services provided to customers.
- Value is created by satisfied, loyal, and productive employees.
- Employee satisfaction results primarily from high quality support services and policies that enable employees to deliver results to customers.

[10] Heskett, J.L., Sasser, W.E., Schlesinger, L.A., ***The Service Profit Chain***; Simon & Schuster, New York, 1997., p.143.

Competitive advantages of a company are derived from all business activities of the value chain in a company.

Poon's framework

Poon developed a rather different approach which takes into account the realities of the industry. The key realities identified were:

1. The service orientation of the industry and its need to focus on the quality of service delivery which in turn is inextricably linked with the development of human resources.
2. The increasing sophistication of travel and leisure consumers.
3. The industry-wide diffusion of information technology.
4. The radical transformation of the industry, which requires continuous innovation to ensure competitive success, is achieved.

In order successfully to respond to these industry realities Poon postulates that travel and tourism organizations need to apply four principles in developing their competitive strategies:

1. Put customers first.
2. Be a leader in quality.
3. Develop radical innovations.
4. Strengthen the organization's strategic position within the industry's value chain.

Porter's generic strategy

Porter argues that an organization must make two key decisions on its strategy:

1. Should the strategy be one of differentiation or cost leadership?
2. Should the scope of the strategy be broad or narrow?

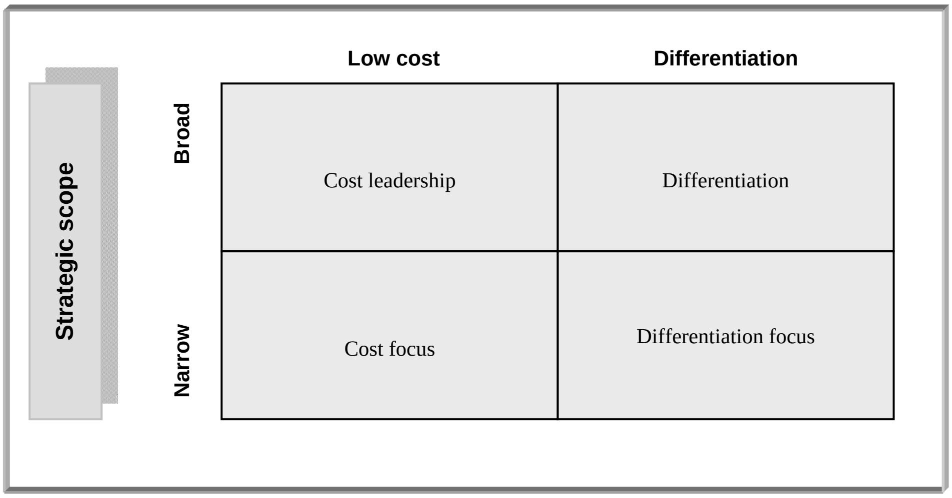
Generic strategies model is based on two values:[11]

1. ***Market width,*** depending on the fact if the company wants to gain control of the whole market or only a segment of the market (special tourist segment, different geographical areas which the tourists come from etc.)

2. ***Relative competitive advantages***, which shows the ways of controlling the market (by special tourist programs or low expenses)

[11] Cerovic, Z; ***Hotelski menadzment***, Fakultet za turisticki i hotelski menadzment u Opatiji, Opatija, 2003. p. 280.

Picture no. 3: The generic strategy framework



Source: Evans, N., Campbell, D., Stonehouse, G.; ***Strategic Management for travel and Tourism***; Butterworth-Heinemann, Oxford, 2003, p. 211

Porter's generic strategy framework comprises of three main alternatives: differentiation, cost leadership and focus.

Differentiation strategy

This strategy stresses the competition with the help of special characteristics of tourism programs in the overall market. These new tourist programs shape special characteristics of a company, by which the company will be recognized in the overall market. To obtain the set goal, it is necessary to have certain advantages in explorative-developmental, technological, innovative field, field of marketing and quality, which would ensure continuous development of differentiate programs.

To develop a special program which would be competitive, management of the company has to state the needs and desires of the guests, taking into account the existing offer in the market.

Exploring the market plays an important role when introducing new programs which also implicates large cost increase. Successful implementation of differentiation enables hospitality company to maintain high prices of differentiated tourist programs, and at the same time, gaining profit.

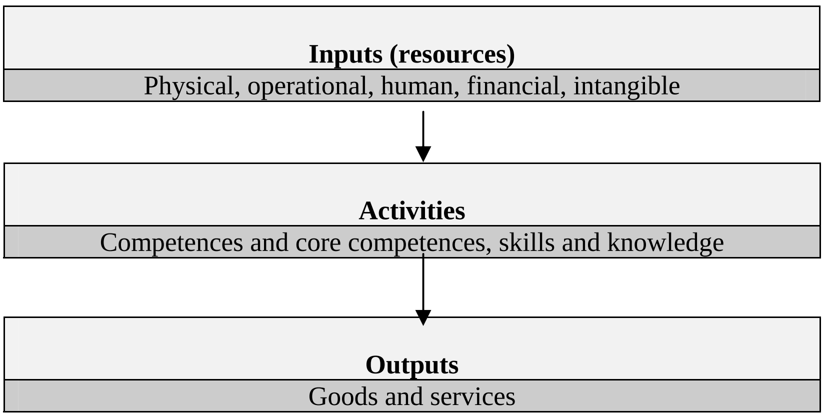
- *Cost leadership strategy*

When considering cost leadership strategy, stress is put on the competition with the help of low cost on the overall market. Suitability of this strategy is largest on the market which has been marked by the largest number of tourists sensitive to price changes. That is how even with lower cost of hospitality services, higher competitive position in the market can be obtained.

Obtaining the lowest possible cost, company uses the following methods and techniques:

- *TPC –Traditional Product Costing* follows direct cost and indirect by the cost places
- *PBC – Process Based Costing* follows cost according to service creation process flow, by phases
- *ABC – Activity Based Costing*, follows cost of each individual activity as a basis for influencing those activities which can cut their costs
- *Value Added Method*, divides all activities on those which add and those which do not add new values. In that way it is possible to eliminate those activities which do not take part in creating value added
- *Target Costing*, states cost on competitive level, thereafter all the company activities endeavour to reduce the level of the targeted cost

Picture no. 4: A simplified schematic of the value adding process



Source: Evans, N., Campbell, D., Stonehouse, G.; ***Strategic Management for travel and Tourism***; Butterworth-Heinemann, Oxford, 2003, p. 62

- *Focus strategy*

A focus strategy is aimed at a segment of the market for a product rather than at the whole market, therefore, it is also referred to as strategy of selective offer on selective markets. Focus strategy is aimed at two segments:

Satisfying the needs of a certain market segment meets specific needs of the narrow group of tourists, those which large competitors are not ready to please. Most often these are specific, unique services of high quality which demand extremely high flexibility, proficiency, innovations and speciality. Prices of these services are extremely high and the service which is provided is characterized by quality and uniqueness.

Lower cost than the competitors emerges as a result of the hospitality companies' specificity. Most often these are small hospitality companies (small family hotels, pensions, rural tourism etc.). Porter diamond's analysis, i.e. Diamond of competitiveness is explained on the model of small entrepreneurship in tourism and hospitality.

3. CASE STUDY: PORTER'S DIAMOND ANALYSIS OF SMALL ENTREPRENEURSHIP IN TOURISM AND HOSPITALITY

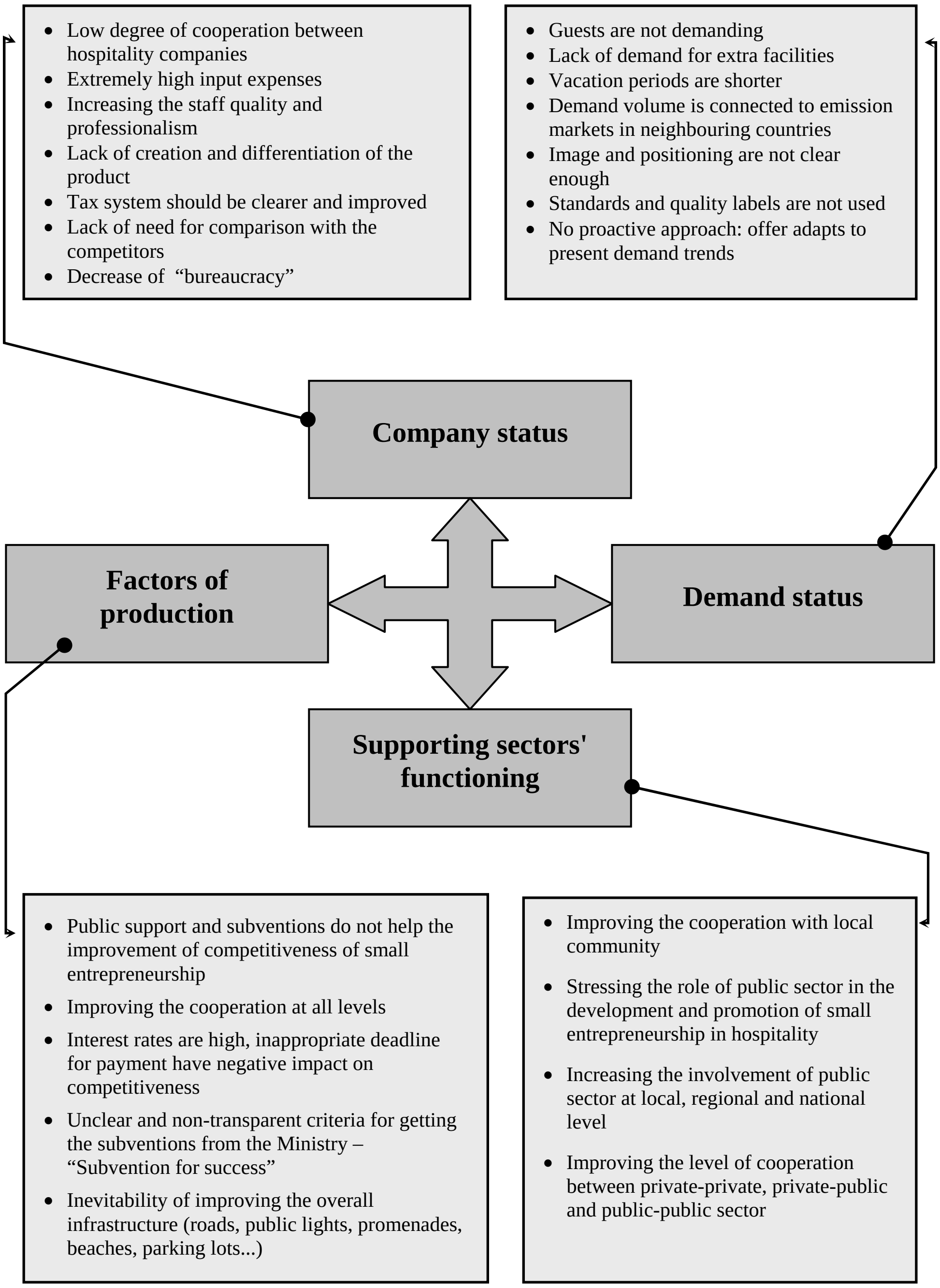
Competitive advantage is necessary and useful, but in the same time inadequate to ensure the success in a long run. Small business subjects need to educate themselves, raise the quality of their products and services, perfect their knowledge and using technologies, as well as the ways they offer and promote their services.

Experience has shown that specific areas (state, tourism destinations, companies) using the Diamond of competitiveness, have more efficiently given optimal conditions: companies, demand, production factors and public sector.

Diamond of competitiveness tries to state the elements of the system which help pleasing the guest, in a way that it grades the state on four main components. Following picture clearly shows main weaknesses which directly influence the decrease the competitiveness of this sector. In that way, it is possible to state the direction of the effort of raising the competitiveness of the tourist market on a higher level.

Competitiveness understands the appropriate *Diamond of competitiveness*, i.e. the atmosphere which stimulates the process of innovations and quality improvement, high operational effectiveness in creating competitive activities and high level of productivity in usage of resources.

Picture no. 5. Diamond of competitiveness evaluation



Source: Milohnic, I.; *Menadzment konkurentskih prednosti malog poduzetnistva u ugostiteljstvu*; (doctoral thesis), Faculty of Tourism and Hospitality Management, Opatija, 2006, p. 207

1. *State of the company*, considering mutual coordination, cooperation, merging, legal standing points, tax system etc.

2. *State of the factors of production* represents the second component of the *Diamond of competitiveness*, and it is connected to resource basis and attractions, staff quality, infrastructure, financial and other resources.

3. *State of demand*, as the third component which is being estimated is connected to motivation, needs and guests' expectations, as well as the degree of the guests' pleasure with the services provided and products, considering the facilities, attractions and experience.

4. *Supporting factors functioning* is connected to functioning of private and public sector, distributors and all stakeholders with the mutual aim: clear and successful development

Qualitative indicator as the applicative basis of the paper has been gathered using the Diamond of competitiveness *is* shown in the Picture no.5, where the most important weaknesses have been stressed and they should be taken into account in improving the overall competitiveness.

Diamond of competitiveness is marked with certain downsides when considering extra facilities, activities and experiences which can be experienced in this segment. Attention should be focused on improving the target market focus and practice, and extra facilities, and among other, creating new experiences and stories.

Taking everything into account, there is a low degree of cooperation and communication between public and private sector. Different interests, directions of development and inadequate cooperation between the key subjects with local and regional authorities, have a negative impact on the overall competitiveness when considering public services and private offer.

CONCLUDING REMARKS

Significance of competitiveness in tourism and hospitality can be seen first of all in the *challenges* which are characteristic for this sector, and are connected to continuous improvements and innovations with the basic aims of guests' satisfaction. It implies creating value added – new product or service to ensure more competitive market position, i.e. gaining new profits.

Competitive advantages emerge as an answer to the basic question: How to improve its position in relation to competitors in the future? Achieving this is the easiest for those companies which have strengths and capacities for quick transformation of particular products' production or, services.

Fast adaptation to the need for change and adaptation to consumers' demand are core advantage of small economy subjects. It is the flexibility, creativity and dynamics which create the basis for competitive advantages of small hospitality companies.

Overall picture of the present situation points to the need of offering value added, investing extra efforts in repositioning small entrepreneurship in hospitality with implementing value added to create new market position. Increasing the competitiveness of companies in tourism and hospitality should be carried out at all levels, according to the existing programs of European Union.

REFERENCES

Cerovic, Z; *Hotelski menadzment*; Fakultet za turisticki i hotelski menadzment u Opatiji, Opatija, 2003

Cetinski, V; Stratesko upravljanje razvojem turizma i organizacijska dinamika, Fakultet za turisticki i hotelski menadzment u Opatiji, Opatija, 2005

Evans, N., Campbell, D., Stonehouse, G.; *Strategic Management for travel and Tourism*,; Butterworth-Heinemann, Oxford, 2003, p. 185

Hene, A., Sanchez, R.; *Competence based Strategic Management*; John Wiley-London, 1997, p. 46

Heskett, J.L., Sasser, W.E., Schlesinger, L.A.; *The Service Profit Chain*; Simon & Schuster, New York, 1997, p.143

Kay, J.; *Foundations of Corporate Success*; Oxford University Press, Oxford, 1993, p. 50

Milohnic, I.; *Menadzment konkurentskih prednosti malog poduzetnistva u ugostiteljstvu*; Fakultet za turisticki i hotelski menadzment u Opatiji (doktorska disertacija), Opatija, 2006

O´Regan, N.; Ghobadian, A., Liu, J.; *Enhancing Competitive Advantage in SME;* 28th European Small Business Seminar, Creating Jobs, New Demand on SME & Their Support Partners, Proceedings Volume 2., Vienna Austria, September 1998, p. 560

Poon, A.; *Tourism, Tehnology and Competitive Strategy*; Wallingford: CABI, 1993

Porter, M.E.; *How Competitive Forces Shape Strategy*; Harvard Business Rewiew, Vol.57 , March/April, 1979, p. 137-145

Prahalad, C.K., Hamel, G.; *The Core Competence of the Organization*; Harvard Business Rewiew, September/October, 1990, p. 105-111

Tipuric, D.; *Konkurentnska sposobnost poduzeca*; Sinergija, Zagreb, 1999, p. 2.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 640.4:316.77](560)
Preliminary communication
Received: 04.03.2008

ORGANIZATIONAL SILENCE: A SURVEY ON EMPLOYEES WORKING IN A CHAIN HOTEL

Rüya Ehtiyar
Melek Yanardağ
Akdeniz University, Antalya, Turkey[1]

Abstract: The purpose of this study is to research reasons of silence in organizations, its effects, results and applications which can minimize or remove silence by explaining silence concept. Other purpose is to measure attitudes of managers and employees towards silence climate in organizations. In this sense, Questionnaires were applied a chain hotel company which has 3 hotels in Antalya, 278 questionnaires were delivered and 135 of them were taken. Questionnaire data was analyzed, and according to the results, some implications were proposed.

Key words: Silence, organization, employees.

INTRODUCTION

Silence is associated with many virtues: modesty, respect for others, prudence, decorum. People silence themselves to avoid embarrassment, confrontation and other perceived dangers. There is an old saying that sums up his virtues of silence: "Better to be quiet and thought a fool than to talk and be known as one". The social virtues of silence are reinforced by survival instincts. Many organizations send the message –

[1] **Rüya Ehtiyar**, Ph.D., Associate Professor, School of Tourism and Hotel Management, Antalya, Turkey, **Melek Yanardağ**, Master's Student, Akdeniz Unnıversity, Social Science Institute, School of Tourism and Hotel Management, Antalya, Turkey.

verbally or nonverbally- that falling into line is the safest way to hold on to jobs and careers. The need for quiet submission exaggerated by today's difficulty economy, where millions of people have lost their jobs and many more worry that they might (Perlow, Williams, 2003: 3).

In a changing world, organizations need for employees who express their ideas and break the silence culture. Also, employees choose organizations which they can express themselves. Because, both employees and managers have high motivation and high performance in a place that silence doesn't exist. This matter is more important for tourism industry because of its labor intensive structure.

SILENCE CONCEPT AND ORGANIZATIONAL SILENCE

Silence often starts when someone chooses not to confront a difference. Given the dissimilarities in temperaments, backgrounds and experiences, it is inevitable that people has different opinions and beliefs. Most of people recognize the value of such variety: Who really wants to go into a brainstorming session with people who all have the same views and ideas? Not surprisingly, most people decide that it's easier to cover up their differences than to try to discuss them. (Perlow, Williams, 2003: 4).

Organizational silence refers to a collective-level phenomenon of saying or doing very little in response to significant problems that face an organization. (Henriksen, Dayton,2006:1539) Employees are regarded as major sources of change, creativity, learning, and innovation, which are factors critical to the success of organizations. However, many employees choose not to voice their opinions and concerns about matters in their organizations. Morrison and Milliken (2000) proposed that when most members of an organization choose to keep silent about organizational matters, silence becomes a collective behavior, which is referred to as organizational silence. Organizational silence can have detrimental effects on decision-making and processes of change by blocking alternative views, negative feedback, and accurate information (Huang, Van de Vliert, Van der Vegt, 2005:1740)

Organizational silence may take various forms, such as collective silence in meetings, low levels of participation in suggestion schemes, low levels of collective voice, and so forth. In the current study, it is focused on only one aspect of silence, the withholding of opinions. This organizational-level silence differs from individual-level silence, employee voice, issue-selling, and whistle-blowing in two ways. First, research on organizational silence focuses on the overall levels of silence in organizations as a collective voice. Second, the primary interest of research on organizational silence is to identify the environmental forces that compel most members in an organization to remain silent.

Although the phenomenon of organizational silence is quite dominant in organizations, may be because of its frequency and intensity, there is little empirical evidence in the literature aiming at defining it, analyzing it and coping with it. Morrison and Milliken (2000) introduced the concept and presented a model identifying its main components and indicating that organizational silence is a social constructed phenomenon, which is created in an organizational level and affected by many organizational characteristics. These organizational characteristics, such as decision-making processes, management processes, or culture, define silence behavior of each employee according to how he/she perceives it. (Vakola, Bouradas, 2005:441)

There are six specific behaviors based on three employee motives (Dyne, Ang, Botero, 2003:1359).

- **"Acquiescent Silence"**; It is defined as withholding relevant ideas, information, or opinions, based on resignation. Thus, Acquiescent Silence suggests disengaged behavior that is more passive than active. For example, an employee could withhold his/her ideas for change based on the belief that speaking up is pointless and unlikely to make a difference. In these examples, silence is a result of fundamental resignation. When employees believe they don't make a difference, they disengage and are not likely to contribute ideas or suggestions proactively. Acquiescent Silence could also include intentionally passive behavior and withholding information based on a feeling of resignation and the sense that meaningful changes are beyond the capabilities of the group.

"Acquiescent Voice" is the verbal expression of work-related ideas, information, or opinions – based on feelings of resignation. Acquiescent Voice is disengaged behavior that is based on feeling unable to make a difference. Thus it results in expressions of agreement and support based on low self-efficacy to affect any meaningful change.

- **"Defensive Silence"** is intentional and proactive behavior that is intended to protect the self from external threats. Defensive Silence is more proactive, involving awareness and consideration of alternatives, followed by a conscious decision to withhold ideas, information, and opinions as the best personal strategy at the moment. This includes withholding information based on fear that expression of ideas is personally risky. This self-protection motive might be based on fear of being held responsible for the problem. Similarly, Defensive Silence could include hiding personal mistakes as a form of self-protection.

"Defensive Voice" is defined as expressing work-related ideas, information or opinions– based on fear – with the goal of protecting the self. For example, an employee could emphasize positive features of a product and divert attention away from problems so that customers are unaware of flaws in the person's work. An employee could proactively communicate an unrealistic delivery date for a rush shipment, knowing that other areas would be held responsible for the late delivery. Finally, Defensive Voice also includes situations where employees emphasize explanations, accounts or excuses that take credit for accomplishments and blame others for problems with the work.

- "**ProSocial Silence"** is withholding work-related ideas, information, or opinions with the goal of benefiting other people or the organization – based on altruism or cooperative motives. An employee could have an opinion about an impending corporate decision and not be in a position to discuss this opinion with others. In this example, the employee proactively and intentionally must decide not to reveal specific ideas, information, or opinions, based on concern for the organization and with the motive of benefiting the organization.

“***Prosocial Voice*** is expressing work-related ideas, information, or opinions based on cooperative motives. It also includes creative suggestion of alternatives and ideas for change, such as when the group encounters problems with a project. These proactive expressions of voice are other-oriented and not intended primarily to benefit the self. Thus they are cooperative in orientation.

DEVELOPMENT OF ORGANIZATIONAL SILENCE

There are many factors that initiate and develop silence in organizations. These factors can be shown in Figure 1.

Fundamentally, we believe that organizational silence owes its origins to two major factors. The first is top managers’ fear of receiving negative feedback, especially from subordinates. People often feel threatened by negative feedback, and as a result, try to avoid it. As well, when they do receive negative feedback, they often try to ignore the message, dismiss it as inaccurate, or attack the credibility of the source. Because managers may feel a particularly strong need to avoid embarrassment, and feelings of vulnerability or incompetence, they may tend to avoid information that suggests weakness or errors, or that challenges current courses of action. And it has been shown that when negative feedback comes from below rather than from above – from subordinates rather than bosses – it is seen as less accurate and legitimate, and as more threatening to one’s power and credibility. Thus, a fear of, or resistance to, “bad news” or negative feedback can set into motion a set of organizational structures and practices that impede the upward communication of information. (http://www.stern.nyu.edu, Access Date: 23.02.2007).

Also, employee who is afraid of his manager chooses to remain silent or speak less instead of direct communication. Then, natural communication atmosphere will take unrealized or incomplete formal communication place. And finally, there will be unnecessary or inaccurate information flow to irrelevant people. (Sabuncuoglu, 1991: 172).

Another important factor that we believe lies at the root of organizational silence is a set of beliefs that managers often implicitly hold about employees and about the nature of management. One such belief is that employees are self-interested and untrustworthy. This paradigm reminiscent of what McGregor calls "Theory X," takes as a starting assumption that individuals are self-interested and act in ways to maximize their individual utilities. In this paradigm employees are also viewed as effort averse and it is argued that they cannot be trusted to act in the best interests of the organization without some form of incentive or sanction (Morrison, Milliken, 2000:725). Other belief is that top management knows best about most issues of organizational importance. A third unstated belief that we regard as a factor in creating a climate conducive to widespread silence is the belief that unity, agreement, and consensus are signs of organizational health, whereas disagreement and dissent should be avoided.

These managerial fears and beliefs can contribute to silence in many ways. If the unstated belief among top management is that employees are opportunistic and not knowledgeable about what's best for the organization, then they will tend to exclude them from decision-making processes and not solicit much employee feedback. (http://www.stern.nyu.edu, Access Date: 23.02.2007). Upward communication is balance of vertical communication. This balance can actualize when managers open their doors to employees by giving communication opportunity. Managers who has "I know best" syndrome frustrate actualization of this balance by closing communication channels. On the other hand, the perfect way for loyalty of employee to organization is respecting, esteeming on employees' ideas. (Sabuncuoglu, 1991: 172).

Managers tend to enact their implicit beliefs and fear of feedback in their day-to-day behavior toward employees. For example, if employees were to express concerns about a proposed organizational change, management would be apt to assume that the employees were resisting the change because it was personally threatening to them or because they did not understand it —not because they were truly concerned that the change might be bad for the organization. Management may also convey, consciously or unconsciously, annoyance or even hostility toward messengers of unwanted news. When managers do seek feedback, they will tend to approach those who are likely to share their perspective and who are, thus, unlikely to provide negative feedback. (Morrison, Milliken, 2000:725).

These practices and behaviors not only inhibit upward information flow, but they actually create a "self-fulfilling prophesy." If an organization's top-level managers believe that employees are self-interested and untrustworthy, they're likely to act in ways that implicitly and explicitly discourage upward communication. Well-meaning employees, who feel shut out of decision making processes and unable to express their views, may respond by becoming less committed to the organization and less trusting. Managers' pessimistic beliefs can thereby become reality. (http://www.stern.nyu.edu, Access Date: 23.02.2007).

Although silence-fostering beliefs are not prevalent in all organizations, the works of several scholars suggest that they exist to some extent in most organizations. Several factors may affect the degree to which such beliefs are held, and the likelihood that conditions will be ripe for organizational silence. Silence-fostering beliefs may be more likely to become entrenched when the composition of the top management team is stable over time. The longer top managers have been together, the more deeply-held their shared assumptions will tend to be and the less likely they will be to question those assumptions.

The similarity or dissimilarity of the demographic profile of the top management team in comparison to that of employees lower in the organizational hierarchy may also influence the prevalence of silence. Research on diversity has shown that people are more likely to trust people who are similar to themselves. Hence, managers may be more uncertain about how to interpret "bad news" when it comes from someone who they do not know well or who is not similar to themselves, and may be more likely to view it with suspicion.

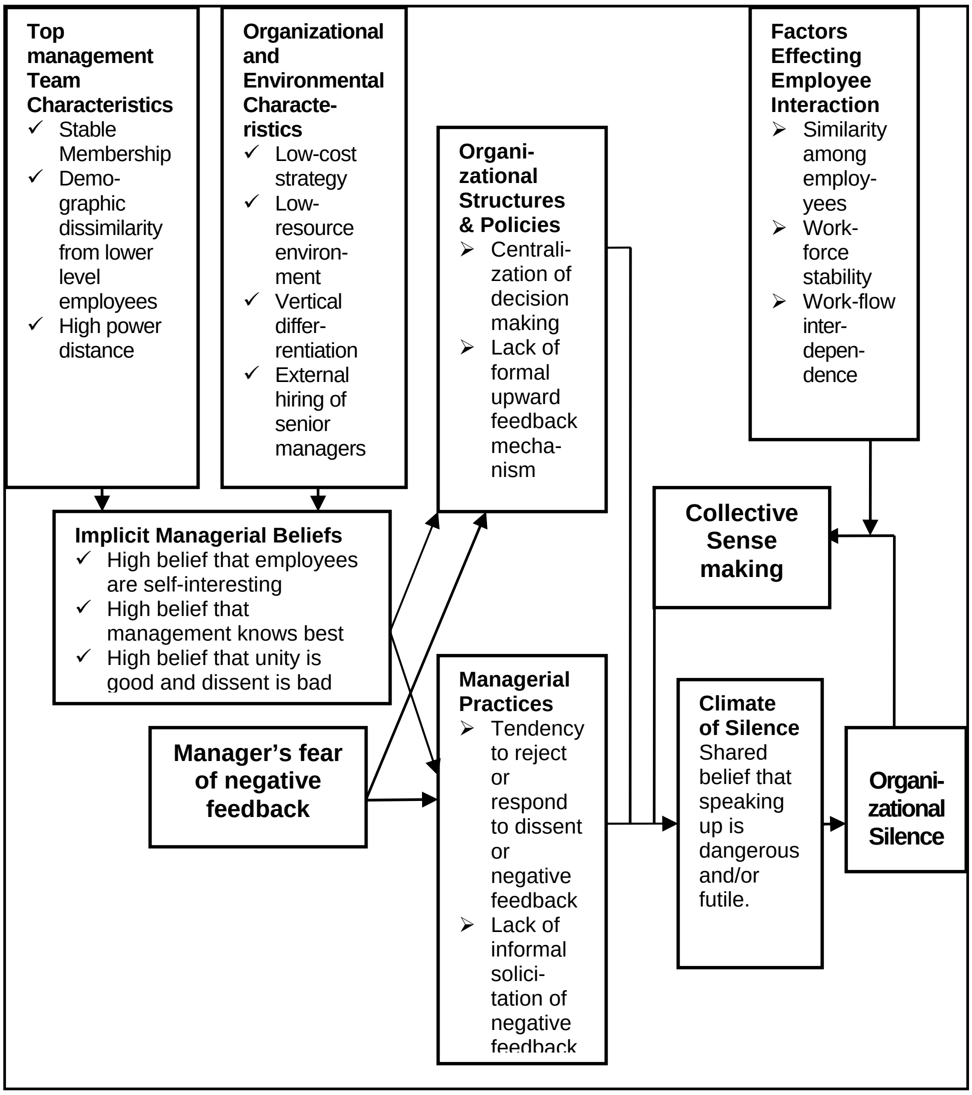
Other problem is about high power distance culture. Authority differences, resulted from hierarchy, can cause barriers in communication. Employees who work in high power distance culture are loyal to their supervisors and generally X theory hypothesis are valid in employee-employer relations (in decision-making process, job ethics etc.). If there is a long distance from employee and managers, employees choose to remain silent. (Şişman, 2002: 66).

Organizational and environmental variables are also likely to affect whether collective silence develops. When there is heavy strategic emphasis on control, management may view negative feedback as more threatening and dissent as more destructive. This logic would suggest that a context conducive to silence is more likely to emerge in organizations pursuing a low-cost strategy, and also within highly competitive environments characterized by a diminishing resource base. (http://www.stern.nyu.edu, Access Date: 23.02.2007).

High levels of vertical differentiation, or the existence of a lot of levels in the organizational hierarchy, are also likely to reinforce silence. Within tall organizational structures, top management will probably be less likely to interact with, relate to, and hence trust, lower level employees. In addition, firms that bring in top managers from the outside instead of promoting from within may be more likely to create a gap between top management and the rest of the organization. (Morrison, Milliken, 2000:712).

The idea that speaking up is dangerous and/or futile contributes to the development of “silence climate”. This point of view means that silence climate results from collective sense making process and in this process, employees give collective meaning about their company. When organizational decision making is highly centralized and there are few channels for upward communication, a collective interpretation that is likely to emerge is that managers do not think employee opinions are important When managers respond to employees' opinions with resistance or denial, employees are most likely to converge on an interpretation that speaking up is risky or not worth the effort.

Figure 1: Dynamics Giving Rise to Organizational Silence (http://www.stern.nyu.edu, Access Date:23.02.2007).



Effects on Employee Cognitions, Attitudes, and Behavior

The tendency of organizations to discourage employee opinions and feedback is not only likely to compromise organizational decision making and change but is also likely to elicit undesirable reactions from employees. Drawing from a variety of literature, three destructive outcomes of organizational silence will be employees who feel they are not valued, employees who perceive they lack control, and employees who experience cognitive dissonance. (Morrison, Milliken, 2000: 720)

1. Employees' feelings of not being valued

Research on procedural justice has consistently shown that employees evaluate decision procedures more favorably when those procedures allow for employee input, even when this input does not have much impact on decision outcomes. According to Lind and Tyler's (1988) group value model, procedures that allow for employee voice are viewed positively, at least in part, because they signal that employees are valued members of the organization. The model also suggests that employees feel unvalued themselves when they perceive that they and others cannot openly express their viewpoints. If employees feel their organization does not value them, they will be less likely to value, identify with, or trust the organization. Outcomes that may follow from diminished commitment and trust are lower internal motivation and satisfaction, psychological withdrawal, and even turnover

2. Employees' perceived lack of control

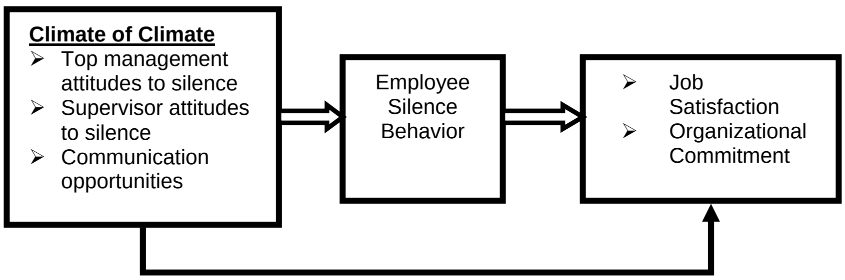
Individuals have a strong need for control over their immediate environment and over decisions that affect them. Employees gain a sense of control over their environment is by expressing their opinions and preferences. Employees' need for control is unmet when they are denied the opportunity to voice. A felt lack of control has several detrimental effects, including reduced motivation, dissatisfaction, stress-related ailments, physical and psychological withdrawal, and even sabotage or other forms of deviance. Outcomes such as sabotage may reflect "reactance" or an attempt to regain control. If employees feel that they cannot exert control through voice or other constructive means, they might try to demonstrate control in ways that are more destructive for the organization. Conversely, outcomes such as stress and withdrawal might reflect a learned helplessness response. These various responses may serve to validate managers' initial assumptions that created a climate of silence in the first place. Employees are apt to appear as either hostile opponents who cannot be trusted or as apathetic observers who are unwilling to contribute much beyond what they are required to contribute. In essence, managers' beliefs may become self-fulfilling.

3. Employees’ Cognitive Dissonance

Organizational silence is also likely to give rise to cognitive dissonance: an aversive state that arises when there is a discrepancy between one's beliefs and one's behavior. Individuals experiencing dissonance are typically motivated to try to restore consistency by changing either their beliefs or their behavior. Yet, in the context of organizational silence, it may be very difficult for employees to reduce dissonance. For example, there is a salesperson who is confronted daily with evidence that customers are not satisfied with a particular product. This salesperson may have a very difficult time believing management's pronouncements that the product is great. But the other option for reducing dissonance speaking up about the product's flaws may be highly risky. This dissonance can cause stres and anxiety that increase employee turnover and reduce performance. (Morrison, Milliken,2000:721)

Morrison and Milliken (2000) searched effects of silence on low performance, satisfaction and organizational commitment in addition to cognitive dissonance, worthlessness.

Figure 2: Results of Silence Climate (Vakola, Bouradas, 2005:454)



Organizational commitment begins at individual’s identification and involvement in a particular organization. (Porter vd., 1974: 603-609). As a result, commitment is determined by a range of organizational and individual factors such as personal characteristics, structural characteristics, work experience and role related features. According to Morrison and Milliken (2000), organizational silence leads to feelings of not being valued, perceived lack of control and cognitive dissonance which result in low satisfaction, commitment and motivation. Also, Oliver argues that the above determinants affect outcomes such as turnover, stress level and job effort towards the organization (Vakola, Bouradas, 2005:454)

BREAKING THE SILENCE CLIMATE

A troubling aspect of the dynamics that create and maintain silence is that they are hidden from view and often unrecognized. Management may see that employees are not engaged, but may assume that it is because they are self-interested or not motivated. In addition, within organizations plagued by silence, problems may accumulate to the point that they can no longer be hidden from important stakeholders such as owners or creditors. At this point, these constituencies may conclude that the organization suffers from “poor management” and top managers may lose their jobs. Yet the reasons for the organization’s problems may be misunderstood. (http://www.stern.nyu.edu, Access Date:23.02.2007).

It is not easy to break silence climate of employees and their managers. The behavioral cycles that maintain organizational silence will be hard to break in part because they are not subject to direct observation or discussion. What's more, once people start distrusting a system, it is extremely hard to restore their faith. Even if management eventually realizes that it needs accurate internal feedback and tries to elicit it, employees may tend to be cynical about this change.

It has to be believed that silence can be prevented, and that organizations can break down walls of silence that have developed over time. In terms of prevention, managers must work hard to counteract the natural human tendency to avoid negative feedback. They must not only seek out honest feedback, on a regular basis, they must also be careful to not "shoot the messenger" when they receive bad news. Managers must also work hard to build an open and trusting climate within their organizations, one in which employees know that their input is valued and that it is safe to speak up. If employees sense that those above them do not want to hear about potential problems and issues of concern, they will not talk about them. Managers must recognize this dynamic and convince employees that they do want input.

Moving from an entrenched climate of silence to a climate of open communication will be more difficult, but not impossible. One way to create such a change is to bring in new top managers. This will not only enable the organization to break from its past, but will signal to employees that there is a commitment to changing the status quo. It will also be important for managers to send consistent messages indicating that they want to hear employee's concerns, and that there are no negative repercussions for employees who talk about organizational problems. These messages must, of course, be backed up by action.

To prevent silence from characterizing their organizations, leaders should not only permit, but reward, employees who come forward with sensitive or risky information, and should create formal mechanisms through which employees can speak up anonymously if they wish to do so.

METHOD

The purpose of this study is to measure top management, supervisor and employees' attitudes to silence, to find out how employees can express their ideas collectively, to analyze relationship among silence, organizational commitment and job satisfaction by discussing level of silence in accommodation companies.

Questionnaires were applied a chain hotel company which has 3 hotels in Antalya, 278 questionnaires were delivered and 135 of them were taken. For the questionnaire, we used Dmitris and Vakola's (2006) questionnaire form which was used in their study called "Antecedents and consequences of organizational silence: an empirical investigation". It includes 31 items with demographic questions. And all data were analyzed by SPSS 11.

The hypotheses are below:

Proposition 1: There is a relationship between organizational silence dimensions and employees' departments.
Proposition 2: There is a relationship between organizational silence dimensions and employees' gender.
Proposition 3: There is a relationship between organizational silence dimensions and employees' graduation degree.
Proposition 4: There is a relationship between organizational silence dimensions and employees' departments.
Proposition 5: There is a relationship between organizational silence dimensions and employees' working time in sector.
Proposition 6: There is a relationship between organizational silence dimensions and employees' working time in that hotel.
Proposition 7: There is a relationship between organizational silence dimensions and employees' age.

FINDINGS

In this part, we evaluated and interpreted questionnaires' data by statistical methods. The general profile of participants is shown in Table 1.

Table 1: The General Profile of Participants

	N		Mean		
	Men	Women	Men	Women	**P**
Marital Status	88	47	1,28	1,47	0,033*
Graduation Degree	88	47	3,15	3,15	0,993
Working time in sector	88	47	3,10	2,81	0,080
Working time in hotel	88	47	2,32	2,09	0,145
Age	88	47	3,08	2,87	0,146
Department	88	47	4,67	5,15	0,380

According to results of organizational silence questionnaire, five dimensions were included for evaluation. After reliability test, reliability coefficient was found as 0,86. And KMO test result is found as 0,762. These result means that reliability is high and number of questionnaire (n=135) is sufficient. Bartlett test value is found as 0. So this questionnaire is suitable for factor analysis. In this analysis, we made principal component and Varimax with Kaiser Normalization Analysis.

Rotated Component Matrix	Components				
	1	2	3	4	5
If you express your disagreements regarding company issues, you may suffer negative consequences.				,836	
If you disagree about company issues, you can be characterized as "troublemaker".				,856	
If you disagree about company issues, it can be perceived as lack of loyalty.				,851	
In this company, people feel free to express themselves.				,654	
Top management of this company encourages employees to express their disagreements regarding company issues.				,599	
I believe that my supervisor encourages his/her partners to express different opinions or disagreements	,559				
I believe that my supervisor handles conflicts well among his/her partners.	,850				
I believe that my supervisor pays attention to what his/her partners say	,846				
I believe that my supervisor considers different opinions or disagreements as something useful.	,601				
I believe that my supervisor asks for criticism from his/her partners	,708				
There is a systematic and organized exchange of knowledge and experiences among employees in this company					,454
The company keeps employees informed regarding its mission, plans and progress					,677
Organizational changes are communicated adequately to the employees					,661
Communication with colleagues from other department is satisfactory					,794
There is adequate communication between employees and top managers of this company					,647
How often do you express your disagreements to your managers concerning your department's issues?		,737			
How often do you express your disagreements to your managers concerning your job?		,627			
How easily do you express your disagreements to your managers concerning company issues?		,745			
How easily do you express your disagreements to your managers concerning department's issues?		,785			
How easily do you express your disagreements to your managers concerning your job?		,848			
How much are you satisfied with training concerning your job?			,694		
How much are you satisfied with reward in relation with performance?			,902		
How much are you satisfied with opportunities for promotion?			,835		
How much are you satisfied with overall my job in this company?			,456		

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

As a result of factor analysis, five dimensions were found. These are top management attitudes to silence, supervisor attitudes to silence, employees attitudes to silence, communication opportunities and job satisfaction. Above, there are descriptive statistics for each dimension. Also, dimension of organizational commitment which is not included into factor analysis because of its low reliability is existing.

Table 2: Silence Climate Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
Top management attitudes	133	1,60	5,00	3,2617	,76045
Supervisor attitudes	129	1,20	5,00	3,5271	,79331
Communication	128	1,00	4,00	2,4707	,71652
Employees Attitudes	131	1,00	5,00	3,2809	,85711
Job Satisfaction	128	1,00	5,00	3,1992	,92609

Top Management Attitudes To Silence: It includes 5 items which were developed Vakola and Dmitris. There was a five point scale ranging from 1 ‘strongly agree’ to 5 ‘strongly disagree’. We averaged the 5 items (alpha=,72). Three of the items were reversed scored.

Supervisor's attitudes to silence: It was measured by a five-item scale. The five items were averaged for an overall score of (alpha=.86). There was a five point scale ranging from 1, ‘strongly agree’ to 5, ‘strongly disagree’. There weren't any reversed scored items.

Communication opportunities: It was measured by a five-item scale The five items were averaged for an overall score of (alpha=.68). There was a five point scale ranging from 1, ‘strongly agree’ to 5, ‘strongly disagree’.

Employee's behaviours to silence: It was measured by a seven-item scale. The seven items were averaged for an overall score of (alpha=.81). For the first four items, answers ranged from 1 ‘Never’ to 5 ‘Always’. The answers for the last three items ranged from 1 ‘ With great difficulty ’ to 5 ‘easily ’. There weren't any reversed scored items.

Job satisfaction: Job satisfaction was measured with a 4 item scale adapted from Huckman and Oldham (1980) and used in Vakola and Dmitris (2006) study which were averaged (alpha=.79). There weren't any reversed scores in this scale. Response options ranged from 1 ‘very dissatisfied’ to 5 ‘very satisfied’.

Organizational commitment: This scale consisted of 5 items adapted from a 15 item questionnaire by Porter et al. But it was not included into factor analysis because it affected the reliability. There was one reversed scored item in this scale. Response options ranged from 1 ‘strongly agree’ to 5 ‘strongly disagree’. The items are shown in Table 3. According this table, employees' commitment to organization is in medium level.

Table 3: Organizational Commitment Items

	N	Min.	Max.	Mean
I would not mind to work for a different company if the nature of the job was similar	132	1	5	2,38
I believe that company's values and my values are similar	132	1	5	2,42
I am proud to say that I am working for this company	132	1	5	2,01
This company encourages me to put the maximum effort in order to be more productive	133	1	5	2,23
I am very satisfied with my choice to come and work for this company in comparison with other opportunities I had when I was looking for a job	134	1	5	2,26

Age groups were analyzed by one way variance analysis. Averages of dimensions and variances are shown in table 4. To results, while 25-34 aged employees' points are mid-level for silence dimensions and low for job satisfaction, there are no significant differences among groups. And other result is that, in comparison to other groups, aged 20 years and lower employees think they are not silent because supervisors and top managers encourage them to express ideas.

Table 4: Differences between age groups and silence dimensions

	20 years and lower	20-24 years	25-34 years	35-44 years	45-54 years	P
Top management attitudes	3,5	3,29	3,29	3,11	3,6	0,549
Supervisors attitudes	3,93	3,49	3,5	3,57	3,2	0,532
Communication	1,96	2,46	2,51	2,46	2,88	0,985
Employees attitudes	2,93	3,2	3,36	3,2	3,3	0,506
Job satisfaction	3,83	3,51	3,14	3,04	3,25	1,517

Following table shows variance analysis to working time in that hotel. There are very little differences among dimensions. 9 and more years working employees can explain their ideas and they think that supervisors encourage them to speak up.

Table 5: Differences Between working time in that hotel and silence dimensions

	Less than 1 year	1-3 years	4-8 years	9 years and more	**P**
Top management attitudes	3,44	3,14	3,15	3,41	1,352
Supervisors attitudes	3,27	3,45	3,52	3,64	0,686
Communication	2,63	2,5	2,42	2,47	0,197
Employees attitudes	3,29	3,09	3,27	3,41	0,888
Job satisfaction	3,69	3,21	3,07	3,23	1,026

According to working time in sector, we made one way variance analysis. There are very little differences among variables. For communication opportunities, each group thinks that they don't have any challenges to communicate. 9 years and more working employees think that while top managers and supervisors don't block speaking up, they are undecided about satisfaction.

Table 6: Differences between working time in sector and silence dimensions

	Less than 1 year	1-3 years	4-8 years	9 years and more	P
Top management attitudes	3,44	3,14	3,15	3,41	1,35
Supervisors attitudes	3,27	3,45	3,52	3,64	0,69
Communication	2,63	2,50	2,42	2,47	0,20
Employees attitudes	3,29	3,09	3,27	3,41	0,89
Job satisfaction	3,69	3,21	3,07	3,23	1,03

When genders and silence dimensions were compared by T-test, there are very little differences between males and females. They have same ideas about employees' attitudes to silence so they can express their ideas easily. Both males and females communicate well and they can talk about their ideas easily.

Table 7: Differences Between gender and silence dimensions

	Male	Female	**P**
Top management attitudes	3,22	3,34	0,35
Supervisors attitudes	3,50	3,59	0,53
Communication	2,46	2,49	0,78
Employees attitudes	3,28	3,28	0,98
Job satisfaction	3,14	3,31	0,32

Table 8: Differences Between graduation degree and silence dimensions

	Primary School	Secondary School	High school	University	P
Top management attitudes	3,45	2,97	3,19	3,26	**1,83**
Supervisors attitudes	3,60	3,54	3,52	3,53	**0,02***
Communication	2,00	2,46	2,59	2,30	**1,86**
Employees attitudes	2,90	3,64	3,22	3,30	**1,21**
Job satisfaction	3,25	3,29	3,09	3,37	**0,80**

In following table, there are comparison results of departments and silence dimensions. Although there are very little differences between departments ostensibly, only gardener & landscape department thinks that top management blocks speaking up and technical service department finds communication hard.

Table 9: Differences between departments and silence dimensions

	Top managers' attitudes	Supervisors' attitudes	Communication	Employees' Attitudes	Job Satisfaction
Front Office	2,99	3,37	2,67	3,44	3,45
F&B	3,43	3,68	2,28	3,28	3,27
Housekeeping	3,37	3,61	2,35	3,07	3,35
Security	3,80	3,20	2,25	3,40	3,50
Gardener & Landscape	**1,80**	2,60	2,75	2,60	3,00
Human Resource	3,93	3,33	2,83	3,33	3,17
Animation	4,20	4,00	1,25	2,80	4,75
Technical Service	2,87	3,35	**3,18**	3,05	2,84
Accounting	3,05	3,35	2,63	3,52	2,67
P	**2,17**	**0,77**	**2,42**	**0,78**	**1,32**

RESULTS

Questionnaires were applied in a chain hotel which has 3 hotels in Antalya and as a result of this research; we found that employees are generally undecided about their silence. According to the analysis, our results are aligned above:

There are no differences very much between variables (age, gender etc.) and silence dimensions generally. This means that dimensions have same meaning for each group. For example, age group categories have approximate values.

Employees feel comfortable in mid-level and they are undecided if they experience a negative reaction when they express their ideas. And also, partly, employees accept that if they disagree about company issues, it can be perceived as lack of loyalty.

In supervisor attitudes to silence dimension, employees are satisfied with their supervisors attittudes. Supervisors encourage employees to speak up and the are open to critisim.

Employees don't have any challenges for communication opportunities. There is an open communication atmosphere in this company.

Employees can exprees their ideas regarding department's issues partly in terms of their tendancy to remain silent. But while they speak a little about job, they feel comfortable to exprees their ideas generally.

Despite of partial silence, employees are satisfied their job and trainings. But they are also dissatisfied with promotions and rewards. While job satisfaction is high, organizational commitment is mid-level.

Over all, employees feel neither more discomfort nor greater to speak up. Because their all points are in mid-level and this can be signal for danger. If management doesn't take action, silence begins to show its negative results. Today, organizations have to create open communication environment to achieve organizational change.

Organizations which collaborate with employees for organizational decisions will be successful in the future. And employees will feel that they are valuable for organization and will have high commitment to organization.

REFERENCES

Henriksen, Kern, Dayton, Elizabeth, (2006), “Organizational Silence and Hidden Threats to Patient Safety”, *HSR: Health Services Research*, 41:4, Part II, 1539-1554

Huang, Xu, Van De Vliert, Evert, Van Der Vegt, Gerben (2005), “Breaking the Silence Culture: Stimulation of Participation and Employee Opinion Withholding Cross-nationally”, *Management and Organization Review***,** 1:3, 1740-8776.

Milliken, Frances J., Morrison, Elizabeth W., Hewlin, Patricia E. (2003) “An Exploratory Study of Employee Silence: Issues that Employees Don't Communicate Upward and Why”, *Journal of Management Studies,* 40:6 September, 1454-1476.

Morrison, Elizabeth Wolfe, Milliken, Frances J, (2000), Organizational Silence: A Barrier to Change and Development in a Pluralistic World”, *Academy of Management Review***,** Vol. 25. No. 4. 70B-725.

Perlow, Leslie, Williams, Stephanie (2003), “Is Silence Killing Your Company?”, *Harvard Business Review*, May, 3-4.

Porter, L., Steers R., Mowday, R. and Boulian, P.(1974), “Organizational Commitment, job satisfaction and turnover among psychiatric technicians”, *Journal of Applied Psychology***,** 59**,** 603-609.

Sabuncuoğlu, Zeyyat*.* *ve* Tüz, M. (1991*), “Örgütsel Psikoloji”, Ezgi Kitabevi, Bursa.*

Şişman Mehmet (2002), Örgütler ve Kültürler, Pegem Yayıncılık, Ankara:

Vakola, Maria, Bouradas, Dimitris (2005), “Antecedents and consequences of organisational silence: an empirical investigation”, *Employee Relations*, 27:5, 441-458..

Van Dyne Linn, Ang Soon and Botero Isabel C. (2003), “Conceptualizing Employee Silence and Employee Voice as Multidimensional Constructs”, *Journal of Management Studies*, 40:6 September, 1359-1392.

http://www.stern.nyu.edu/Sternbusiness/spring_summer_2004/soundsofsilence.html, Access Date: 27.04.2007

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:378](438)
Preliminary communication
Received: 04.03.2008

DETERMINANTS OF PROFESSIONAL CAREERS OF BACHELOR'S DEGREE GRADUATES – THE FACULTY OF TOURISM AND RECREATION

Elzbieta Podoska-Filipowicz
Andrzej Michalski
Kazimierz Wielki University, Bydgoszcz, Poland[1]

Abstract: Tourism has recently been one of the fast developing industries in Poland and all over the world. It is an important source of job opportunities. The estimated global rate of employment in tourism management is 10% of the total employment rate. It also makes a significant contribution to the gross domestic product. Globally, it is estimated as 10%.
Tourism has recently been one of the fast developing industries in Poland and all over the world. It is an important source of job opportunities. The characteristics of the contemporary labour market with regard to tourism include:

- seasonal character of employment,
- part-time employment,
- high percentage of women employees,
- demand for employees of different fields and occupations, who may be employed in tourism management directly (hospitality, catering, direct tourist traffic service) or indirectly (trade, transport, banking, administration, manufacturing of: sports and tourist equipment, foodstuffs and other) – complementary employment in the sphere of tourist traffic service,
- options of professional activity for the retired and the pensioners (seasonal character of employment),
- seasonal and part-time job opportunities for pupils and students.

[1] **Elzbieta Podoska-Filipowicz**, Ph.D., Kazimierz Wielki University, Bydgoszcz, **Andrzej Michalski**, School of Graduate Studies in Hospitality Management and Tourism, Czestochowa, Poland.

All the characteristics of the tourist labour market must be taken into consideration by students taking up education at the faculty of tourism and recreation, when they plan their professional careers. The bachelor's degree studies at this faculty are provided by many schools: university schools of physical education, universities of economics, other universities and many private schools. According to data provided by the Central Statistical Office (GUS), the estimated number of students of this faculty is approx.28 thousand, which makes approx. 1,5 % of the total number of students in Poland.

Key words: tourism, recreation, professional career, graduate studies.

INTRODUCTION – TERMS: PROFESSIONAL DEVELOPMENT AND PROFESSIONAL CAREER

Recently, literature related to sociology, psychology or pedagogy has often mentioned the term of professional career. The term has occurred in various contexts and usually refers to life success models in operation in a specific society that set the direction for human activity. These life success models are evaluated in terms of morality, as "good" or "bad".[2]

In terms of sociology**,** career is a term referring to a specified sphere of objective social facts – a change in the social status of individuals, usually involving promotion from a lower to a higher one.[3] As regards the professional career, these changes refer to a change in a job position. Professional career may be perceived as a work biography, climbing up through a number of job positions arranged in a vertical, hierarchical manner, where subsequent job positions are perceived by the society as higher than the previous ones, based on the measures of social prestige, richness, fame, etc.[4] Another definition describes professional career as a sequence of roles and job positions held by an individual at different stages of the life cycle.[5]

Such a definition of professional career is close to that of professional development. Literature related to pedagogy, sociology, psychology and economic sciences features many definitions of and approaches to professional development as well as various concepts of the same.

According to T. Nowacki, professional development is the route of professional development of an individual from the introduction into the areas of human economic and cultural activity, through general vocational preparation until the period of vocational preparation. Afterwards, there are periods of professional development, promotions and achievements until retirement from professional work that is, however, not equivalent to the end of work activity. The stages of professional development are to a large extent determined by social institutions defining individual activity and participation in education and work processes.[6]

---

2 A. Paszek, Osiągnąć karierę. *Gazeta IT* Nr 9(39) , http://www.gazeta-it.pl/kariera/
3 Z. Bauman, Kariera. Warszawa 1960, p.23
4 H. Najduchowska, Drogi zawodowe kadry kierowniczej. *Studia Socjologiczne*. Nr 3 1969
5 E. Rokicka, Wzory karier kierowniczych w gospodarce państwowej. Łodź 1995, p. 16
5 T. Nowacki, Leksykon pedagogiki pracy. Warszawa 2004 ,p. 217

According to D. Super, professional (or vocational) development is a process of growing and learning to which all symptoms of vocational behaviour are subordinated. It is a gradual increase and change in the capacity of an individual to follow specified models of behaviour and increase their repertoire of vocational behaviours. Professional development includes all aspects of development that might refer to work.[7]

It could be stated that different authors refer to professional (or vocational) development in a similar manner, emphasising the changes in the personality of an individual occurring as a result of employment relationships passed on his or her vocational route.[8]

Professional development is equivalent to general and occupational self-improvement, perceived as acquisition of an increasing number of new professional predispositions, allowing you to solve more and more complex problems in the course of your professional work.[9]

Career, similar to professional development, is a dynamic category subject to permanent change. Professional development is believed to be a personal characteristic, referring to an individual confronted with the professional work experience, and career is more of a process this individual undergoes while experiencing professional work. Professional development, as mentioned above, is acquiring new professional predispositions, allowing you to solve more and more complex problems in your professional work, and career is going up the professional ladder.[10]

It seems that these terms are hardly synonymous, but professional development may be considered a basis for human professional career. Most popular professional development theories assume that it continues throughout human life and identify different stages of the same from childhood to retirement. On the other hand, professional career is clearly associated with the period of professional activity of a person, although education at school or university is said to be career-oriented. The professional career alone, understood as "climbing up" different job positions is parallel with the professional activity of a person. The term "professional development" is used mainly in terms of psychology and pedagogy, while "professional career" – in terms of sociology. It should also be emphasised that if professional career may be considered in terms of morality as "good" or "bad", professional development as a developmental process should not be subject to such evaluations.

However, professional development planning is more and more frequently considered equivalent to professional career planning, and sometimes it may be difficult to separate these two ranges of vocational planning.

---

[7]D.E. Super, Vocational Development: a framework for research, New York 1957. Cyt. za J. Budkiewicz, Dynamika życia zawodowego w świetle psychologii, W: Szkoła, Zawód, Praca. Problemy szkolnego poradnictwa zawodowego. Charakterystyki zawodów, Warszawa 1969, p. 37

[8] Z.Wołk, Rozwój zawodowy na tle życia. W: Problemy Profesjologii. Nr 1/2005 .Zielona Góra 2005, p. 41

[9] tamże, p.40

[10] ibidem, p.41

DETERMINANTS OF PROFESSIONAL CAREER IN TOURISM

Professional work is an important sphere of human life. An average person devotes significant part of his/her time to the same, and in Poland, given a nearly 20% rate of unemployment, the fact of being employed alone is a value in itself, appreciated equally with family life, material goods and friendship. The labour market undergoes dynamic changes – the labour law, structure of employment, things that employers expect of their employees change – and with regard to these changes, planning your professional career path is not simple. Nobody is able to identify accurately the occupations with positive prospects for the future in a specific environment or even the scope of activities falling within the range of occupations we already know.[11]

Nowadays the motto: *"know yourself, know your occupation, see what schools provide relevant preparation"* is outdated and it is replaced by: "*think how you can make best use of your knowledge and skills in the conditions provided by the environment, decide what kind of knowledge and skills you lack and how you can acquire them to be able to make your plans come true*".[12]

It is assumed that two groups of factors (conditions) determine professional development of a person:

- internal (subjective) factors relating to a person and his/her individual traits such as: biological, physical and mental factors,
- external (objective) factors beyond human control, determined by the situation such as: historical, economic, technical, cultural, social, political and educational factors.[13]

It may be assumed that the factors determining professional development also determine the course of professional career and should be taken into account when planning a career. Major objective factors determining the course of professional careers include:

- interests,
- talents, skills, abilities,
- disposition,
- character traits,
- system of values,
- health status.

However, major objective factors determining the course of professional careers include:

- knowledge of occupations,
- knowledge of faculties,
- knowledge of trends in the labour market.[14]

[11] Kargulowa A., Destrukcje, rekonstrukcje i konstrukcje w poradnictwie zawodowym. W: Poradnictwo zawodowe w wymiarze europejskim. Pod red. W. Rachalskiej. Częstochowa 1999, p. 36
[12] ibidem, p.37
[13] Czarnecki K.,Karaś S., Profesjologia w zarysie. Radom 1996, p.70
[14] Czynniki ważne przy planowaniu kariery zawodowej. http://www.metis.pl/content/view/204/32/

Professional careers exist when people take care of them and aim to develop the same. Likewise professional development, they are of individual and unique nature. Developing your own professional career should not be accidental or based on opportunity, but you should plan and take up relevant measures on your own. In professional career planning use should be made of the ability to make feasible decisions concerning the line of education or training, workplace or a change of the profession. These abilities are acquired through self-knowledge and self-evaluation as well as confrontation of your advantages with the requirements set up by the occupations and the labour market.[15]

It is very significant that you should specify your own interests being the driving force that makes you take up the measures to get acquainted with a specific field, determine your own skills and abilities and the target for your own professional work.[16]

Students when asked *if they have created a list of their professional targets* should be able to answer at the beginning of their period of study, whereas most of them think about their professional targets only when they graduate. Also, many employees start thinking about their professional career in serious terms only when they are made redundant. The professional targets should be noted down, precisely specified and a time framework for accomplishment of these targets should be set up. It is also important to set up a schedule of tasks to be completed in order to improve or complement your qualifications and enrich your experience.[17]

Tourism has recently been one of the fast developing industries in Poland and all over the world. It is an important source of job opportunities. The estimated global rate of employment in tourism management is 10% of the total employment rate. It also makes a significant contribution to the gross domestic product. Globally, it is estimated as 10%.[18]

In 1993 it was estimated that tourism generated direct or indirect job opportunities for approximately 212 mln people all over the world. At present, this number is estimated as approximately 338 mln people, which means that the tourist sector is in a group of the largest global producers.[19]

In 2001, the average number of employees in tourism-related segments in Poland was 811 thousand people, including 520 thousand in companies with more than 9 employees, and nearly 300 thousand in smaller business entities People working in the tourist sector constituted 7.8% of all state economy employees. 20% of employees of the tourist sector are owners, co-owners and the self-employed, 80% are hire workers (the analogous ratios in state economy are 13 % and 87%), which suggests that tourism, more than other types of business activity, is a sector favourable to initiatives relating to independent job opportunities.[20]

[15] Trzeciak W., Planowanie kariery zawodowej. *Pracodawca i Pracownik*. T.10, p..27- 28
[16] A. Paszek, Osiągnąć karierę. Op.cit.
[17] ibidem
[18] W.W.Gaworecki, Turystyka. Warszawa 2003, p..215
[19] ibidem, p.257
[20] Turystyka w 2003 roku. http://www.stat.gov.pl/

In 2006 in Poland, H-tourism (restaurants and hotels) employed aprox. 217.7 thousand people.[21]

However, it should be emphasised that it is difficult to unambiguously determine the full rate of employment in the tourist sector, since part of the employees work part-time or under seasonal contracts, or national statistics give total figures relating to employment in "trade and services", which makes it difficult to collect data relating to actual employment in the sphere of tourism alone.[22]

The characteristics of the contemporary labour market with regard to tourism include:

- seasonal character of employment,
- part-time employment,
- high percentage of women employees,
- demand for employees of different fields and occupations, who may be employed in tourism management directly (hospitality, catering, direct tourist traffic service) or indirectly (trade, transport, banking, administration, manufacturing of: sports and tourist equipment, foodstuffs and other) – complementary employment in the sphere of tourist traffic service,
- options of professional activity for the retired and the pensioners (seasonal character of employment),
- seasonal and part-time job opportunities for pupils and students.[23]

All the characteristics of the tourist labour market must be taken into consideration by students taking up education at the faculty of tourism and recreation, when they plan their professional careers. The bachelor's degree studies at this faculty are provided by many schools: university schools of physical education, universities of economics, other universities and many private schools. According to data provided by the Central Statistical Office (GUS), the estimated number of students of this faculty is approx.28 thousand, which makes approx. 1,5 % of the total number of students in Poland.

This faculty aims at professional preparation of human resources for the needs of the tourist market. The graduates receive theoretical and practical training in handling of tasks required by contemporary national and international tourism, as well as preparation for accomplishment of various undertakings in the field of tourism and recreation.

The universal skills and abilities of graduates of tourism and recreation include:

- ability to operate in the free market according to EU standards,
- good command of foreign languages,
- familiarity with new techniques and technologies of collecting, processing and transferring of information,

[21] http://www.intur.com.pl/zatrudni.htm
[22] W.W. Gaworecki, Turystyka…op.cit., p..257
[23] ibidem, s.257-264

- ability to solve conflicts, negotiate and communicate within a group,
- ability to operate in a geographical environment in line with the environmental protection regulations,
- ability to identify one's own place in the business development plan and strategy,
- familiarity with and ability to use innovative business management and administration techniques,
- ability to work with the disabled,
- tolerance in contacts with representatives of different cultures and religious denominations.

Major professional skills and abilities include:

- ability to prepare and conduct tourist, recreational and cultural events in hotels and facilities providing recreational and farming tourism services,
- maintenance of records relating to organisation and finance of tourist agencies, sanatoria, recreational and sporting facilities and centres, etc.,
- calculation and settlement of accounts relating to tourist events,
- ability to interpret legal regulations concerning tourist services,
- ability to draw up business contracts and negotiate with contractors,
- use of maps, city plans and tourist guides,
- ability to present tourist amenities of the region and country, Europe and the world,
- preparation of excursion and recreational routes with complete documentation of the same,
- ability to select foodstuffs meeting the nutritional requirements of various tourist and recreational groups, make calculations, break down the costs and settle accounts,
- ability to work in a group,
- ability to provide tourist service to hotel guests,
- ability to manage a hotel and its individual divisions.[24]

Examples of future job opportunities for bachelors of tourism and recreation include: all types of tourist enterprises: travel agencies, group accommodation facilities (hotels, motels, bed and breakfasts, spas, hostels, training and recreation centres, tourist and youth hostels, camp sites, holiday camps for teenagers), sanatoria, recreation centres and day spas, sports centres, government and local government administration units related to tourism, tourist counselling and opinion-making authorities, organisations and institutions promoting tourism, recreation and physical culture as well as active spending of spare time.

In 2006 in Poland 2689 licensed travel agencies were registered, mostly in the following provinces (voivodships): mazowieckie (507), śląskie (361), małopolskie (319), dolnośląskie (234) and wielkopolskie (216).[25]

[24] http://www.edukacja.wroc.pl/CMS/oferta/od_sylwetka_klodzko.html
[25] http://www.intur.com.pl/biura_podrozy.htm.

The highest density of tourist entities is in provinces with the highest travelling potential and high tourist value.

The group accommodation facilities, including hotels, motels, bed and breakfasts, tourist and youth hostels, camp sites, summer camps for teenagers, artistic work homes, spas, training and recreational centres, Saturday and Sunday recreation centres, camping sites, tent sites, boarding houses make up for 6972 facilities, including 4563 all-year-round facilities (in 2004). The following provinces have the highest density of accommodation facilities: zachodniopomorskie (914), małopolskie (873), pomorskie (800), dolnośląskie (727), wielkopolskie (540), and śląskie (454). [26] These are regions highly attractive in terms of tourism with regard to resting and recreation opportunities supported by natural and landscape values. It may be concluded that most of these facilities also offer catering services.

At present 318 sanatoria are also in operation in Poland.[27] The tourist facilities mentioned (although these are not all possible facilities but only those regarded most characteristic for the tourism) may provide future job opportunities for bachelors of tourism and recreation. Based on the list presented, the major characteristics of the tourist labour market in Poland may be formulated as follows:

- seasonal character of employment – only part of the facilities operate on the all-year-round basis,
- concentration of tourist agencies and other tourism-related facilities in regions of high tourist, landscape and cultural value,
- high percentage of self-employed persons.

The facts concerning tourist labour market presented above, as well as the facts concerning the qualifications of graduates of bachelor's degree studies in tourism, should be taken into consideration by graduates of this faculty planning their professional careers. They should answer the question if they have the professional qualifications (knowledge and skills) and general skills required, if they are motivated to work, what additional qualifications they will have to obtain in the future and if they will be able to meet the tourist labour market requirements.

They have to take into consideration the seasonal character of employment, frequent travelling, and necessity to change their place of residence and move to a region with potentially more job opportunities in the tourist sector. They should also be prepared for possible self-employment, establishment and running of their own businesses, which is more frequent in tourism than in other fields of economy.

Furthermore, the possibility of legal employment in tourism in other European Union's countries should be mentioned, in particular in the areas where this sector contributes a lot to the state economy.

[26] http://www.intur.com.pl/baza.htm
[27] http://www.sanatoria.org.

CONCLUSIONS

Nowadays, when more and more areas of economic and social life become global, the mobility of employees, including both occupational and geographical mobility, becomes an inevitable process the rules of which should be commonly known. The European Commission announced 2006 as the Year of Employee Mobility. Accession of Poland to the European Union as of 1 May 2004 provided the Poles with an opportunity to make use of a new labour market service, that is, international job brokerage of EURES. This service, addressed both to employees and employers, aims to facilitate employee mobility in EEA countries.

In Poland the activity of EURES is governed by the Employment Promotion and Labour Market Institutions Act of 20.04.2004., that:

- specifies the tasks of public employment services relating to membership in EURES,
- defines the concept of EURES service,
- specifies the sources of EURES funds in Poland,
- defines the national EURES staff.

According to the act mentioned above, EURES service is one of the basic services in the labour market. And it comprises the following tasks:

- providing assistance to the unemployed and to other people seeking job opportunities in finding relevant employment in compliance with the right of free movement of employees between the EU states,
- providing assistance to employers in finding employees with required professional qualifications,
- initiating and organising contacts of the unemployed and of people looking for a job with potential employers,
- providing information on the living and working condition and the situation in labour markets, taking into account deficit and surplus occupations,
- preventing and fighting the obstacles to employee mobility,
- providing information on EURES services to employees of public employment services and trade unions and to organisations of employers,
- initiating and managing international projects. [28]

In turn, the Mobile Europe Project is an initiative whose priority is to develop the awareness of employees with regard to their rights and facilitate free movement between the member states. Moreover, people going to work abroad must know their duties and, at the same time, be aware of the opportunities offered by the specific country and the obstacles they may encounter. Nowadays, those who are able to respond fast to the changing needs of employers, resulting from development or deficiencies in specific industries, sectors or companies, will have the highest chances of getting a job. Thus, these will be the people who will continue to learn and acquire new skills that are required at the specific time. [29]

[28] http://www.eures.praca.gov.pl
[29] http://www.mobilna.eu/

REFERENCES

Bauman Z., *Kariera* (*Career*) Warsaw 1960

Czarnecki K.,Karaś S., *Profesjologia w zarysie (An Outline of Professiology)*. Radom 1996

Czynniki ważne przy planowaniu kariery zawodowej. (Factors important in planning your professional career) http://www.metis.pl/content/view/204/32/

Gaworecki W.W., *Turystyka*. (Tourism). Warsaw 2003

Kargulowa A., *Destrukcje, rekonstrukcje i konstrukcje w poradnictwie zawodowym*. *(Destructions, reconstructions and constructions in vocational counselling)* In: *Poradnictwo zawodowe w wymiarze europejskim. (The European dimension of vocational counselling)* Edited by W. Rachalska. Częstochowa 1999

Najduchowska H., *Drogi zawodowe kadry kierowniczej. (Professional paths of managerial staff) Studia Socjologiczne*. *(Studies in Sociology)* No. 3 1969

Nowacki T., *Leksykon pedagogiki pracy*. *(Lexicon of Pedagogy of Work)* Warsaw 2004

Paszek A., *Osiągnąć karierę. (Successful Career) Gazeta IT* Nr 9(39), http://www.gazeta-it.pl/kariera/

Rokicka E., *Wzory karier kierowniczych w gospodarce państwowej*. *(Models of Managerial Careers in State Economy)* Łodź 1995

Super D. E., *Vocational Development: A Framework for Research*, New York

1957. After: J. Budkiewicz, *Dynamika życia zawodowego w świetle psychologii*, *(Professional Life Dynamics in the Light of Psychology)* In: *Szkoła, Zawód, Praca. Problemy szkolnego poradnictwa zawodowego. Charakterystyki zawodów. (School,Occupation, Job. Problems of Vocational Counselling at School. Occupational Profiles.)* Warsaw 1969

Trzeciak W., *Planowanie kariery zawodowej*. *(Planning Your Professional Career) Pracodawca i Pracownik*. *(Employer vs. Employee)* vol.10

Turystyka w 2003 roku. (Tourism in 2003) http://www.stat.gov.pl/

Wołk, *Rozwój zawodowy na tle życia. (Professional Development Against Life)* In: *Problemy Profesjologii*. *(Professiology Issues)* No. 1/2005.Zielona Góra 2005

http://www.edukacja.wroc.pl/CMS/oferta/od_sylwetka_klodzko.html. http://www.eures.praca.gov.pl

http://www.intur.com.pl/

http://www.mobilna.eu/ http://www.sanatoria.org

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 911.3:338.48
Preliminary communication
Received: 11.02.2008

CONTENTS AND ASSESSMENT OF BASIC TOURISM RESOURCES*

Rade Knezevic
University of Rijeka, Croatia[1]

Abstract: The article looks at the attractive factors of basic tourism resources and the structure of their attractions. The general term 'resource' refers to both natural and anthropogenic resources, while the content of this concept refers to elements used in creating a tourism product.
Basic tourism resources are the most important factors of tourism processes, with a vital attribute of direct and indirect tourism resources being their substitutability.
Natural (biotropic) resources are considered the guiding factors of a tourism offering, and they command great attention when planning tourism development and designing a tourism product. In addition to the basic types of natural tourism resources (geomorphologic, climate, hydrographic, bio-geographical, protected natural heritage), there are also many sub-types.
Anthropogenic (atropic) tourism resources are human creations, the features of which attract tourists. They impact on how the cultural needs of tourists are met. In a tourism product, they generally take the form of cultural goods and ethno-social, artistic and ambient resources.
Today, potential tourism resources are the focus of research, together with existing tourism resources, the contents and importance of which change and grow over time.

Key words: resources in tourism, basic tourism resources, natural resources, atropic resources, attractions, usage, tourism.

---

* This article is the result of the scientific project *"Quality Models and Public-Private Sector Partnerhips in Croatian Tourism"* (project nr. 116-1162459-2456), financialy supported by the Ministry of Science, Education and Sports of Republic of Croatia.
[1] **Rade Knezevic**, Ph.D., Assistant Professor, Faculty of Tourism and Hospitality Management, University of Rijeka, Croatia.

INTRODUCTION

The root of the word ‘resource’ comes from the Old French term ‘res-sorcere’ [resursr] meaning ‘source’ (Klaic, 1989, Geografski rjecnik, 2002). In economics, resources refer to natural and built objects, as well as to human knowledge and capabilities that can be used as means of meeting needs directly through consumption or indirectly through production (Ekonomski leksikon, 1995).

Pursuant to the economic definition of ‘resource’, resources in tourism may be defined as all those means that can be beneficially utilised for the purpose of tourism in a given area (Pancic, Kombol, 2000). In addition to primary tourism resources, a resource base is also made up of other direct tourism resources (tourism and catering facilities, related facilities and services, staff, agencies, organisation) and indirect tourism resources (preserved environment, geo-transportation position, municipal infrastructure, political stability) (Kusen, 2002).

The basic classification of primary tourism resources, which is not exhaustive, is done according to specific criteria, the most common being genetic origin, qualitativity and multiplicity (Baud-Bovy, Lawson, 1997.)

In terms of genetics, resources are classified as natural (that nature has created) and anthropogenic (that humans have created), and in terms of quality, as direct or indirect (Bilen, Bucar, 2001). A qualitative classification is based on resource evaluation, with evaluation being a procedure that determines the level to which a given area is suited to a defined facet of tourism usage (Bognar, 2005, Coccossis, 1997). Original resources are high-quality (attractive) resources, the properties of which attract tourists. Direct resources that have been valorised in tourism purposes are said to be actual tourism attractions, whereas those that exist in a given area but have not been valorised are considered potential tourism attractions. Potential and actual tourism attractions are the primary tourism resources of any given area.

In terms of space, tourism attractions are marked by numbers. When dealing with a small number of sights or events of high attracting force, we speak of attractions, whereas attractiveness refers to larger natural wholes or occurrences.

1. NATURAL TOURISM RESOURCES

Natural tourism resources consist of all natural elements and factors that possess a high degree of attractiveness and that reflect their geographical environment and can be valorised for tourism purposes (Djukic, 1999). According to their relevant features, these resources can be classified as geomorphological, climate-based, hydrographical and bio-geographical, and as protected natural heritage. This classification has been accepted in resource planning and management and in Croatian tourism.

The order in which the various resources are analysed is determined by the sequence of conditions of their creation.

1.1. Geomorphological resources

These consist of all phenomena and processes associated to the genesis, prevalence and contemporary dynamics of relief. As an independent natural factor, relief has a complex role because it preconditions the forms in which all other natural given conditions occur in an area and the manner of their impact. It influences the qualitative characteristics of the surface and near-surface part of the rock complex, as well as the features of climate, soil, vegetation, drainage coefficient, etc.

Heights above sea level and various relief forms represent a complex tourist attraction. Heights are a natural component of space that can be artificially changed or created only in exceptional cases and at huge cost (unlike some other natural resources that can be substituted with artificial resources). Although valorisation is rarely based on a single natural element, it should be noted that plains are a spatial feature of monotonous tourism, while mountains are a feature of variable tourism (Blazevic, Knezevic, 2006).

Coasts are the most important spatial element (resource) of maritime regions, because they account for the major part of tourism activities. Advantageous are coasts of moderate relief energy that enable vertical user-differentiation and provide better vistas (Dragicevic, Klaric, Kusen, 1997).

Coastlines with beaches are of particular importance to tourism. Beaches may be classified as sandy beaches, pebble beaches, stone slab beaches and beaches covered in grass. Sandy beaches located in lagoons are especially valued.

In some beaches, however, the value of the coast as a resource is declining because the sand is disappearing, as the direct consequence of the urban development of the coast, the construction of ports, the concreting of coastline regions for tourism purposes, and other usages that result in devastation.

Anthropogenic activities have caused changes to the natural appearance of some coasts, which have been covered in gravel and concrete or on which various solid facilities have been erected that are incongruous with the landscape.

Pollution, largely as a result of waste disposal, is universally present.

More recently, a change has been observed in the pattern of users who devastate the coast. The share of the tourism trade and marine vessels as polluters is growing, while the share of production industries is in decline. This change is brought about by the introduction to the production industries of robotics and computer technologies that create less waste, as well as by the growth and industrialisation of the tourism trade.

Islands represent a fundamental resource for maritime tourism. The attraction power of islands is mostly determined by their numbers (archipelagos), while some islands are geomorphological resources in their own right. In terms of morphostructure (a term used in geomorphology in classifying island relief), a distinction can be made between islands, islets, crags and reefs (Strazicic, 1989, Duplancic, 2004).

- Islands have a coastal circumference larger than 10 kilometres.
- Islets have a coastal circumference of between 1.5 and 10 kilometres.
- Crags are rocky elevations above the water, and have no soil or vegetation (except, occasionally, halophytic vegetation). Crags can be narrow, tall and pointed like monoliths, but they can also be the shape of an islet.
- Unlike crags, reefs can be either above or below water (during high tide). They are steep and often solitary rocks with a pointed ridge and without soil. The circumference of a reef is always less than one kilometre. As they may present a hazard to navigation, they are delineated in sea (nautical) maps.

The commonest (insular) difficulties that plague islands around the world are demographic recession, economic underdevelopment, impaired bio-ecological equilibrium and bombastic tourism development.

Despite their noted weaknesses, islands are, in most cases, environmentally highly valued and preserved areas, and with regard to the attractiveness of island tourism resources, they represent the strategic potential of the tourism trade (Mikacic, 1995).

In addition to natural wealth, the basic resources of inhabited islands are also old villages and immovables, while those of uninhabited islands (called *pustice* in Dalmatia) include authentic pastures and active farming.

The role of the **seabed** (as a resource) in the tourism offering is gradually growing. The seabed is linked to the underwater (diving) activities of tourists. Divers prefer shallow seabeds that provide a greater number of attractions on the floor of the sea.

The transparency of seawater is a major factor for moving along the seabed and viewing its natural or anthropogenic inventory (sunken vessels and wrecks). In terms of tourism, the usability of underwater slopes and floors ranges from very favourable (the rock mass or stony floor are visible) to very unfavourable (the slopes are covered in highly mobile sediments or the sea floor is under layers of fluid mud).

Based on research (Encyclopaedia of Tourism, 2000) regarding the covering of sea floors of warm seas (resource attribute), the following can be concluded:

- Muddy, sandy sediments prevail along mainland coasts;
- The prevalence of sandy sediments increases in the direction of the open sea;
- The farther from the mainland coast, the smaller the size of sediment particles;

- The deepest seabeds are located in places in which sea currents have a strong erosive effect (for example, in the Krusija Channel between the islands of Cres and Plavnik, a depth of 125 metres as been measured, whereas in the open sea of this part of the northern Adriatic, depths rarely exceed 60 metres);
- Submarine slopes most suited for underwater tourist activities are those that do not retain sediments or are covered in a thin layer of sediment
- The firmness of submarine slopes depends upon local conditions;
- The layers on some submarine slopes are incoherent and free flowing, similar to rock creeps on land.

Mountains – relief elevations higher than 500 metres above sea level – are a spatially dominating resource. In recent times, winter mountain tourism has developed rapidly (previously, this was health tourism) and other branches of tourism to a lesser extent (mountaineering, rock climbing, paragliding, eco-tourism, speleology). In evaluating a mountain for tourism purposes, heights above sea level and terrain configuration must be taken into account, whereas the quality of an area intended for winter sports tourism is valuated using the so-called relief energy method. In essence, this method consists of determining the degree of deleveling on a given surface, that is, the difference in altitude between the highest and lowest usable points. This provides information on the potential number of concurrent skiers along the total length of a ski trail. The qualitative aspect of deleveling is assessed, in addition to its quantative level. Preference is given to degrees of deleveling that are the result of difference between higher heights above sea level (for example, the equidistance between 1200 and 1800 metres is valued more than the equidistance between 600 and 1200 metres above sea-level).

The natural factors that largely determine the quality of a mountain for skiing purposes are its position, shape and exposure. The more exposed a mountain's position is to maritime influences, the lower the reliability of the snow cover. The duration of the snow cover is prolonged with the increase of continental influences. Mountain ranges are more susceptible to changes in weather than mountain systems. On cone-shaped massifs, snow is more likely to melt due to the diffraction of maritime air. The snow cover lasts the longest on the northern exposures of mountain systems. On northern exposures, snow may last 3 to 4 weeks longer than on southern exposures.

Mountain passes are poorly suited to the construction of ski tourism centres. Because of the frequency of winds, snowstorms and sudden changes in weather are common on mountain passes. Mountain passes are more suitable for constructing lookout points that usually dominate the horizons of various environments.

Skiing safety on unregulated ski trails is low over limestone terrains on which karst, fluvial or glacial erosion has created various morphological forms. Such (pitted) terrains require a minimum height of 50 cm of snow, whereas areas of humus-covered monolithic bedrock require only 15 cm.

Areas of marked relative altitude and high karstic quality are especially suited to excursion tourism, in both summertime and wintertime.

Straight lines are the landscape base of **lowlands** as a resource. As a rule, tourists experience lowlands as relief that has no surprise effect. Widespread monofunctional economic and farming orientation has impacted on the physiognomy of the lowlands and is spreading over a considerable part of bog areas thanks to modern hydro and reclamation technology. Bogs are a vital part of the wetland ecosystem, and their status has a strategic importance for tourism development.

Geomorphological phenomena represent an important natural potential of the lowland regions. These phenomena are caused by relatively vigorous tectonic activity and fault lines along which numerous thermo-mineral springs have formed (from the Greek *thermos* – warm and *mineralis* usually translated as chemical independence). Thermo-mineral waters commonly have a curative effect, and are used in therapeutic purposes or are bottled and sold.

Karst represents a set of relief forms occurring in rocks subject to chemical erosion. As a geomorphological resource, karst can be found in southern Europe, Latin America, the Carpathians and in China. Karst forms can be classified as superficial and underground forms.

Skrape (shafts) are widely spread superficial karst forms that can take on a net-like and grooved appearance. Where there is a large concentration of shafts, *skrapari* (also known as 'harsh karst') are formed. This type of inaccessible relief is very interesting for adventure tourism. *Vrtace* (sinkholes) and *dolci* (valleys) are created by the erosive action of water sinking into the ground. Being covered in a considerable extent with soil, they are often farmed. When located in mountain regions, they are the habitat of characteristic biocenosis. The largest superficial karst forms are karst fields and karst plateaus, which are generally a complex tourism resource.
Pits and caves are underground karst forms. Caves have an inclination less than 45°; pits, greater than 45°.

Valorised caves usually possess stalactites (deposits hanging from the ceiling), stalagmites (deposits rising from the floor) and stalagmates (stalactites and stalagmites joined together). Also important as a resource are karst forms that are created through reversible processes, in particular, travertine, a major phenomenon of some rivers. Travertine is formed as dissolved calcium carbonated is deposited on river vegetation under specific conditions. It often causes the formation of river lakes.

1.2. Climate resources

The climate can be an enabling, as well as a constraining, factor in tourism development in certain regions. The bio-climate affects the stay of tourists in a given area, while the elements characteristic of individual types of climate impact on the development of selective forms of tourism. Obviously, some forms of tourism are less dependent upon the climate, because they take place indoors with air-conditioning. The biotropic effects of the atmosphere (climate) are associated with the impact of weather parameters on our feeling of comfort and with changes in our bodies linked to notable weather situations. Temperature, wind, air humidity and sunrays affect our feeling of comfort. Bio-climate features are in particular linked to the development of health tourism, and they impact on the selection of destinations, as tourists tend to choose regions that suit them the best in terms of bio-climate (Filipcic, 1999.).

The types of climate depend on meteorological elements. The Mediterranean climate and mountain climate are especially important for Europe’s tourism industry.

In the Mediterranean region, the climate generally relates to seaside tourism. Temperatures are subject to the great thermal impact of the sea, making winters mild, and summers not overly hot. How much time tourists will spend outdoors depends upon insolation and precipitation, and, in some circumstances, upon the winds.

Insolation (2200 to 2800 hours of sunshine) is a direct result of a large number of clear days. It is somewhat lower in destinations located in shaded areas caused by mountain ridges. Differences also occur in winter, when the sun is low on the horizon, creating long shadows that begin early.

Because orographic precipitation prevails (convective and frontal precipitation accounts for less than 7 percent), slightly higher amounts of precipitation can be found in bay seas, such as the Adriatic.

An overly large number of days with precipitation of one or more millimetres, as well as large quantities of precipitation during the year, are only seemingly a constraining factor to tourism development. This is because the days and quantities of precipitation in the tourist regions of Europe are concentrated in the months of November and June (months of low in-bound tourism) and because in the course of a day about 40 percent of precipitation falls between night and morning (at which time guests are indoors).

Our understanding of the tourism valorisation of wind is gradually changing. Earlier tourism offerings tended to avoid windy locations, such as water areas facing mountain passes. In today’s tourism offerings, such locations are sought out, because winds enable tourists to partake in various water sports. When not cold, the *bura* wind also has a productive role, because it is a dry wind that helps to reduce fatigue by toning languid life functions. In particular, it is beneficial to guests whose condition is in the balance between fatigue and illness.

During the tourist season, local air circulation is an especially important factor in terms of bio-climate. It is caused by the uneven heating of the land and the sea. Because of the influence of local winds on the coast, sweltering heat in summer is a transient occurrence.

Storm winds (with speeds exceeding 61.8 km/h) play a negative role, as they restrict traffic and may cause damage. Difficulties in traffic occur, in particular, on bridges that have high arcs.

The mountain climate has largely led to the development of winter-sports tourism. Development is feasible on mountains with low temperatures, favourable winds, light clouds, long periods of insolation and snowfall.

Low temperatures are required for maintaining the snow cover or, in recent conditions, artificial snow on ski slopes. Fen winds and winds generated by low-pressure systems have an adverse effect on the snow cover (and the mood of tourists).

Destinations that have long insolation periods and few cloudy days are suitable for winter tourism. During the wintertime, greater exposure to the sun is possible at high altitudes, while fog persists in valleys due to thermal inversion.

The average duration of sunshine at heights of 1500 metres amounts to about 1500 hours. During the winter, tourism operations in mountain areas evolve in conditions of short daylight (late sunrises and early sunsets). Because the light part of the day is short, and the dark part, long, tourism activities largely take place in enclosed hotel premises, and secondary spending is a pronounced characteristic.

Justifiably, sites on which the snow cover lasts for 90 days or more during the tourist season may be valorised for tourism purposes. The preferred type of snow is of a granular structure that usually forms at low temperatures over an extended period. At elevated temperatures, snow becomes sticky, and because of humidity that absorbs a part of the sun's spectre, this type of snow is not particularly white.

Of all natural tourism resources, climate is the one that changes the most. Global warming and UV radiation have a particular impact on tourism. Warming of the atmosphere at the global level is followed by changes such as the rising level of world seas, the farming of crops that earlier could not be grown on higher latitudes and altitudes, warming of the seas (a shift of the seaside-tourism line towards the North), changes in the animate and inanimate environment, changes in the way social and economic systems operate, etc.

With regard to the existing indicators, it can be assumed that warming in the Mediterranean region will impact on the landscape changes by causing the features of a desert climate to spread. Plant communities will gradually adapt a xerophytic structure. Due to growing aridity and lack of moisture that creates xerophytic vegetation, the risk of fires will increase rapidly. In conditions of growing aridity the need for fresh water and for water used to maintain vegetation will also grow. The conditions of global climate change make it more difficult to predict the beginning, or the end, of the bathing season, because the change of seasons is becoming increasingly blurred.

Changes in climate as a resource will have a special effect on winter tourism, which is based on low temperatures and snow. Ski trails located on lower altitudes have already been closed down, with new ones being set up at much higher altitudes than before. The properties of snow change as altitude increases: there is increasingly less firn and fewer avalanches, and the impact of glaciers on the microclimate is diminishing as their ice is melting.

The intensity of sunrays is linked to harmful ultraviolet radiation. The breaking up of the protective ozone layer is the cause of UV-C and UV-B radiation. This phenomenon was discovered in 1985 and has, since then, had a special impact on seaside tourism.

Excessive radiation impairs the immune system, and causes skin inflammation and damage, as well as various eye diseases (in natural dosages, UV rays have a positive effect, as they help the skin to create vitamin D). People with fair skin that is low in pigmentation are the most vulnerable to radiation, which is the most harmful between noon and 2 PM, when the angle of incidence of sunrays is large and when large surfaces of the skin are exposed to sunlight. The tourism industry has adapted to harmful UV radiation by creating shady interiors, encouraging the use of protective accessories and creams, monitoring meteorological forecasts and encouraging other ways of avoiding harmful effects.

1.3. Hydrographic resources

For tourism development, it is of primary importance to ensure water supply to tourists and to take into consideration the tactile (sensory/bathing) properties of seawater and the visual contact of tourists with various forms in which water occurs.

The tourism industry is a large consumer of fresh water used for different needs. The daily consumption of drinking water per tourist varies from 101 to 158 litres (calculated for Istria, this figure roughly corresponds with the mean consumption of Mediterranean Europe). Consumption patterns show that the greatest quantities are used for showering (38 lit.) or taking a bath (57 – 95 lit.), while less is used for washing and cleaning (18 lit.), body care (15 lit.) and other purposes (10 lit.).

In the natural region of the Mediterranean, the discrepancy between pluvial water recovery (when rain falls, there is enough water) and seasonal consumption is resolved through the construction of water reservoirs or allochtonous waterworks (with pumping stations in other regions). The consumption of fresh water has also increased in winter mountain tourism, as fresh water is used to make artificial snow. Fresh water has become a constraining factor of winter mountain tourism, because there is not enough of it or because the existing utilities systems are unfit for use.

In all destinations, the consumption of bottled water is growing rapidly. Bottled water is gradually taking over the role of leading beverage and becoming a vital commodity on the tourism market.

Seawater is a resource that has great attraction in terms of tourism. Temperature, salinity and transparency are the physical and chemical properties of seawater that determine its value as a tourism resource. Also important is the movement of seawater such as waves and tides that also impact on guest behaviour. All these properties can be valorised providing the seawater is clean.

Salinity represents the basic therapeutic property of seawater. The water area of the Mediterranean Sea is located within the summer isohaline of 3.8 percent (percentage per weight of dissolved salts – earlier, the salinity measure was ‰), and it is an example of the most saline sea in the world (with the exception of the Black Sea, as a peripheral sea of the Mediterranean, with a salinity of 1.75 percent). The prevailing salt is sodium chloride accounting for 85 percent, giving water its characteristically salty taste. Mean annual salinity does not vary significantly. Salinity values are highest when evaporation is greater than the inflow of fresh water from precipitation; swimmers are aware of this because of the thin covering of salt on their bodies.

The movement of seawater (the tide, currents, waves) is a less attractive property of this resource. Water that rises with the tide also gains ground and, in places, floods the beach zone (thus increasing or decreasing beach capacity). This phenomenon is especially notable on low coasts that have a large difference between high tide and low tide (Portugal).

Waves have a greater impact on guest behaviour than the tide. Waves are lowest in bays that have a short fetch. If a fetch length is very long, it can create waves of destructive power. Short waves up to 80 cm in height that are caused by gusts of wind are considerably more dangerous for boaters. These waves have a steep profile and their crests often break creating sea spray. Sea spray creates an impression of lack of oxygen, thus further spreading panic and, in extreme cases, making rescue at sea more difficult.

Sea currents are generally strong and present a hazard to swimmers in channels. Currents that circulate in bays are beneficial, in terms of ecology, as they assist in the natural filtration of seawater.

In contrary to the primary purity of seawater in the Mediterranean, secondary pollution has been present since 1990, most often in late June or early July. The rivers Po and Rhone are the main sources of pollution, as they discharge substantial quantities of inorganic nutritional salts into the sea. These salts are pertinent, because they provide nutrients for algae and encourage mucilaginous algal bloom (in the Italian known as *mare sporco*).

Algal bloom is especially productive in bays, in which the exchange of bay waters takes place at a slower rate and into which large quantities of wastewater are discharged.

Algal bloom is a general concern in terms of tourism. The Italians have calculated that during algal bloom the tourist trade in the northern Adriatic loses up to one billion dollars.

The rivers of Europe's plains are heavily polluted and not suited to bathing, especially when their flow is low, because of the low ratio of clean to contaminated water. In terms of ecology, mountain hydrography is better preserved. The preserved quality of mountain hydrography is primarily the result of socio-economic circumstances marked by low population density, minimal use of chemicals in farming, and the structure of industries. Visitation attractions are generally watercourses in karst that create travertine. If the waters are used for activities that require the use of technical equipment (rowing, rafting, fishing, kayaking, canoeing), additional criteria include a vertical profile of the river bed, congruence between a river's flow regime and the tourist season, riverbed bends, and an appealing cross-section profile. Gradually, boaters are showing a greater interest in Europe's network of navigable rivers because they are connected to seaports.

1.4. Biogeographical resources

The tourism economy is strategically focused on the natural cycles of healthy food production by restoring specific types of production (wine-growing, olive-growing, animal husbandry suited to the special features of an area), as well as on providing protection to biologically vulnerable zones and communities (especially forest and meadow communities that have a preventative function, the sea coasts and highland regions).

The multimeaningful relationship of humans toward nature is the basis for developing the bio-geographical environment in a tourist region. This relationship has sometimes been given such attributes that have made plants or animals a part of a region's identity.

In the valorisation of an area for tourism purposes, the value of flora has been shown to be much greater than it is generally thought to be. Primarily, flora has a physiological function, as it transforms carbon dioxide into oxygen through photosynthesis. Its aesthetic and curiosity values are related to the diversity of floral species and shapes, and its health-related value, to the evaporation of aromatic oils and other components. Tourist regions seek to enrich unvaried vegetation that is poor in plant species by creating parks with various types of plants. Park architecture seeks to match the features of a region's landscape. Especially important is the new park architecture that is increasingly adjusted to recreational requirements (English parks).

Of the natural forests in coastal areas, macchia forests and preserved, individual pine species are important, and in the Dinarides and the Alps, boreal forests. Due to the spread of farmland, few lowland forests are left, most of them located in marshy fields.

Similar to flora, fauna can also be classified as domesticated animals and all other animals living freely in nature. In the offering, domestic animals include cattle, fowl and house pets, with special focus on fisheries and stud farms, as well as on indigenous breeds (Kusen, 2002).

The classification according to zoological principles is applied to animals living freely in nature, and they are classified as mammals; birds; fish and other inhabitants of seas, rivers and lakes; amphibians; and insects. Domestic animals are a vital part of the tourist attraction base for developing rural tourism, and wild animals, for hunting and fishing, as well as for photo hunting that is gaining in popularity. The spaces for certain tourist activities are shrinking as numerous animal species have been completely wiped out or can be seen only in protected parks or nature parks.

1.5. Protected natural heritage

Around the world, great attention is given to natural diversity to ensure that these complexes of animate and inanimate nature are protected from saturation. The essence of protection is to ensure that nature maintains it original appearance. Initially, protection was provided to assets of exceptional and rare value, whereas today these efforts have become a general campaign. In these circumstances, tourism has become an active user of protected areas and, in turn, a vital factor to a protected eco-system's sustainability. Worldwide, the use of protected areas for tourism purposes is not uniform, with each country passing laws to govern issues of how to protect and use their protected areas. This general situation, however, does not apply to protected areas that have been proclaimed as world natural heritage.

According to the official statistics of Croatia, natural tourist sights include national parks, nature parks, strict reserves, special reserves, forest parks, protected landscapes, natural monuments and monuments of park architecture.

2. ANTHROPOGENIC TOURISM RESOURCES

In previously valorised tourism resources and attractions, most of the world's tourism traffic was linked to natural potential and environmental components. The prevailing opinion is that human-made resources (anthropogenic), as a factor of tourism development, are poorly valorised in destinations that are not particularly developed in terms of tourism. In destinations that have developed above average, the share of anthropogenic resources in the tourism product is larger, and the strategy of its offering, considerably clearer. In these destinations, anthropogenic resources have helped in valorising less prestigious tourism areas and in setting off their special, regional features, thus making the tourism product more complex.

Tourists who visit anthropogenic tourism resources usually have a higher educational and cultural level and established habits, meaning they have a sound financial standing and can spend more on tourism. According to their structural features, anthropogenic resources may be classified as cultural assets, ethno-social resources, artistic resources and environmental resources.

2.1. Cultural assets

The term 'cultural assets' is the conceptual successor of the term 'cultural and historical heritage'. According to their static features and volume, cultural assets may be classified as immovable, movable, and intangible. Especially attractive are the cultural assets listed in the UNESCO list of world cultural heritage.

Cultural heritage in the UNESCO list must meet at least one of the criteria of the Convention on the Protection of Cultural and Natural Heritage: a cultural monument must be authentic, it must have a great impact on the culture and development of a specific period, it must be a unique example of a specific style, it must be linked to ideas and beliefs of universal importance, or it must be an example of the traditional way of life, characteristic of a given culture.

Natural heritage may also be entered into the UNESCO list, providing it is an example of the Earth's development or the development of life on Earth, if it is the habitat of endangered animal species, or if it is a wild animal reserve. Protection may also be provided to places of exceptional beauty.

The following classification of **immovable tourism assets** as tourist attractions has been established in the literature:

- Monumental units
- Archaeological sites
- Memorial areas and buildings
- Individual sacral buildings
- Individual profane buildings and
- Garden architecture.

Monumental units are preserved historical settlements or parts of settlements. These can be urban or rural, and built in various styles and of various materials. The most valuable component in the identity of a tourist locality is its visual distinctiveness. According to their position, **archaeological sites** can be classified as underwater sites, subterranean sites (caves) and surface sites, which are usually excavation sites. According to the period to which they belong, sites can be pre-historic, of Antiquity or Medieval. Some sites can consist of multiple layers from various periods.

Memorial areas and buildings are usually historical areas and localities, linked to important historical events. They can include monuments to important people, memorial facilities, memorial rooms, memorial plaques, cemeteries, and other information linked to historical areas and sites.

Individual sacral buildings include notable and distinctive churches, monasteries, convents, chapels and crucifixes. Their attractiveness is additionally enhanced by their locations (on elevated ground, cliffs) and position (on crossroads, periphery).

Individual profane buildings (from the Latin *profanus* – that which is not sacral but secular) include housing facilities (castles, palaces, villas, cottages), commercial facilities (mills, sawmill), fortification facilities (bunkers, towers, prisons), public buildings (theatre buildings, town hall, libraries), traffic facilities (bridges, legs of ancient roads), water management facilities (aqueducts) and farm buildings.

Garden architecture represents landscape creations erected within cultural and historical wholes (Baroque, Renaissance). The oldest garden in Croatia was created in the mid fourteenth century in the cloister of the Franciscan monastery *Mala Braca* in Dubrovnik.

Movable cultural assets may be a component part of immovable cultural assets or may be kept in cultural institutions (museums, galleries, libraries, collections) or in the possession of citizens. A part of these exhibits are displayed to tourists, such as archaeological findings, furniture, weaponry, clothing, stamps, letters and manuscripts, rare books, money, postal stamps, transportation means and devices, objects that illustrate the development of science and technology, etc. Movable cultural assets may also include sacral items and possessions, and works of visual and applied arts and design.

Intangible cultural assets are various forms of spiritual creativity that are passed on through tradition, in particular, language, folklore, rituals, customs, traditional skills and crafts. Because of the characteristic way in which these assets are kept and passed on, in 2001 UNESCO proposed that intangible cultural assets be called living cultural assets.

2.2. Ethno-social resources

Ethno-social resources (a term denoting that which is characteristic of a people but is a resource at the same time) include folklore, national costumes, handicraft products, gastronomic skills, tourism inclinations and other characteristics. Occasionally, ethno-social resources may be a concrete tourism product of intangible cultural assets, that is, their dramatic form. In such cases, due to the large share of foreign guests in the audience and their lack of knowledge of the host language, the visual aspect of folklore is more important than its spoken aspect. Hence, performances of dance ensembles that foster the identity of the region from which they have originated have the highest attendance rates. In addition to being visually attractive, national costumes also carry elements of the cultural impacts of the ethnicum to which they belong.

Handicraft products are included in the tourism offering as souvenirs that are knitted, woven, embroidered, modelled or created in some other manner. Although they are part of a destination's tourism product, their design is often inspired by occasional events.

Modern gastronomy has helped to spread not only the skills of preparing various types of food but also the knowledge of the values of different dishes. Gastronomy is the leading determinant of a tourist brand, and sometimes it can even be a tourist brand in itself. In modern gastronomy, indigenous strong-flavoured fish and game dishes are in demand, together with international dishes that characterise vegetarian specialities prepared with natural foodstuffs.

2.3. Artistic resources

Artistic resources are generally associated with aesthetics and creativity. Diverse forms of art have been created, based on numerous criteria. The conventional list of arts includes six forms (music, drama, literature, painting, sculpture and architecture) to which three more have been added (cinematography, dance and comic strips/sequential art). Each of these macro forms can further be divided into art disciplines, genres, types and sub-types. For example, modern musical art is commonly classified into traditional, classical, jazz and rock music, and literature, into prose and poetry.

Tourists generally come into contact with works of art through cultural institutions such as museums, galleries, libraries, theatres and concert halls.
From a tourism aspect, native museums are the most important as they provide tourists with information regarding the features of a tourism destination, the most interesting being *in-situ* ethnographic museums (at the original site) in which ethnographic exhibits are displayed.

All around the world, theatre buildings are generally a visual attraction. In addition to the theatrical ambience that these buildings provide to tourists, also vital is their repertoire which impacts on the size of the contraction zone as well as on visitor patterns.

Productive artists are closely linked to a tourism offering. These are artists who create their works of art out in the streets where there are the most tourists. They are usually painters and musicians or other artistically creative performers.

Many amateur cultural and artistic associations also participate in the tourism offering. During the tourist season, the members of these associations usually perform as orchestras or vocal or choir groups. Amateur associations are usually more flexible in terms of the market than professional association and cultural institutions.

2.4. Ambient resources

Ambient resources refer to architectural facilities the aim of which is to complement other tourist attractions in a destination.

These architectural and ambient facilities encompass various areas of construction, the most important being hotels, industrial facilities, housing facilities, sacral and sports facilities, as well as traffic routes and horticulture.

In spatial planning, good tourism and destination projects are those that take into account all spatial elements. In spatial planning for tourism, emphasis is placed on the geographical element of planning, which means that a milieu must be adapted to the regional landscape and to local topographic conditions. Geographical criteria ensure rational planning and the use of limited and exceptionally valuable space, as well as ambiental architecture that is congruent with its surroundings and serves to enhance the tourist experience and the overall valorisation of a destination's space. This helps to ensure the controlled development of tourism and other supporting economic and non-economic activities and branches.

REFERENCES

Baud-Bovy, M., Lawson, F.: Tourism and recreation development, CBI Publishing, Boston, 1977.
Bilen, M., Bucar, K.: Osnove turisticke geografije, Ekonomski fakultet, Zagreb, 2001.
Blazevic, I., Knezevic, R.: Turisticka geografija Hrvatske, Fakultet za turisticki i hotelski menadzment, Opatija, 2006.
Bognar, A.: Fizicko-geografske pretpostavke regionalnog razvoja Hrvatske, Zbornik radova, I. hrvatski geografski kongres, Zagreb, 1995.
Coccossis, H.: Tourism and sustainability: Perspectives and Implications; G. K. Priestly, J. A. 1996. Dragicevic, M., Klaric. Z., Kusen, E.: Smjernice za procjenu prihvatnog kapaciteta sredozemnih obalnih podrucja za turizam, Institut za turizam, Zagreb, 1997.
Djukic, A.: Klimatska regionalizacija Hrvatske po Köppenu za razdoblje 1961.-1990., Zbornik radova, 2. hrvatski geografski kongres, Lovran, 1999.
Djukic, A.: Menadzment prirodnih resursa i ekologije u turizmu, metode i modeli, Veleuciliste u Dubrovniku, Dubrovnik, 1999.
Duplancic, T.: Coastline lengths and areas of islands in the Croatian part of the Adriatic Sea determined from the topographic maps at the scale of 1 : 25 000,Geoadria, glasilo Hrvatskoga geografskog drustva Zadar i odjela za geografiju sveucilista u Zadru, Zadar, 2004.
Ekonomski leksikon, Leksikografski zavod Miroslav Krleza i Masmedia, Zagreb, 1995.
Encyklopedia of tourism, ed. Jafar Jafari, London, 2000.
Geografski rjecnik, Hrvatsko geografsko drustvo Zadar, Zadar, 2002.
Jersic, M.: Turisticna geografija, Filozofska fakulteta Univerze Edvarda Kardelja, Ljubljana, 1985.
Jülg, F.: Österreich, Geographische Strukturen, Entwicklungen. Probleme, PerthesLänderprofile, Klett, Gotha und Stuttgart, 2001.
Klaric, B.: Rjecnik stranih rijeci, nakladni zavod MH, Zagreb, 1989.
Knezevic, R.: Potable water as a factor of tourism development in Istria, Ohrid, 2003.
Knezevic, R.: Changes in the biotropical resources of the touristic offerings of Kvarner, Zbornik radova s medjunarodnog znanstvenog skupa, Hotelska kuca, Hotelijerski fakultet, Opatija, 2000.
Knezevic, R.: Possibility and participation of continental fauna in nonpension touristic consomption in Primorsko-goranska county, Management in the tourism of increasing the tourism consumption, Opatija, 2002.
Knezevic, R.: Qualitiy changes of biotropic resources in the tourism offer of mountainous Croatia. Biennial International Congress, Opatija, 2002.
Kusen, E.: Turisticka atrakcijska osnova, Institut za turizam, Zagreb, 2002.
Mikacic, V.: Turizam u funkciji odrzivog razvoja hrvatskih otoka, Zbornik radova 1. hrvatski geografski kongres, Zagreb, 1995.
Pancic, Kombol, T.: Selektivni turizam, TMCP Sagena, Matulji, 2000
Strazicic, N.: Pomorska geografija Jugoslavije, Skolska knjiga, Zagreb, 1989.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 65.012.4:338.48:504] (497.5-35 Rijeka)
Preliminary communication
Received: 24.02.2008

A SURVEY OF TOURISM MANAGEMENT ATTITUDES TO RENEWABLE ENERGY SUPPLY IN PRIMORSKO-GORANSKA COUNTY (CROATIA)

Rade Knezevic
Leo Vicic
University of Rijeka, Croatia[1]

Abstract: The paper presents the methodology of a conducted questionnaire survey and the results regarding energy consumption in the tourism of Primorsko-Goranska County (Croatia). The attitudes about energy consumption management and practical aspects concerning consumption are highlighted.
The pool consists of three major groups of tourism objects: hotels and related facilities, camping parks and marinas. The plan was to analyze 91 tourism object, but only from 30 objects was achieved the response (33% rate). Largest share of the pool is located in the coastal area (73%), and much smaller shares are in the mountain region (13%) and the islands (13%).
The results of analysis show that the largest amount of energy is used for interior heating/cooling (26,0%) and food purposes (24,5%), then for the illumination (17,3%), hot water (17,0%), laundering and ironing (10,4%), cleaning and waste disposal (2,6%) and other (2,1%).
The attitudes about saving are emphasized and 96,7% of surveyed managers suppose that it is possible to manage the energy consumption and that energy increasingly influences their sustainable business activities. Information technology equipment for energy consumption control was installed in 16,7% of facilities and only 13,3% of businesses were exploiting renewable energy sources (RES) in 2007.

Key words: tourism, energy, renewable energy sources, questionnaire survey, management attitudes.

---

[1] **Rade Knezevic**, Ph.D., Assistant Professor, **Leo Vicic**, B.Sc, Faculty of Tourism and Hospitality Management, University of Rijeka, Croatia.

INTRODUCTION

The technology used in producing energy and the way the tourism industry of the Primorsko-Goranska County uses this energy have changed radically a number of times.

At the onset of tourism (1844), lamps burning on olive oil were used to illuminate hotel interiors, later (1876) to be replaced by kerosene lamps equipped with wicks and glass chimneys. The greatest quantities of energy were used in heating rooms using wood-burning stoves.

Gas lighting, which had become a vital feature of European cities at the turn of the nineteenth century, was not used in the present territory of the County, due to the lack of a pipeline grid for gas. However, the use of carbide lighting in railway station restaurants has been recorded.

The use of electrical energy (1904) marks another turning point in hotel lighting. In the early phase, generators driven by steam engines were used to produce electricity, and the year 1922 saw the beginning of the development of hydropower usage.

The beginning of the use of electricity in hotels marks a crucial technological development because, before that, each lamp needed to be tended to individually and their luminous effect was low.

In the mid twentieth century, energy plants were built in the vicinity of hotels, further facilitating the use of modern energy-based conveniences. The energy crisis at the end of the last century was linked with difficulties in the supply and distribution of oil. This is when the air pollution in the vicinity of energy plants began to be measured, with results showing increased levels of gas emissions harmful to the environment.

In recent times, the shortage of fossil fuels, as well as the adverse environmental properties of these fuels, is compelling the tourist industry to practise rational energy management and to substitute non-renewable energy sources with renewable ones.

1. ANALYSIS OF CURRENT CONDITIONS AND THE RESULTS OF THE RESEARCH

The following section is analytical summary of responses to each of 22 questions. Some questions are merged to create indicators and weights for analysis, while others are left as they are. The maximum number of respondents is 30, but they did not always answer every question so the number varies.

Management of energy/water consumption in this analysis implies planning, simultaneous controlling and adjusting of amounts and proportions of the costs/consumption.

1.1. Operators' attitude about energy consumption management (Q6)

The question analyses operators' perception about the effectiveness of energy consumption management. The analysis reveals that 96,7% of respondents (29 out of 30) consider possible managing the consumption of energy in predictable weather conditions. The rest of 3,3% do not agree with the statement.

1.2. Operators' attitude about water consumption management (Q12)

In sequence to precedent explanation, current question analyses operators' perception about management of water consumption. Two thirds of respondents (20 out of 30) consider possible managing the consumption of water, while the others don't agree with them.

The difference between two questions (1/Q6 and 2/Q12) is rather obvious. The reason might be in higher frequency of mentioning energy efficiency and necessities of energy consumption management in media (related to global warming topics etc.).

1.3. Energy costs distribution and controlling (Q7)

Seventh question is directly related to the sixth one and aims to find out the proportion of respondents who actively manage energy costs by distributing them according the way of consumption criterion and then control them.

Analysis shows that only 26,9% of respondents (7 out of 26) divides energy costs to control them. All the others (73,1%) do not do that. The difference between those who consider possible managing the consumption of energy (1/Q6) and those who actually apply that (3/Q7) equals high 69,8%. So, in spite of high awareness of energy consumption management possibilities, there is a discrepancy when it comes to implementation

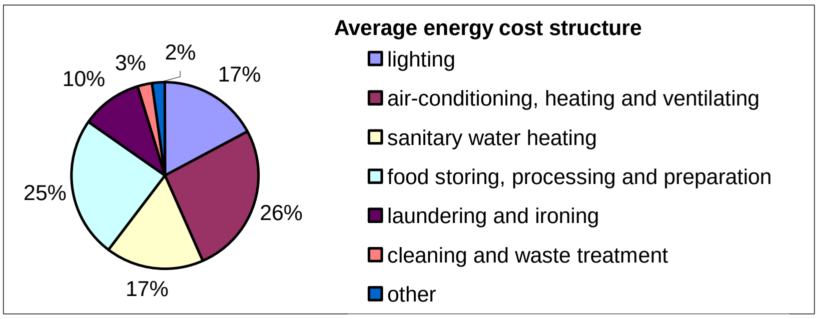
1.4. Energy costs structure (Q8)

Following question continues elaboration of distribution of energy costs. The final results are weighted according the market shares of analyzed accommodation types and according the geographical position in the County.

The results reveal that in average operation the highest share in energy cost in 2006 was spent on air-conditioning, heating and ventilating (26,0%). Given amount was immediately followed by food storing, processing and preparation (24,5%). Lighting (17,3%) and sanitary water heating (17,0%) represent the medium level of consumption, while laundering and ironing (10,4%), cleaning and waste treatment (2,6%) and other (2,1%) have the lowest share in costs. Presented data are shown in the Figure 1.

Energy costs structure enables the calculation of energy footprint for average tourist, the amounts of total energy costs in Primorsko-Goranska County, but primarily it can serve as benchmark.

Figure 1: Weighted average energy costs structure in Primorsko-Goranska County



1.5. Specific amounts and energy cost structures (Q5)

The calculation of weighted specific amounts of distributed energy costs is based on total energy costs per each accommodation type, energy cost structures, specific working days, and calculated weights. The results are presented in four ways: per occupied room per year, per occupied room per day, per occupied bed per year and per occupied bed per day. Throughout calculation the term *per year* refers to any active period of time in operation (also calculated). Same principle applies to *per day* term; day in active period of operation.

Comparison of energy cost structures (4/Q8 and 5/Q5) reveals small gaps between percentages. That is because different methodology is applied (different weighting and incomplete answers). Since differences are minor, both structures can be accepted as correct. However, proportions in Tab. 1 are to be used only together with given amounts, while proportions expressed in Figure 1. should be used in any other occasion.

Total energy cost is relevant value; total (sum) is just sum of given amounts. The difference between two numbers exists because some operators didn't answer both questions in questionnaire (4/Q8 and 5/Q5).

Table 1: Weighted average distributed energy costs and related costs structure in Primorsko-Goranska County fixed roof accommodation (2006)

Prim.-Gor. County	energy costs per occupied room /year		energy costs per occupied room /day		energy costs per occupied bed /year		energy costs per occupied bed /day	
all amounts in HRK	amount	proport.	amount	proport.	amount	proport.	amount	proport.
total energy cost	7.829,00		29,01		5.057,88		18,11	
lighting	1.130,89	17,1%	3,54	17,1%	613,25	17,2%	1,92	17,2%
air-conditioning	1.913,87	29,0%	6,00	29,0%	1.029,63	28,9%	3,23	28,9%
sanitary water	1.092,71	16,6%	3,42	16,6%	589,95	16,6%	1,85	16,6%
food handling	1.467,48	22,2%	4,60	22,2%	793,17	22,3%	2,49	22,3%
laundering/ironing	704,36	10,7%	2,21	10,7%	381,34	10,7%	1,19	10,7%
cleaning	168,10	2,5%	0,53	2,5%	88,35	2,5%	0,28	2,5%
other	119,45	1,8%	0,37	1,8%	64,56	1,8%	0,20	1,8%
total (sum)	6.596,84	100%	20,67	100%	3.560,25	100%	11,16	100%

1.6. Consumption and costs of water (Q13)

Water consumption, same as energy consumption, indicates the management's demeanour towards resources. Analyzing them together gives a more complete picture of resource usages in 2006 in tourism of Primorsko-Goranska County. The results are presented in same categories as in 5/Q5, but for a difference, here are expressed in physical (m^3) and financial units (Croatian currency).

Table 2: Weighted average water costs and consumption in Primorsko-Goranska County fixed roof accommodation (2006)

Prim.-gor. County	average water consumption, m^3	average water cost, HRK
per occupied room per year	202,37	4.076,66
per occupied room per day	0,69	13,97
per occupied bed per year	107,48	2.170,01
per occupied bed per day	0,37	7,44

1.7. Proportions of electric energy costs (Q9)

The advantages of cheaper night-tariff are obvious (reduced costs of electricity). In spite all, many processes can't be executed but during the day. The weighted average proportion representative for entire County amounts 78,6% : 21,4% in favor of the higher (daily) tariff.

1.8. Operations' air-condition equipment rate (Q11)

The question analyzes average equipment rate of fixed-roof accommodation facilities, with air-conditioners. This issue is emphasized because tourists ask for more comfort and cumulative amount of energy consumed by air-conditioners is already huge[2] and still growing. One fifth (21,1%) of all accommodation units are equipped with AC equipment. So, it can be expected further growth of investments in this area, and related growth of energy costs.

1.9. Energy efficiency awareness (Q10)

The question deals with operators' energy efficiency awareness and effective application in everyday operations. As an indicator of energy efficiency is taken the usage of fluorescent light bulbs. The proportion of light bulbs in facility was not asked.

The overall result shows that 83,3% of respondents (25 of 30) use fluorescent light bulbs, while all the others (16,7%) don't. Given result can be compared to the research[3] comprising Croatian households, where 64% of respondents use or intend to

[2] Total installed air-condition power in Croatia is higher than ½ of the output power of NPP Krsko (Slovenia). Mandic and Hrabak-Tumpa (2007)
[3] *Mijenjaju li se nase navike vezano uz stednju energije?*, GfK-Croatia, Zagreb

use fluorescent light bulbs. In only 21% of Croatian households are used such energy efficient light bulbs.

The advantages of fluorescent light bulbs are not just in increased energy efficiency, but also in much longer duration. In large facilities with high ceilings and many light bulbs the effects of long duration are very desirable.

1.10. Computer controlled energy efficiency (Q14)

Another question elaborating energy efficiency analyses more sophisticated awareness level. The usage of information technology for controlling processes in tourism is not *black box* anymore. Only 16,7% of respondents (5 out of 25) confirms to have installed software controlled equipment to monitor energy and water consumption. Majority of operators (83,3%) still work without mentioned equipment.

1.11. Perceived usefulness of RES for tourist operations (Q19)

Usefulness of RES to the largest extent refers to energy and money savings and to marketing potential. Various researches confirmed that some types of RES possess strong attraction potential.[4] In total, 89,3% of respondents (25 out of 28) consider (potential)[5] exploiting of renewable energy as advantage, 7,1% (2 operators) think it would have negligible impact, while 3,6% (1 respondent) sees it as a drawback.

1.12. Proportion of respondents with a RES installation (Q15)

In sequence to precedent analysis, the question aims to state whether there is any discrepancy between known operators' awareness and effective application.

Only 13,3% operations (4 out of 30) in County's tourism exploits some kind of green energy. The result can be compared to similar researches conducted in Queensland (Australia) – 9,2% of operators uses RES (Dalton et al., 2007), and in Greece – 25% of RES exploiting rate (Karagiorgas et al., 2006). So, regional tourism has better result than Queensland, but worse than Greece.

1.13. Attitude about installation of RES (Q16)

Analysis reveals that less than half of respondents (44,8%; 16 out of 29) expressed positive interest in considering RES installations. The result is comparable to the one from Queensland where 71% of respondents showed positive attitude towards investing in exploiting renewable energy.

---

[4] Cf. *Wind farms Research For Scottish Renewables Forum & the British Wind Energy Association. Tourist Attitudes towards Wind Farms*, Summary Report, MORI Scotland, 2002.; *Employment in the Environment: Methods, Measurements and Messages*; *Marketing Renewable energy*, Chapter 6, Australian Government, s. a., p. 121

[5] „Potential" is put in the brackets because some of the respondents already exploit renewable energy.

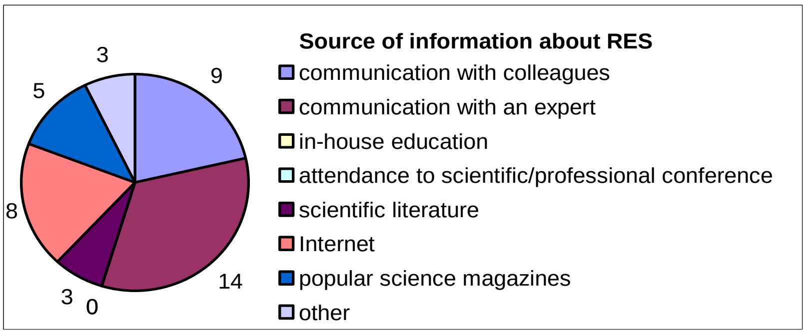
1.14. Adeptness to RES equipment (Q17, Q18)

Adeptness in renewable energy technologies for own operation, could present further step in the process of activities directed to exploiting such form of energy. But data can also simply show the operators' level of proactivity. The results show that 77,8% of operators (21 out of 27) have taken the opportunity to inform themselves, in some way, about the RES.

Second part of this analytical entirety researches the channels of information about RES. The aim is to find out the most efficient communication channel. Eight alternatives are offered. It was possible to fill up a gap in answer "Other", and it was possible to choose more than one answer. The results are shown in Figure 2.

Communication with an expert presents the most efficient medium of getting information (33,3% of respondents). Communication with colleagues (21,4%) is the next source, and Internet comes third with 19%. From popular science magazines 11,9% managers retrieves information, and 7,1% of them analyzes scientific literature. The same amount (7,1%; 3 answers) refers to category "Other", where two sources are added: municipality initiative and own experience. No respondents chose in-house education, or attendance to professional and scientific conferences.

Figure 2: Operators' sources of information about RES



1.15. RES ability to supply enough power (Q20)

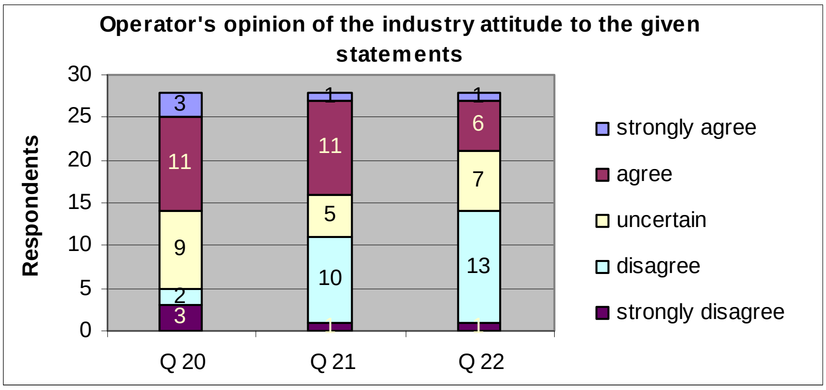
Questions 15/Q20, 16/Q21 and 17/Q22 asked for operators' perception of the tourism industry attitude to the given statements. The results are shown in Figure 3. One of the main challenges of RES is to supply enough power to cover seasonal demand variations, power surges and peaks throughout a normal day (Dalton, Lockington and Baldock, 2007, 579). Many researches have been done to find out whether energy self-supply is possible.[6]

[6] E.g. Majdandzic and Sauer (2002), Glasnovic et al. (2002), Miscevic (2002), Glasnovic and N. Peric (2002)

It was proven that RES can supply all the tourism operations.[7] Current question analyses the perception that RES can't supply the full power requirements of a resort of over 10 rooms.

The analysis shows that 17,9% of respondents (5 out of 28) don't agree with the given statement and consider that tourism sector thinks RES can supply enough power. The result is almost twice as high as in Australian research (9,4%) (Dalton et al., 2007). Other 50% of Croatian respondents agrees with the statement and the rest are uncertain (32,1%).

Figure 3: Operators' opinion of the County tourism industry attitude to the given statements



1.16. Confidence in RES reliability (Q21)

It is proven that RES are less reliable in power supply,[8] when compared to conventional sources. Knowing that, tourism operators scruple to rely on renewable sources, since every power shortage might negatively influence tourists' experience of received quality (Dalton et al., 2007, 581). Partial solution might be in direct connection of smaller systems on electrical grid,[9] installing reserve battery[10] or alternative source of energy, e.g. diesel engine[11].

Relatively high proportion, 42,9% of respondents (12 out of 28), agrees with the statement that their colleagues are cautious with investing in RES because the lack of confidence in reliability. Other 39,3% don't agree and 17,6% are uncertain. In comparable Queensland research only 19% of managers agree to the above statement.

[7] Bakos and Soursos (2002) and Bakos and Soursos (2003), both papers cited in: Dalton et al. (2007, 579)
[8] *Bioenergy Project Development & Biomass Supply*, International Energy Agency, Paris, 2007., p. 53
[9] S. Teske, A. Zervos and O. Schäfer (2007) *Energy [r]evolution, A sustainable world energy outlook*, EREC – European Renewable Energy Council and Greenpeace International, p. 72
[10] J. Knight, N. Roolker et al. (2007) *Grid Connected Domestic and Small Scale Renewables in New Zealand*, Hydro Tasmania Consulting and Hydro-Electric Corporation, Hobart, p. 29
[11] Dalton et al., Op. cit. 2007, p. 580

1.17. Economic viability of RES (Q22)

Economic viability is probably one of the most important criteria when considering investment in RES. The payback period for some European countries has been analyzed in HOTRES study (2006). The results vary considerably. There are no data for Croatia. The results reveal that 50% of all respondents (14 out of 28) don't agree with the assumption that RES are not economically viable in small to medium sized businesses, while 25% agree. Among Australians, only 15% of them disagree.[12]

CONCLUSION

Questionnaire survey was conducted among tourism managers in Primorsko-Goranska County (Croatia) to determine management attitudes, adeptness and effective conditions regarding energy management. The survey was conducted during October and November of 2007 and respondent rate of 33% was achieved (30 out of 91 respondents). The pool consisted mostly of hotel managers located in maritime area, but other types of accommodation were represented including camping parks and marinas. The results – where necessary – were weighted according to geographical position and market share.

The results of analysis reveal that wide majority of respondents consider energy cost management to be possible. Similar result was achieved for consideration about the reality of water consumption management. Around 1/3 of surveyed operators divides energy costs for the purposes of controlling. In operations' energy cost structure air-conditioning (26%) and food processing (25%) have largest shares, and are followed by lighting and water heating (both 17%). Laundering, ironing, cleaning and other have the lowest shares.

Total energy cost per occupied room a year equals 7, 829 Kn, and for same period and occupied room water costs total 4,077 Kn or 202,4 m^3. Data show that 79% of electricity is spent during the day, and that only 1/5 of all accommodation units are equipped with AC equipment. Total of 83% of respondents use fluorescent light bulbs in their facilities, what represents energy efficiency awareness. Only 17% of respondents have installed computer controlled equipment to monitor energy efficiency.

The pool of 89% of respondents consider exploiting of renewable energy as advantage and only in 13% of operations in County's tourism exploits some kind of RES. Less than half of respondents (45%) expressed positive interest in considering RES installations.

Majority of 79% of operators have informed themselves about the renewable energy. Communication with an expert happens to be the most efficient medium of getting information (33% of respondents) and is followed by communication with colleagues (21%), Internet (19%), popular science magazines (12%), and scientific literature (7%). The same amount (7%) refers to other possible sources.

[12] Dalton et al., Op. cit. 2007, p. 582

The analysis shows that 17,9% of respondents don't agree with the given statement and consider that tourism industry thinks RES can supply enough power. Quite high proportion, (43%) of respondents agrees with the statement that their colleagues are cautious with investing in RES because the lack of confidence in reliability. Half of all respondents do not agree with the assumption that RES are not economically viable in small to medium sized businesses.

To conclude, energy management in Primorsko-Goranska County is not at the adequate level. Therefore should be considered institutional plans to support and promote RES and energy efficiency in the County tourism industry. From the operators' point of view more attention should be paid on positive world trends since that is usually the way to cut costs or create own long term advantages. Responses from County tourism operators indicate a positive interest in exploitation of renewable energy sources but additional researches should be made to reveal all the possible issues that prevent wide investments in renewable energy technology.

REFERENCES

Bakos, G. C. and Soursos, M., „Technical feasibility and economic viability of a grid-connected PV installation for low cost electricity production", *Energy Buildings*, Vol. 34, 2002, cited in: Dalton et al., 2007

Bakos, G. C. and Soursos, M., „Techno-economic assessment of a stand-alone PV / hybrid installation for low-cost electrification of a tourist resort in Greece", *Appl. Energy*, Vol. 73, 2003, cited in: Dalton et al., 2007

Bioenergy Project Development & Biomass Supply, Paris, International Energy Agency, 2007.

Dalton, G. J., Lockington, D. A. and Baldock, T. E., „A survey of tourist operator attitudes to renewable energy supply in Queensland, Australia", *Renewable Energy*, Vol. 32, 2007, 567-586

Employment in the Environment: Methods, Measurements and Messages; *Marketing Renewable energy*, Chapter 6, Australian Government, s. a.

Glasnovic, Z. and Peric, N., Inteligentna kuca – energetski racionalno rjesenje, in 18th Scientific Conference *Energy and the Environment*, Proceedings, Hrvatski savez za Suncevu energiju Rijeka, Opatija (Croatia), Oct. 23-25, 2002

Glasnovic, Z. et al., „Croatian Solar House", in 18th Scientific Conference *Energy and the Environment*, Proceedings, Hrvatski savez za Suncevu energiju Rijeka, Opatija (Croatia), Oct. 23-25, 2002

Karagiorgas, M. et al. „HOTRES: renewable energies in the hotels. An extensive technical tool for the hotel industry", *Renewable and Sustainable Energy Reviews*, Vol. 10, 2006, 198-224

Knight, J., Roolker, N. et al., *Grid Connected Domestic and Small Scale Renewables in New Zealand*, Hobart (Australia), Hydro Tasmania Consulting and Hydro-Electric Corporation, 2007.

Majdandzic, Lj. and Sauer, D. U., „Project of a Self-Sufficient Solar Building on the Island of Krk – Croatia", in 18th Scientific Conference *Energy and the Environment*, Proceedings, Hrvatski savez za Suncevu energiju Rijeka, Opatija (Croatia), Oct. 23-25, 2002

Mandic, N. and Hrabak-Tumpa, G., „Klima uredjaji naprezu EES", in *Klima forum – 1. forum o hladjenju, klimatizaciji i ventilaciji*, Proceedings, Zadar (Croatia), Sept. 27 and 28, 2007

Mijenjaju li se nase navike vezano uz stednju energije?, Zagreb, GfK-Croatia, Feb. 21 2008

Miscevic, Lj., „Arhitektonski koncept i oblikovanje hrvatske solarne kuce", in 18th Scientific Conference *Energy and the Environment*, Proceedings, Hrvatski savez za Suncevu energiju Rijeka, Opatija (Croatia), Oct. 23-25, 2002

Teske, S., Zervos, A. and O. Schäfer, *Energy [r]evolution, A sustainable world energy outlook*, European Renewable Energy Council (EREC) and Greenpeace International, 2007.

Wind farms Research For Scottish Renewables Forum & the British Wind Energy Association. Tourist Attitudes towards Wind Farms, Summary Report, MORI Scotland, 2002.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 374:640.432](497.7)
Preliminary communication
Received: 04.03.2008

LIFELONG LEARNING IN RESTAURANT BUSINESS

Gabriela Rakicevik
Sofronija Miladinoski
Jagoda Strezoska
University St.Kliment Ohridski – Bitola, Macedonia[1]

Abstract: Lifelong learning is the reality in all successful service industries. In the field of the hotel and tourism industry, it is very important to implement this concept. That will assure to achieve high level of quality - to be competitive on the market, and as feedback to get a big number of satisfied guests. There are different issues to discuss for the concept of lifelong learning. One of the most important thing is the need and interest for permanent education from both sides: employee and employer. The other issue is: according to law who is competent to organize and offer different forms of lifelong learning; who will recognize the certificate and/or diploma!? Financial aspect has big influence as well: who will cover the expences for any kind of education for already employed people. Methods and techniques for lifelong learning varry according to target group, topic, time, department in the hospitality property etc. Training is very popular method for permanent education. In general there are two basic types of training: the one-on-one training method and group training. Much of the training in restaurant business is done individually. Most one-on-one training is conducted by implementation of the following techniques: buddy system, cross-training,computer training and video. There are many different techniques that can be used in group training: classroom, lecture, demonstration, role-playing, games, professional trainers. In some countries, very popular is the concept of service learning.

Key words: lifelong learning, training, restaurant business, training method and techniques.

[1] **Gabriela Rakicevik**, Ph.D., Associate Professor, **Sofronija Miladinoski**, Ph.D., Full Professor, **Jagoda Strezoska**, Ph.D., Assistant Professor, Faculty of Tourism and Hospitality – Ohrid, University St.Kliment Ohridski – Bitola, Macedonia.

INTRODUCTION

To set the human resources in development focus, not only in the company but the country in overall, quality development and rational use is needed.

Based on the numbers from The Institute for Statistics in RM, for the period 1999-2019, estimates that the numbers of the population will raise from 1.936,9 thousands to 2.218.7 (for 14.5%), and that the number of the workforce will raise for 200 thousand.

Knowing that fact, there is the need of a strategy for increasing the use of the human recourses. That could be accomplished with a good economic strategy oriented towards third party services, including the segments of hospitality (accommodations, food industry, transport, travel agencies, companies for animations, fun, recreation etc.).

Taking into consideration the fact that there are no strictly determined quantity measures and relations, we need generally a balance between the size and the structure of the human resources in order to define the strategy and the politics of socio-economic development. In the process of balancing the needs for educated human resources the starting point will be the need of the society and the economy. The Management (on a micro and macro level) in team work should use authority of the knowledge and capability, which will bring increasing of the knowledge. In that way the strategy and the politics of future development will be based on the needs for numerous educated professionals on a high quality level. Also the balance of the needs in that field is very important.

The profession comes from the education or from practice (with qualification and pre-qualification for specific work position). Taking into consideration that the direct contacts, (between educational institutions and the companies and other institutions from another side), are limited, so the task to balance the needs based on profession is very complicated. Talking about this matter under these conditions, one can not make a model, even in some lower quantity proportions.

That's why, for the needs of the socio-economic development in the XXI century, the educated professionals are expected to have the ability for permanent professional training and upgrade of the knowledge.

1. PERMANENT EDUCATION IN HOSPITALITY

The Education is a lifetime dynamic process. The education takes place in adequate educational institutions and at the certain companies where employees work on a daily basis. At their work place employees gain practical experience which they can not get by regular education. The company's ability to keep up with the competition, at very least, it depends on how much their experts learn from its own experience and on how much they utilize the new knowledge, because every company, at one point, without doubt will transform into “educational institution”.

The Human Resource Education is necessary during one human lifetime work period for all employees (on different managerial and non-managerial levels). The Human resource development has primary importance for the company and represents big responsibility for all successful managers. The employees' skills development is very useful and appreciative. Therefore, it is essential to use systematic approach, to be able to determine the work activities which use specific training programs. Employees analyze to identify the training needs and proceed them as a request to the management. The management determines the connection between development projects and training in specific areas which helps them to assign the priority projects. All expenses made for the realization of the training projects have to be self-explanatory.

The successful training programs need to be practical and planed in advance to offer the capacity to overcome the process of developing the necessary skills on a most effective and easy way. By monitoring of the training process the employees need to empower them self with each skill.

The choice of the trainer represents very important part for successful realization of the training program. The potential trainers have to believe in the value of the training process, they have to have ability to communicate with people and to be energetic to be able to implement their knowledge on a right way, while using high work standards and hopefully with their own example will be motivation for other co-workers, professionally and responsibly will do their job. In that case, the trainer's experience will play special role and it is very important. The work experience let the trainer "revive" the training, by giving instructions trough exact practical examples. Trainer's practical experience increases his rating and reputation.

The effective trainers have energy on a higher level and posses more personal attribute in the area of the human resource development. The trainers have the ability for understanding the needs of their "students" in the right sense, have patience to listen and respond to the questions given. They are the visionary, have the managerial skills, control the group activity, learn on their own mistakes and so they use the knowledge to improve their students work.

The success in the conducting of the hospitality business depends on the quality of its workers and on the quality level in which they do their job on a daily basis. The best way to get quality service from the employees is to put the right employees on a right place. The employees need to be trained in these areas: company duties and the philosophy of the services, for the technical aspects in their work and for theirs part in the whole area.

The monitoring personnel's training is necessary in order to be able to make estimate. In that way, the employees of the monitoring group are responsible to monitor and to do evaluation to the employees work obligations. If they determine that there is deviation from the regular standards, they need to make corrections to those deviations and they need to enforce positive behavior. With estimate they need to determine the areas where there is a need for development and training. The manager, who knows how to do this part of the working process right, will have better approach towards the management. Based on the result from the monitoring, the managers can plan the change in managing the human resources it the form of promotion, transfer and firing of the employees.

According to Nikolic (Nikolic, et. al. 1997), investing into employee's education in average is five times better than investing into equipment. According to that:

- All employees can take learn, but not all of them will be learn the same, because they differ from their previous level of knowledge, capacity, speed and level to remember.
- The individual need to be motivated to learn (to be aware that there is need for education, to have desire to learn and to be introduced with what ever needs to learn).
- Taking into consideration that the studying represents active process, need as many more senses included in that particular process.
- The biggest success in studying is possible when there is under mentor surveillance, because leading the candidate speeds up the learning process and let get the return information (is the studying way and volume in order)
- Is it possible to learn with help of hand book, literature, computers with programs software etc.
- There is a time needed to assimilate whatever is learned, accepting and gaining self-confidence in applying.
- The learning methods need to be as much different to avoid the monotony. In that sense even the computer simulation becomes boring with time, if it does not change and if it doesn't imply with new methods.
- The individual need to see the advantage of permanent improving (for ex., promotion, recognition, raise etc.)
- There is a need to determine the standards and criteria for the speed and the quality of learning.
- The learning methods need to be adjusted according to the candidate educational level, age, and the type of the working place.

Basic classification in creation programs for training is possible to make based on the fact if there is taking place training of managerial personnel or training of non-managerial personnel.

2. TRAINING AS TOOL FOR PERMANENT EDUCATION IN RESTAURANT BUSINESS

Training is essential to a successful implementation of quality improvement. Training should be an ongoing process. Developing and maintaining the training program does involve costs. In long term, with staff that is properly trained, managers could achieve increased profit. Reducing accidents at the work place and fluctuation, waste, poor service, poor quality food, will guide to quality improvement and guest satisfaction. The ongoing training should consist of several elements: daily (weekly) training, general training, departmental training and specialized training.

The group of ***daily*** (weekly) ***training*** includes the staff meetings. The staff meetings should be places to introduce new creative ideas for improving the quality of job performance from both sides: managers and non-managers. At the same time, that is the excellent moment for all employees to exchange experiences and learn from each other. Encouraging employees to share the thoughts about work will enable to create the learning atmosphere during the meeting.

General training is training that all employees should receive regardless of their job or position in organizational structure. It doesn't mean that all employees should get the training at the same time. According to the topic (guest relations, sales/marketing, safety, sanitation, personal hygiene etc), the general training could be conducted by certain manager or outside consultant.

Departmental training in most cases concerns actual job responsibilities. The manager of the certain department is in charge for training the employees within the department.

Specialized training concerns specialized skills: computer training, first aid, fire safety, point-of-sales equipment training etc. Usually for this type of training the outside consultant is being hired.

The training methods of non-managerial personnel are applied to train employees. In general there are two basic types of training: ***the one-on-one training method*** and ***group training***. Some delivery methods are better for individual training and others to group learning. Most one-on-one training is conducted by implementation of the following techniques: *buddy system*, *cross-training*, *computer training* and *video*. There are many different techniques that can be used in group training: *classroom*, *lecture*, *demonstration*, *role-playing*, *games*, *professional trainers*. The choice of training method will depend on the costs, number of people that should be trained and their ability to learn the best.

Much of the training in restaurant business is done ***individually***. The purpose for this type of training is to show the employee how to do something and then let the employee to try to do the task on his/her own. The individual training gives closer contact between the trainers and the employee. When we talk about the individual training, the style and the dynamics of the studying is adjusted according to the preference of the employee. Beside that, the trainer can pay more attention to the employee and will respond to all questions. Often the individual training takes place at the work.

According to Baskette (Baskette, 2001), a plan to train employees on-the-job includes:

- A fully executed job description for the position, including an organizational chart;
- Pairing new employees with experienced employees during the training period;
- Developing a training schedule that allows new employees to learn different aspects of the operation

- Reviewing training schedules and goals with the new employee, to partnered experienced employee, and the supervising chef
- Reviewing progress on a daily basis.

For this type of training, job lists and job performance standards can be used as guidelines. *The buddy system* is one of the most widely used methods of ***individual training***. The new employee will be paired with experienced employee. According to the job list, the trainee should learn how to perform each task. The trainer should speak in simple terms and encourage the trainee to ask questions. The trainee should be able to focus on each segment. At the end, trainee should repeat the procedure and if necessary take any corrective actions.

The *cross training* it's an excellent training technique especially good for training more employees at the time. The use of this method gives chance to the employees to face with their co-worker's difficulties and the problems at the work place. Actually, that is a work place which is in direct correlation for execution of specific service. In that contest the waiters /waitresses need to spend some time with the cooks, buss persons and hosts/hostesses. In that way, with relatively small expenses we are accomplishing higher work efficacy and the guests will get better quality service.

Computer training is a technique which gives individual training for each employee with a use of a computer. In that case the employee chooses the time (during the day) for realization of the training. The training can be done online or with the use of a CD.

Video represents very practical training method. With the use of the video method the employee has the opportunity to be acquainted with different subjects. In that contest, training for waiters/waitresses with a help of the video can show situations in practice like: hosting, taking orders (beverage and food), suggestive selling, table manners, tips etc. The trainer, instead of talking all the time, using the video could present the needed situation on more efficient and original way.

Group training is very effective for getting all employees trained at the same time. The best way to accomplish it is through practice. Classroom-seminar is a training method which we use for training a group of employees. Even this method it's not specialized for restaurant industry it can be used for getting some useful information. For this training we need a separate room. Often this is a method which we practice when we invite trainers outside the company, and when the training is established in a cooperation with some different professional education institutions. In that case it is possible the employees to go to fulfill the educational institution's program.

Lecture - represents prepared presentation for contents transfer to a group of employees. Beside oral presentation, it can be used various audio-visual equipment, in order to engage the discussion participants and to help in answering to the questions. In order to be more effective, the trainers can start with interesting statement or question, to use humor when appropriate, to present interesting examples, anecdotes and information, to ask questions, to engage the group and to create condition for discussion. It is very important to mention, that more than 60% of the time should be spent allowing the trainers to give feedback, about what has been learned.

Demonstration - is one of the best training methods in restaurant business. With the use of this training method, the participants engage more senses. To make the demonstration successful the trainer needs a good preparation. Before the demonstrations starts the participant need to know which task and skills will be demonstrated. The trainer should allocate himself so all participants can clearly watch him what he does. The demonstration should go step by step so the participants know exactly which step is presented at the time. First he needs to demonstrate slowly so the participants can see what exactly is going on and than to repeat the same with a normal speed. Before he gives the opportunity to the participants to repeat the same he needs to explain what exactly they intend to do and how to plan to do it.

Role playing represents a training method where certain situation is simulated so the participants can show their skills and ability to exercise what they have learned. Often the roles are already prepared by the trainer and the participants need to answer some others participant's questions and to manage exact situation or problem, to assure guest satisfaction, to resolve the complaint etc. For this method to be successful the roles need to be simple-clearly defined and the participants need to know what exactly they are expected to do.

"Games" represent a very interesting training method for the employees. According to the place they are using also depends the time and the content of the "game". Finally, this is a method which the employees almost always accept.

Professional trainers are the training experts in some specific area. In the restaurant business area there is Professional trainers' Association. They help to the restaurant owners to improve the service quality and to improve their business by educating the employees.

3. TRAINING PROGRAMS FOR RESTAURANT BUSINESS

In this part of the paper follow some examples of training programs for restaurant business. These are some training programs according to topic: Serve safe and NACCP, Nutrition, Management, Orientation training, Training the trainer, Serving alcohol responsibly, Workplace safety, Basics of food preparation, Purchasing, Managing the guest experience etc.

According to work place here are some examples of diversity training programs.

Training for managers: Developing a training policy (guests being dissatisfied, employees disorganized or confused about their jobs, low morale, low sales, low productivity, high waste, sanitation issues, high employee turnover, low number of repeat guests, employee theft, substandard products or services, high level of employee in-fighting); determining training needs; establishing training needs; creating job descriptions and job lists (example or writing); job breakdowns; designing the plan, coaching and class evaluation form.

***Orientation training**:* Orientation checklist (sample), orientation materials, pre-opening training, ongoing training, daily/weekly training, possible format for a 10-15 pre-shift meeting, effective staff meetings, general training, departmental training, specialized training and developing a training schedule.

Bartender - serving beverages: Greeting customers, Taking orders, set up the drinks & bar terminology.

Server - guest food service/drinks: Cooking terminology, approaching the table, getting guests settled, Taking meal order, taking drinks orders, serving drinks, Picking up the food, Server side work, Telling about specials & Checking back for second drink order and appetizer order. *Taking meal order* would include: Taking food order, Meeting special requests, Delivering salads and appetizers and Pre-ringing food order and place order with kitchen. *Picking up the food* as training program might include: Picking up the food, loading the tray, cleaning dishes and preparing table for serving, Delivering food and Dessert service, cleaning the table and paying the check. *Server side work*: Setting up coffee station, setting up bread baskets, setting up stations, Setting up side station and Closing duties.

Host/hostess: Introduction to job, inspecting the dining room, receiving customers (greeting, seating), Providing excellent service, Dealing with problems iff there is a wait, Handling (difficult customers, customer complaints), Handling large parties, Making arrangements for and serving special parties, Performing clerical work.

Bus person: Checking and cleaning front of house, cleaning tables and chairs, setting tables and clearing and resetting tables.

Pizza cook's - preparing food: Stocking cold table, taking order from server, using scale and other equipment, cooking pizzas, cutting pizzas and restocking ingredients.

***Cook**:* Putting food away, storing food items at proper temperatures, restocking for next shift, turning off equipment, wiping down counters, cleaning grill, cleaning fryer oil, taking dirty dishes to dishwasher and storing clean dishes, filling out paperwork, removing garbage sweeping and mopping floor and develop clean-up sheet.

Dishwasher: Preparing dishes for putting into dish machine, taking items out of dish machine and maintaining the dish machine.

The presented list of training programs could be changed and adapted according to the needs of the business.

RESUME

With implementation of different educational programs and professional improvement of the employees need to achieve more positive effects:

- Improving of the service quality
- Increase of collegiality and sense for team work and cooperation
- Downsizing the conflicts between the employees
- Reliving the stress and releasing the tension
- Downsizing of employees fluctuations and missing from work
- Work promotion which will bring lower costs
- Preparation of employees for promotions
- Increasing the employees self confidence
- Straightens to the professionalism
- Improving to interpersonal relations in general and especially between the management and other employees
- Decreasing the numbers of accident at the work place
- Increasing the productivity
- Improving the health care and hygiene
- Decreasing of tiredness
- Increasing the feeling for safety at work
- Decreasing the need of surveillance and control
- Better work environment (relaxed work environment)
- Decreasing the waste
- Increasing the employees level of ethics and responsibility

The present situation in restaurant business in Republic of Macedonia in the field of education it can be resumed as follows:

- Lack in law regulations in the field of tourism and hospitality concerning the employment of professionals
- High rate of unemployment of professionally trained and educated individuals
- Total lack of financial resources for training and education of employees in the companies of tourism and hospitality business.

Base on the fact that the standard education can not satisfy in full the needs of the market economy, it is necessary that every bigger company has its own center for education and training. Because it is not always possible independently to produce, it can be realized in cooperation with specialized educational institution. In that way the employees will have opportunity for continuous education in specialized programs, and that is based under previously determined needs.

Obtained standard education should to be rebuilt all the time. The best results for that purpose could be gotten in association with specialized educational institutions. Instructions and training are the main preconditions for implementation of standards which are in a process of continuing changes.

It is possible to conclude that the continuous education, in all its forms, represents one of the most important company's activities in the field of the hospitality. That's why, the essential part of the management represent the human resource training. In that way, directly they will influence on the work quality, actually quality offer to top service. Good trained employees have confidence in their self and their skills, they stay longer in the company, they fulfill their obligation with bigger enthusiasm, and the clients are more satisfied.

REFERENCES

Arduser, L., Restaurant training, APG, USA, 2005

Baskette, M., The chef manager, Prentice Hall, NJ, USA, 2001

MANU, Nacionalna Strategija za ekonomski razvoj na Republika Makedonija, Razvoj i modernizacija, Skopje, 1997

Nikolic, M., Malesevic, Dj., Kilibarda, D., Personalni menadzment ugostiteljstva, Meridian, Beograd, 1997

NRA, ServSafe, Educational Foundation, USA, 2002

Rakicevik, G., Menadzment na covecki resursi vo turizam i ugostitelstvo, CNIR-FTU-Ohrid, MIKENA, Bitola, 2004

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:378](498)
Review
Received: 04.03.2008

THE ROLE OF EDUCATION IN ROMANIA’S TOURISM SECTOR: FROM LEVEL DESCRIPTORS TO LEARNING OUTCOMES

Ana Ispas
Transilvania University of Braşov, Romania[1]

Abstract: Tourism is generally and globally acknowledged as one of the few economic sectors that has more than significant growth prospects and is characterized as a catalyst for peace and prosperity. At the same time, this sector is known for its high turnover of staff, persistent lack of qualified personnel and rapidly changing skill needs. If Romania wants to be a competitive tourist destination, we must assure a high quality of the tourism services and the people who deliver them.
The most important labour shortage in Romania’s tourism is at the management level (top and middle management) and entrepreneurs. There are several reasons for this. For a long time, Romania’s tourist industry was dominated by large public enterprises. Most often, top and middle management were not appointed and promoted according to their education and capabilities, but according to other non-professional criteria. Education at all levels, especially higher education, has not been producing a competent labour force. Management education has been especially weak, with no specialized education for management in tourism. Some available programmes were of too general and with little practical training. Although there are several institutions of higher education which provide education for tourism, all of them need to modernize their programmes with a greater emphasis on management, foreign languages, ICT, and practical training.
Today, Romania started to reform education. This is a significant challenge for the entire education system, including higher education in tourism. This year a consultation process was started to identify the most important competences that should be formed or developed in a degree programme. The outcome of this consultation process will be reflected in the set of reference points – generic and subject specific competences – identified by 10 subject areas, including tourism.

Key words: competences, education, labour force, learning outcomes, level descriptors, tourism.

[1] **Ana Ispas**, Ph.D., Full Professor, Faculty of Economic Sciences, *Transilvania* University of Braşov, Romania.

INTRODUCTION

The development of human resources includes the employees' training and professional development. The general targets of this activity proceed from the internal needs of a certain company and they are subordinated to its general needs. They refer to the elimination of discrepancies between the real level and necessary level of the staff's knowledge and abilities, to the creation of training opportunities for each and every employee, so as learning should turn into a permanent activity of every person within the company.

Professional training stands for a learning/instruction process, through which the employees acquire theoretical and practical knowledge, new technical abilities that should make more effective the activity they carry out. Professional training represents a more complex process, for training managers or other specialists so as they should take upon themselves increased responsibilities in the framework of their present and future jobs.

The main training knowledge and needs of the different categories of labour force indicate that tourism is still characterized by a labour force with a reduced aptitude level, for the greatest part of the jobs, within the basic sub sectors.

The relation between tourism and human capital is complex, inter-conditioning, every one of the two elements playing at the same time the role of cause and effect. Therefore, stimulating the evolution of tourism stands for an important means for relaunching labour force, however the development, respectively the stoppage of the development of tourism takes place according to the existence or non-existence of human resources within the territory under reference[2].

1. CHARACTERISTICS OF TOURISM EMPLOYMENT

Employees are the most important assets in a tourism organisation and they are the key to the success of service-sector companies, because of their critical role in customer interactions[3].

Although the development of the tourism industry creates new employment opportunities, critics contend that tourism employment provides predominantly low-paid and low-skilled demeaning jobs. The negative aspects of tourism employment focus upon the physical demands of the job, poor conditions of work, job insecurity, low pay, long working hours, high labour turnover and lack of training.

Labour turnover in the tourism industry is generally accepted as an inevitable and natural process. Some perceive labour turnover to be beneficial as it

[2] Minciu, R., *Economia turismului,* Editura Uranus, București, 2004
[3] Haven-Tang, C., Jones, E., *Human resource management in tourism businesses,* in The Business of Tourism Management, Pearson Education, 2006, p. 90-91.

enables manipulation of workforce size according to demand and thus enables the control of labour costs[4].

Nevertheless, labour turnover is a cost to tourism business and can create severe operational difficulties. High labour turnover affects the quality of services and goods, incurs high replacement, recruitment and selection costs as well as training costs, which can subsequently reduce profitability and affect organisational morale[5].

The tourism industry provides a **labour-intensive service** at the customer interface and, while demand is fairly steady and predictable, peaks and troughs in demand do occur. These peaks can only be met through temporary increases in labour at the point of contact, via functional or numerical flexibility. Part-time employment is the usual solution to uneven work distribution, providing employers with a reserve of peripheral workers, to supplement (full-time) workers.

While **labour flexibility** may be a positive attribute, it can also be detrimental. The high proportions of casual and part-time staff employed within the industries may be less inclined to view the tourism industry as a long-term career option, perceiving it to be a transient job. Subsequently, part-time and casual employees may be unwilling to invest in industry-related qualifications.

One factor likely to contribute to poor qualification attainment within the tourism industry is the willingness of employers to recruit people without the necessary **qualifications**. A clear career structure is also important and the tourism industry generally suffers a lack of clearly defined routes to supervisory and managerial positions.

The low entry threshold for tourism entrepreneurship leads to a dominance of micro-business in the tourism industry. Some owner-managers are seriously deficient in management skills. This affects the viability of small tourism business as well as impacting on their ability to offer an attractive career package for ambitious employees.

2. GENERAL TRENDS AND SKILL NEEDS IN THE TOURISM SECTOR IN EUROPE

Tourism is still a very specific sector, so specific knowledge about the sector is required. For the workforce, however, there are still general and basic skill needs for everybody. For example, lack of knowledge of foreign languages has been recently recognized by national tourism organizations of some European countries as a lasting problem and even as a competitive disadvantage. Entrepreneurship – a concept still vaguely defined – is taken more actively on board by education providers who are

---

[4] Torrington, D., Hall, L., Taylor, S., *Human Resource Management,* 5th edn, Financial Times Prentice Hall, 2002, cit. in The Business of Tourism Management, Pearson Education, 2006, p. 92.
[5] Idem.

working on this notion and thinking of implementing this even at the compulsory school level[6].

There are also specific skill needs defined by labour category. At management level, these are rather transversal skills; hence tourism managers often have an educational background in accountancy, marketing, law, economics, etc. Nevertheless, managers are expected to possess the following skills and competences: computer skills, business and strategic planning, strategic alliances, management skills, management through visions and values, yield management, accounting, product development, innovation, human resource management, destination management, project management, management skills to cope with globalization influences, change management, marketing and sales skills[7].

Other labour categories can be defined: supervisors, skilled craft workforce and the semi-skilled. Supervisors in tourism need basic computer skills, human resource management, hygiene and HACCP, accounting, supervision and training skills. Personal skills, problem solving and basic computer skills are especially important for the skilled craft workforce.

Nowadays, further demands are placed on semi-skilled tourism staff in terms of both personal skills and specific technical knowledge (e.g. bar attendance, cleaning, catering). Being aware of challenges and trying to overcome them are essential to successful training or education. Some useful suggestions for tourism include[8]:

(a) Make the learning process job-related;
(b) Where possible, apply the mentor model;
(c) Get strong support from both management and workers;
(d) Try to integrate learning in the career path of the employee;
(e) Embed the learning process in a strong framework supported by the organization or company;
(f) Include basic skills (language, behavior, culture, organization) in this learning process;
(g) The whole process needs passion, or at least motivation, with continuing stimulation from both sides;
(h) Learning plans need to be transparent to the users;
(i) Learning (still) needs to be fun for everybody;
(j) It is very important to establish goals and measures to evaluate results and outcomes;
(k) Importance of social dialogue is not to be neglected;
(l) Partnership in general is crucial for the success of every kind of learning process.

[6] Cedefop. Panorama. *Trends and skill needs in tourism,* Olga Strietska-Ilina, Manfred Tessaring (eds), Luxembourg: Office for Official Publications of the European Communities, 2005, p.7-12.
[7] European Commission, DG Enterprise. *Improving training in order to upgrade skills in the tourism industry*. Final report of Working Group B. Brussels: European Commission, 2001, p.26.
[8] Junggeburt, J.H.F. et al. Training and development under construction. Hospitality and the changing environment. The Hague: Hotelschool the Hague, 2004, p.32-34.

3. THE ROLE OF HIGH EDUCATION IN ROMANIA'S TOURISM SECTOR

The concerns related to the education's quality and the provisions of the new legislative framework are premises to assure an adequate correlation among the educational objectives and the needs for economic and social development specific to a knowledge-based economy[9].

The most appropriate environment to gain abilities and knowledge in order to fulfill certain tasks related to each occupational category has proven to be a combination between training in school and at the place of work, which suggests that trainers and employers should work together more often in order to elaborate training programs.

Such coordination is extremely important if we consider the need for international mobility of work within the present context of tourism market's globalization and the standardization of processes, technologies and business. A competitive tourism industry determines the development of channels for dialog and cooperation between national authorities, the tourism sector and training institutions.

The issue on which a general consent exists refers to the need for qualified human resources, capable of guaranteeing the offer of quality services in tourism – a sine qua non condition for competitivity.

A recent Report was drawn up by the World Tourism and Travelers Council (WTTC), collaborating with Oxford Economic Forecasting and the National Authority for Tourism in Romania and named „ROMANIA. The impact of tourists and travelers on jobs and economy". It points out that the most important thing is that the training institutions within the tourism industry collaborate and communicate in order to be sure that training and courses are relevant and in line with the demand on the market. The industry may help and support the institutions and students in this matter by taking part to training courses, by offering practice bases and by communicating the importance of some high standards in the services field[10].

This year, the National Authority for Tourism aims at developing a framework in order to increase the quality of the tourism services by financing the personnel within the tourism sector and for this sector, for hotels, restaurants, respectively by the project-based co-financing of activities integrated within the objectives mentioned in the Program for adults' training within tourism and for tourism and for supporting tourism education - 2007[11].

The program has as an objective the change of the social partners within tourism, the increase of the degree of making the interested persons fully aware as related to the importance of training and investing in professional training, in order to

---

[9] Romania's Government (2005) – *The National Development Plan* 2007-2013, p. 130.
[10] W.T.T.C. (2006) - *ROMANIA. The impact of tourism and traveling on work places and economy*
[11] www. mturism.ro - A.N.T. – *The program for adults' professional training from tourism and within tourism and support for the touristic education – 2007.*

transform the work force within tourism, hotels, and restaurants in a „strategic resource".

In this direction, the National Institute of Research-Development in Tourism from Romania has done an inquiry among the top management of the units which operate in the field of tourism, respectively accommodation units, catering units, tourism agencies and professional tourism associations, with a view to investigating the quality of the graduates' education in the field of tourism[12]. The questionnaire that has been applied has been structures so as to allow the investigation of the following aspects:

- the level of theoretical education of the recently graduates in tourism;
- the level of practical knowledge the recently graduates in tourism;
- the level of complying with the work duties the graduates in tourism;
- the importance of high education for the activities carried out in accommodation units, in catering units, in tourism agencies and other (ministries, research institutes, professional associations)
- suggestions with respect to the improvement of the students' education who attend the courses of tourism faculties.

Among all results obtained as a consequence of the inquiry, we have deemed as playing importance the ones with reference to the *importance of high education for the activities carried out in accommodation units, in catering units and in tourism agencies.*

Table 1: Importance attached to high education by managers of tourism agencies

Mark	Frequency	Percentage	Cumulated percentage
Little important	5	4,8	4,8
Important	29	27,9	32,7
Very important	38	36,5	69,2
Non-declared	32	30,8	100,0
TOTAL	104	100,0	

The persons having answered the interview have been questioned with respect to the importance played by high studies/education in order to carry out an activity within a tourism agency. As for the answers, they have been structured as follows:

[12] *I.N.C.D.T. - Probleme actuale ale cererii de forţă de muncă din turismul românesc în contextul aderării la Uniunea Europeană* – Faza I, II, III.

- 36,5% among the interviewed persons have deemed high education as extremely important in order to carry out an activity within a tourism agency;
- 27,9% among the interviewed persons have appreciated high education as important in order to carry out an activity within a tourism agency;
- 4,8% have deemed high education as less important in order to carry out an activity within a tourism agency;
- A percentage quite high (30,8%) have declared nothing.

Table 2: Importance attached to high education by the managers of the tourism accommodation units

Mark	Frequency	Percentage	Cumulated percentage
Little important	1	1,0	1,0
Important	43	41,3	42,3
Very important	33	31,7	74,0
Non-declared	27	26,0	100,0
TOTAL	104	100,0	

The persons having answered the interview have been questioned with respect to the importance played by high studies/education in order to carry out an activity within a tourism accommodation unit. As for the answers, they have been structured as follows:

- 31,7% among the interviewed persons have deemed high education as extremely important in order to carry out an activity within a tourism accommodation unit;
- 41,3% among the interviewed persons have appreciated high education as important in order to carry out an activity within a tourism accommodation unit;
- 1,0% among the interviewed persons have deemed high education as playing a less important part in order to carry out an activity within a tourism accommodation unit;
- In this case, too, there has been noticed a quite high percentage (26%) who have not expressed their point of view.

Table 3: Importance attached to high education by managers of catering units

Mark	Frequency	Percentage	Cumulated percentage
Little important	12	11,5	11,5
Important	35	33,7	45,2
Very important	13	12,5	57,7
Non-declared	44	42,3	100,0
TOTAL	104	100,0	

As for the answers, they have been structured as follows:

- The greatest weight is carried by the persons who have not expressed their opinion with respect to the theme under debate;
- 12,5% among the interviewed persons have deemed high education as extremely important in order to carry out an activity within a catering unit;
- 33,7% among the interviewed persons have appreciated high education as important in order to carry out an activity within a catering unit;
- 11,5% among the interviewed persons have deemed high education as playing a less important part in order to carry out an activity within a catering unit.

As a consequence of the results we have obtained from the inquiry carried out as a national level, there may be noted that, as a whole, the managers deem important the fact that their employees in certain jobs within the framework of these units should have graduated university studies.

Strongly connected to these aspects, we have also started a research within the companies which are offering tourism services in Braşov.

The research had as an objective ***the identification of the demands of companies that are offering tourism services in Braşov as related to the theoretical knowledge and to the practical skills*** *(the competences and the capabilities)* ***of graduates of the Economics Faculty, specialization „Economy of Commerce, Tourism and Services"***[13].

The sample on which the research was performed is represented by all the tourism units (hotels, villas, boarding houses, tourism agencies and restaurants) from Braşov and Poiana Braşov, registered at the Companies' Office, the County Statistics Direction Braşov and the Center for tourism information from Braşov, meaning 274

[13] Ispas, A., Petcu, N., Competences and capabilities of graduates of the specialization Economy of Trade, Tourism and Services from the perspective of employers in the touristic sector, in Proceedings of The 4th International Seminar on the *Quality Management in Higher Education*, 9-10 june 2006, Sinaia, Romania, pag. 67-72, Ed. PERFORMANTICA Iasi

tourism units. **The length of the sample** on which the research was performed is of 40 units. In order to form this sample, we have used a proportionally pre-determined stratified sampling. The first stratification variable was the unit type (hotel, boarding house, travel agency, alimentation unit), and the second one was the size of the tourism unit as related to the employees number.

Among **the hypotheses of the research** we have included: the graduates of the Economics Faculty, specialization „Economy of Commerce, Tourism and Services” from Braşov are part of the employees of the companies that are offering touristic services from Braşov; the information received by the students during the academic studies are enough in order to be hired within tourism; the practical experience of an university graduate within tourism is necessary in order to be hired within this field; the implication of the tourism units from Braşov in training the future university graduates of a tourism profile is a must.

The research also had as an aim the establishment of the criteria on the basis of which they are hiring the personnel. The main selection criteria used by the tourism companies related to the activity profile for hiring the personnel, are presented in table 4.

Table 4: Selection criteria for hiring the personnel

Selection criteria	**Absolute frequencies**	**Relative frequencies**
HOTEL		
Experience	3	21,6%
Knowing foreign languages (international)	2	14,3%
Seriousness	2	14,3%
BOARDING HOUSE		
Knowing foreign languages (international)	8	19,6%
The communication skill	8	19,6%
Pleasant look	4	9,8%
TOURISM AGENCY		
Knowing foreign languages (international)	3	13,1%
The communication skill	3	13,1%
Pleasant look	3	13,1%
RESTAURANT		
Experience	7	23,4%
Seriousness	6	20,1%
Pleasant look	4	13,4%

The experience gathered in time and foreign languages knowledge is the main requirement for receiving a job within a hotel unit. Equally, the communication skill and knowing a foreign language are aspects of great importance when hiring a person either in a boarding house, or in a tourism agency. As related to getting a job within an alimentation unit (restaurant, fast-food, pizza house), experience, seriousness and a pleasant look are the main requirements.

Especially relevant for this research is also the importance given by the respondents to the 10 aspects related to the competences that the university graduates within the tourism field must have in order to be hired within specialty units. After making the correlation between the type of the tourism unit and the importance given to each aspect, after calculating the average score, the situation presented in table 5 was the result.

Table 5: The importance given to aspects related to the graduates' competences and capabilities (calculated average score)

Aspect	**Hotel**	**Boarding house, motel, villa**	**Tourism agency**	***Restaurant***
1. Cognitive capabilities	3.8	4.0	4.1	4.3
2. Communication capabilities	5.0	5.0	4.2	4.8
3. Interpersonal capabilities	4.2	3.9	4.2	4.6
4. IT capabilities	3.8	4.1	4.2	4.0
5. Capabilities for working with figures	4.0	3.4	4.2	4.6
6. Managerial capabilities	4.3	4.3	3.8	4.1
7. Learning capacity	4.8	4.8	4.8	4.6
8. Qualification and practical experience	4.3	3.6	3.8	4.1
9. Flexibility	4.2	4.7	4.4	4.7
10. Foreign languages	5.0	4.9	4.7	4.4

We may notice that the biggest scores, for all the tourism units' types were registered by: the communication capabilities, foreign languages and the learning capacity. These capabilities are considered to be „very important" for the university graduates to be hired by tourism companies. Furthermore, the employers care much about flexibility („utility man"), so that they can reduce this way the costs for hiring specialists for certain activities, but also because of the rather small dimensions of tourism units. The cognitive and IT capabilities are considered to be „important".

4. THE STRUCTURE OF TOURISM HIGHER EDUCATION IN ROMANIA

In 1977, when a dedicated specialization has been established, tourism has been included in the commerce higher education, becoming study subject in the framework of Commerce Faculty from Academy of Economic Studies. After 1980 it was considered that the actual society became a services economy, along with the commerce and tourism which are considered services categories. Consequently, the general study of the entire tertiary sector has been integrated under the support of commerce education. The commerce higher education includes the stand alone commerce study, the science of commodities as well as tourism and services and we can conclude that the commerce higher education excel entirely.

Starting 2005-2006 academic year, the commerce, tourism and services is reconsidered in the field of **business administration**, in this way the study emphasizes on trade transaction with the quality of business quintessence - the sectors privileged will remain: commerce, tourism and services, science of commodities and quality management.

5. DESCRIBING THE COMPETENCES IN THE FIELD OF ECONOMY OF COMMERCE, TOURISM AND SERVICES

As most of the European countries, Romania has only fragments of university qualifications or of their descriptors and even those are not sufficiently comprehensive to be connected to the European meta-reference system – the European Qualifications Framework.

In 2005, the National Agency for Qualifications in Higher Education and Partnership with the Economic and Social Environment (ACPART) has been set up in Romania with the mission to perform this certification. According to GD no 1375/2005 ACPART, as national authority in the field, organizes the qualifications system in the Romanian higher education in partnership with education institutions at this level and with economic and social partners by:

- elaborating, implementing, updating and monitoring NQFHE that will allow for a wider recognition and certification of learning outcomes expressed in terms of knowledge, skills and competences;
- ensuring transparency of NQFHE at national and international level.

ACPART made a survey in all the HEIs operating in Romania in order to have a clear image of the concerns regarding the process of formulating the descriptors for a better understanding of the qualifications given to graduates[14]. ACPART has the difficult mission to assist the academic community, on one hand, and the whole society, on the other, to design a modern national framework for university qualifications. The qualification have to easily explain both for the diploma holder and the potential future employer, no matter if from the same country or from abroad, which is the expected level of knowledge and skills acquired in a higher education study programmed successfully completed.

Professional qualifications have various levels of complexity. The European Qualifications Framework (EQF) determines 8 levels of professional qualifications. Levels 1-5 are obtained by pre-university studies and levels 6-8 by university studies, as follows:

---

[14] Korka, M., Describing university qualifications awarded in the field of economics and business administration, in *UNIversite dans la Societe UNISO 2006,* Editions Paideia, 2006, Bucarest, Roumanie, p.187.

- level 6 of qualification is ensured through bachelor university studies;
- level 7 of qualification is ensured through master university studies;
- level 8 of qualification is ensured through doctorate university studies.

NQFHE will describe only level 6, 7 and 8 qualifications that can be correlated with one of the three cycles of university studies provided by Law 288/2004 on the organisation of university studies: bachelor, masters and doctorate.

Each qualification will be referred to the **learning outcomes** of the respective cycle of studies, expressed in terms of **competences** developed during the respective cycle of university studies.

Subsequently, qualifications and competences correlated to the learning levels have **various degrees of generality** that meet different professional requirements. The following three categories of competences will be identified[15]:

- *specific professional competences* – are those competences included in a study programme to enable the graduate to cope with the requirements of a specific profession;
- *general professional competences* – are those competences included in a study field that will further allow for performing professional roles in a wider field of activity;
- *transversal competences* – are the most general competences and, as a consequence, are needed and useful in several fields of activity.

The starting point for defining these competences will be the identification of occupations and professional roles that can be undertaken as a result of obtaining the certification of a level 6, 7 or 8 qualifications. Further, it will be noted that the performance of a professional role involves various competences, with different degrees of generality, each competence being, in turn, made of various elements or "applied units of competence".

These elements are the foundation for developing NQFHE and the National Register of Qualifications in Higher Education (NRQHE) and will be used by ACPART for the monitoring and accreditation of new qualifications in higher education.

The Association of the Faculties of Economics in Romania (AFER) initiated a countrywide consultation process to make an inventory of all the bachelor and master programs delivered by HEIs in the field of economics and business administration. On this occasion, the faculties of economics and business administration have also presented the knowledge descriptors, the competences and skills that the graduate normally possesses.

The result of the consecutive rounds of discussions organized by AFER are summed up in a comprehensive table of the academic qualifications awarded,

---

[15] ACPART, Methodology on the development of the National Qualifications Framework in Higher Education (NQFHE), Project, Available from internet, http://acpart.ro/metodologiecncis.pdf

structured on study levels in the field of economic sciences and of business administration (included Economy of Commerce, Tourism and Services), in which the following items are presented under the form of short statements: general and specific competences, general and specific knowledge outcomes. This scheme was adopted by AFER members as a reference instrument for each individual faculty to develop its specific descriptions of the university qualification awarded a graduate upon completing a bachelor degree study programme.

CONCLUSION

If we wish to build up an educational system within tourism, we must not forget that the sector’s nature and the multitude of involved operators shall not allow that such a system is approached from only one perspective. We are facing not just one problem, but several as related to the optimization of the training offer.

The fast quantitative increase of the tourism demand in several countries encouraged the spontaneous, not-coordinated development of different initiatives within tourism, including those related to training. Indeed, the rhythm of this increase contributes to the fact that a great deal of the work places in tourism are taken by the seasonal workers from other economic sectors. This phenomenon strengthened the traditional dislike of many professionals within tourism to grant a higher importance to qualifications in tourism, and a higher credit to experience than to training. But this led to the differentiation of businesses within tourism from their employees’ training and from the initiatives taken by the educational system.

Similarly, the relative youth of tourism as socio-economic activity and the predominance of small and medium enterprises within this sector – where a large number of managers do not have specific training within tourism – have limited the opportunities for a continuous training of the employees and limited the role of the associates who, in other sectors, had a positive contribution in the needs’ identification, accelerating the involvement of public authorities in the employees’ training process.

Nowadays, people being more and more fully aware of the fact that training represents a key factor in the struggle for becoming more competitive, represents the responsible fact for trying to replace the lack of interdisciplinary education within tourism with ad-hoc training sporadic, not-systematic schemes, whose targets are not part of a wider framework, cooperatively constituted so that they complete the efforts done by the different parties involved.

A competitive tourism industry determines the development of channels for dialogue and cooperation between the national authorities, the tourism sector and the training institutions. This is a difficult task, if we consider that a vertical integration of efforts – for instance Government – industry – education – may not be accomplished without a preliminary horizontal integration at different governmental levels, which is generally absent. All of these factors are obstacles when making the training demands within the tourism sector real and when transforming this knowledge in efficient educational programs and methods.

REFERENCES

ACPART, Methodology on the development of the National Qualifications Framework in Higher Education (NQFHE), Project, Available from internet, http://acpart.ro/metodologiecncis.pdf

Cedefop. Panorama. *Trends and skill needs in tourism,* Olga Strietska-Ilina, Manfred Tessaring (eds), Luxembourg: Office for Official Publications of the European Communities, 2005.

European Commission, DG Enterprise. *Improving training in order to upgrade skills in the tourism industry*. Final report of Working Group B. Brussels: European Commission, 2001.

Haven-Tang, C., Jones, E., *Human resource management in tourism businesses,* in The Business of Tourism Management, Pearson Education, 2006.

I.N.C.D.T. - *Probleme actuale ale cererii de forţă de muncă din turismul românesc în contextul aderării la Uniunea Europeană* – Faza I, II, III.

Ispas, A., Petcu, N., Competences and capabilities of graduates of the specialization Economy of Trade, Tourism and Services from the perspective of employers in the touristic sector**,** in Proceedings of The 4th International Seminar on the *Quality Management in Higher Education*, 9-10 june 2006, Sinaia, Romania, pag. 67-72, Ed. PERFORMANTICA, Iaşi.

Junggeburt, J.H.F. et al. Training and development under construction. Hospitality and the changing environment. The Hague: Hotelschool the Hague, 2004.

Korka, M., Describing university qualifications awarded in the field of economics and business administration, in *UNIversite dans la Societe UNISO 2006,* Editions Paideia, 2006, Bucarest, Roumanie.

Minciu, R., *Economia turismului,* Editura Uranus, Bucureşti, 2004.

Romania's Government (2005) – *The National Development Plan* 2007-2013.

Torrington, D., Hall, L., Taylor, S., *Human Resource Management,* 5th edn, Financial Times Prentice Hall, 2002, cit. in The Business of Tourism Management, Pearson Education, 2006.

W.T.T.C. (2006) - *ROMANIA. The impact of tourism and traveling on work places and economy.*

www. mturism.ro - A.N.T. – *The program for adults' professional training from tourism and within tourism and support for the touristic education – 2007.*

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 378:338.48](497.11)
Review
Received: 04.03.2008

THE IMPLEMENTATION OF THE "BOLOGNA PROCESS" INTO THE SUBJECT OF ANIMATION IN TOURISM, AS A SIGNIFICANT PART OF THE HOTEL INDUSTRY PRODUCTS PROMOTION

Andjelija Ivkov
Igor Stamenkovic
University of Novi Sad, Serbia [1]

Abstract: Since the academic year 2001/2002, the programme of studies at the Department of Geography, Tourism and Hotel Industry has been adjusted to the requirements of the Bologna Declaration. All the exams, including optional subject Animation in Tourism, during the studies are organised into one-semester exam, and obligatory student's intership has been introduced. Animation in tourism with it's animation programmes, introduces very important segment in touristic offer of one destionation. In this way tourists are able to feel local atmosphere. Also, that is an original instrument to oblige them to have a significant role in creating the ''genius loci''.
In the most hotels and restaurants, on a famous destinations, authentic food is served to guests in the course of animation programmes. The programme should be enriched with the folkloric caracteristics of one nation, which we want to represent to visitors. The main goal of this essay, with theory asppects and concrete examples, is to point out the importance of animation, as a considerable factor and new trend in a process of promoting the hotel product.

Key words: Bologna Declaration, practical work, Animation in Tourism, Animation Programme, student's intership.

[1] **Andjelija Ivkov**, Ph.D., Assistant Professor, **Igor Stamenkovic**, Assistant, Faculty of Science and Mathematics, Department of Geography, Tourism and Hotel Management, University of Novi Sad, Serbia.

INTRODUCTION

The Bologna Declaration, being a joint declaration of European ministers of education, was signed in Bologna June 19, 1999. It refers to the high education system reform. The Declaration arrived from Europe to our country with a new ***Law on High Education System*** in school year 2006 / 2007. Back in 2001, the Geography, Tourism and Hotel Industry Department started „creating environment“ for introducing and applying the Bologna Declaration (pursuant to which 30% of teaching process involved practical work), organizing for its students (primarily tourism and hotel industry students), practical work in a form of summer training in home and foreign travel markets.

The implementation of the summer training begun in 2001, even before the Bologna process had been introduced in the teaching process. That year, our students stayed on the Greek islands of Kos and Rhodos at prestigious hotels Mitsis and Kipriotis Corporation, as well as at hotels in Montenegro.

The most significant feature concerning restaurant, hotel industry and tourism staff’s education in our secondary schools, colleges and faculties is acquiring different types of practical skills. That is why acquiring skills through expert training should be the primary purpose of the high education teaching of this area of restaurant and hotel industry.

Students who are leaving abroad to attend summer training have been selected based on:

- Foreign language (English and German)
- Average grade during their studying
- Grade of their preparation training
- General impression during their studies

All these elements are taken into consideration when selecting students, because persons for working in hotel industry should have specific kinds of knowledge, skills and experience. It is hard to find a person who has all these characteristics, but they should have the major part of required prerequisites for doing this type of work. *L. Rogers*, a management researcher, argues that the hotel management team are to choose persons according to the following list of required features.

Appearance	Enthusiasm	Hand shake	Numerical ability
Politeness	Flexibility	Sociability	Health
Attitude	Knowledge	Speediness	Originality
Self-control	Persuasiveness	Hand writing	Mental capability
Ambition	Interest for the job	Intrusiveness	Self-initiative

Source: Nikolic, 2003

This is why a strict student selection of those who will be representing their faculty, as well as their country during their stay abroad, is being applied.

During 2004, the Geography, Tourism and Hotel Industry Department expanded and increased the practical part of teaching by opening an Education Centre – national house *Trag* (Trace).

Today, student training is the necessary part of the teaching process. Aiming to enable students to work in conditions applied in foreign travel markets, that have optimal results in different types of holiday offer, is being carried out from a two-month season training in Greece (the islands of Kos and Rhodos at five-star hotels), Montenegro (Becici), Slovenia (mountain holiday resorts on the Alps), to the one-year training in London, Great Britain. Tourism students by recommendations of London experts are attending a part of their training in residence of the Crown Prince Aleksandar Karadjordjevic in the White Palace, Belgrade.

Tourism students attending summer and winter training will obtain certificates that may make their job seeking easier (as a proof of their relevant experience). Tourism, hotel industry and hunting tourism students, after they have carried out theme nights successfully, are getting certificate in acquiring basic skills of *Animation in Tourism*, which provides them to be fatherly involved in organizing events of similar kind, both in our country and abroad.

Within *Hunting Trophies* course, students are acquiring theoretical knowledge and skills required for being able to *evaluate hunting trophies* (they will get certificates in being able to evaluate trophies on the national level). The Department is also providing scientific and expert services in the form of tour guide educational courses, as well as services pertaining to setting travel range of services at certain holiday destinations.

1. IMPORTANCE OF THEME NIGHTS FOR THE QUALITY OF HOLIDAY OFFER IN HOLIDAY DESTINATION

Animation in tourism may be defined as an integral part of travel range of services that implies expanding the range through different events, as encouraging tourists for a more event-related vacations (Ivkov, 2006). The animation in tourism lately has been increasingly more involved in many leisure travels, and animators are tourism workers who are here to meet all of tourists’ wishes and requirements, to please their demands and make their vacation nicer. An animator needs to be polite and ready to meet tourists’ demands since they first meet until the tourists’ leaving the resort, a facility or the holiday spot, when they promise the tourists again they will fulfil all their wishes when they see next.

Encouraging tourists to take active part involves communications and personal contacts with guests, as well as trying to get to know the guests’ needs and wishes as best as possible. Furthermore, this involves a task of monitoring how much are the guests pleased with the offered programme. Many a tourist is required assistance in organising their spare time, because they have a hard time socializing, or hard time doing something they are not used to in their everyday life.

Sociologists believe a modern man is often incapable of making contact with other people, in spite of feeling a need to do so (Ivkov, 2006). It is hard to imagine a vacation at a spot without culture and entertainment-related events.

Majority of tourists are visiting resorts not only to relax, but to learn something new, get acquainted with culture, tradition, folklore, national dishes, and folk dance of the country they are staying in. People visiting other countries will be able to get to know people better as well, to get closer to them, understand them better and potentially like them. The host is expected to do the same (Comic, 2003). These are the reasons why animating guests and the animator himself are important bonds between tourists and hosts.

2. STAFF AS AN IMPORTANT FEATURE OF THE ANIMATION

An animator is a tourist worker who needs to meet all required criteria through his general characteristics. The animation is important to be carried out by primarily educated animator, who has had an excellent pedagogical training. The animator needs to have certain ***physical and psychological abilities***), as well as being ***physically fit.*** That is why an animator’s general characteristics can be defined through following requirements: physical and psychological abilities, talent and sense of establishing a contact with guests, as well as a certain education level.

An animator needs to have certain *character qualities*, such as: communicativeness, generosity, cheerfulness, ingenuity, consideration, sincerity, natural talent, and energy. An entertainment programme animator needs to posses following abilities:

- Ability to perform activities such as: singing, dancing, painting, and some such
- Having good knowledge of tourists’ culture, as well as presenting their own culture (a type of entertainment programmes may involve national dance, such as: belly dance, Cossack dance (Vlasko kolo)
- Being aware of differences between the tourists, involving their age, profession and culture.

Splitting animation tasks is important when organizing the programme: a) *by language criterion,* b) *by animation fields,* and c) *by specialization criterion* in all animation areas. The importance of animators’ team work should be underlined, because good team work enables the following:

- Introducing various offers’ elements in animation programmes, which will produce wider diversity of programmes
- Treating animation as a service, equal to all other types of services
- Creating atmosphere in which every worker of a hotel, an organization or the town participate equally, and the animation is becoming taking care of guests (www.udruzenjebanja.co.yu).

Radoslava Ravkin (1989) suggests an animator needs to have developed ***physiological and sense abilities*** (sight and hearing) and ***psychological and motorical abilities*** (motion capability and reaction speed), and mental abilities will be crucial for communicating successfully. Interaction is a criterion for communicating and animation successfully, in which effects of tourists’ interaction and reaction, since being information recipients through communication, should be monitored. Even a high quality events and programmes may be out of tourists’ interest if the communication with guests fails. The animation can be defined as offer of programmes being carried out through communication and with communication’s assistance.

3. ENTERTAINMENT PROGRAMMES

A group of activities called “entertainment programmes” can be divided into: 1. entertainment programme in the narrow sense, 2. entertaining games and other programmes, and 3. music programmes.

1. Entertainment programmes in the narrow sense are all-night shows the basic aim of which is to amuse guests. Each of these programmes has a basic theme that runs through the entire programme and which is most often complemented by various entertaining games, i.e. background music. These programmes can be divided into:

a) *Personal entertainment contact programmes* – in which guests themselves are main actors. They are hosted by an animator in accordance with the previously arranged programme schedule. These are top quality form of entertainment programmes’ implementation. Their quality is reflected through a high level of guests’ satisfaction and high reward. The guests want to entertain themselves, be active, ease off and relax, and all of this is possible through this type of programme.

b) *Paid-for entertainment programmes* – involve contents that are being arranged and paid for per a performance. This type of programme is being arranged over various agencies and mediators. These are: live performances of musicians and music groups, national folklore groups’ programmes, Latin – American, Hawaiian and other types of exotic dances, revues, and professional dancers’ contests. These programmes are extremely expensive, because the amount of expenses matches performers’ popularity and demand substantial technical support.

2. Entertainment games are smaller, overall parts of programmes which involve the guests’ participation. These are many contest-related games, underlining fun, joking and amusing guests, These games may be parts of the major programme or may be organized as individual programme parts with the aim to complement the major programme. Concerning the every entertaining programme, an animator is required to define on time the following: necessary aids, joint connection with other programmes, adapting programmes to suit the guests’ structure, emerging unwanted situations and dealing with them, prizes for contestants, etc. Furthermore, an animator is required to rehearse and demonstrate performance, as well as to secure the programme’s continuity by harmonizing all of its elements.

3. Music programmes basically may involve live or disco music, and one has to pay special attention to choose good quality performer (Jadresic, 1999).

4. THEME NIGHTS

Getting tourists acquainted with a country’s culture is by no means one of the animation’s principal tasks. In relation to cultural and historic monuments, there are the animation’s two primary tasks:

a) providing tourists with such an information that would arouse interest of those whose travel motivation does not include getting to know more about cultural and historic monuments and

b) organizing culture and art-related shows within historic ambience, as well as contents that would give a new life to historic buildings and cities’ old centres.

The animation’s task is to utilize all traditional events and shows in cooperation with specialists in order to enable tourists to make contact with local residents. In this case, the animator is taking the role of an ethnologist who is to explain the tourists the meaning of a traditional event. Acquainting tourists with economic *and social activities* of a town and area needs to be an integral part of the animation process.

Gastronomic range is also significant for informing the tourists about the country’s culture and for diversity of the holiday offer. The gastronomic range is attractive by itself if it includes animation details, such as national costumes and music. It is extremely important, if possible, to enable guests to take part in preparing some traditional dish, for this may enable them to familiarize with something typical of the region they are staying in. (Ravkin, 1989).

Nowadays, the entertainment, sport, recreation and other types of programmes through which socializing and communicating, alongside accepting cultural and other differences of potential customers, are taking an increasingly more important part of the holiday offer. There are various types of theme nights that can be ***pre-arranged events***, designed to take tourists back into a country’s specific historic period.

Many holiday destinations have become unique for their theme nights. For instance, if you go to Spain, you can attend the “Knight’s Party”, if in Greece – “Greek Night”, or “Czarda Night” if in Hungary. Prejudices about certain nations tourists have are often “erased” owing to the theme nights.

5. GIPSY NIGHT IN NOVI SAD

Vojvodina’s ethnographic wealth came as a result of tradition and customs of the national structure of its residents. This abundance involves a wide range of funds of movable and immovable monuments (spiritual values that represent the nations’ activity – dance, songs, national costumes, myths, customs, rituals, etc.). Vojvodina, being a region of a complex national structure, has a good base for establishing ethnographic tourist values in the form of quality and variety.

In order to understand the animation concept itself, and for practical use of theoretical knowledge, the third-year students of the Tourism Manager and Hunting Tourism Manager course organised in 2006 a theme night entitled “The Gipsy Night” that took place in *Trace* national house in Petrovaradin. Wishing to bring the Roma’s ethnographic abundance closer to the general population, the students in cooperation with their professor and the teaching assistant decided to present this nation’s culture and customs.

The theme bight’s programme was designed through several turns:

- *Meeting guests* at 20.30 p.m.– At the way in, hostesses dressed in accordance with the theme party met the guests. They distributed performance programmes and escorted the guests to their seats
- *Turn 1* – Start of the show *(10 minutes)* **–** Welcome remarks in Serbian and Roma. The Roma’s origins, identity and short history were presented with background music and slides on a video beam
- Turn 2 **–** *Recitation (1,5 min.)* **–** Dark on the stage, a love poem recitation, 20-second music afterwards
- *Turn 3* **–** *Introduction to the show (15 min.)* **–** The narrator makes introduction with lines: The Roma are getting married very young. A girl getting married at 12 or 13 is a common case… This turn involves a dance number, aiming to underscore the Roma’s nature and their fighting spirit.
- *Turn 4* **–** *Dinner (40 min.)* – Romantic atmosphere during the dinner, with slow music, candles, hostesses giving lilies of the valley to the guests
- *Turn 5* **–** *Continuing the story about the Roma (10 min.)* **–** Story about the Roma’s culture, customs, myths, interests, their status in the world nowadays, and about the way they live in Serbia. The goal of the programme is to bridge the gap between the Roma and the majority population (Savic, Mitro, 2006)
- *Turn 6* **–** *Story about little Romas (5 min.)* – A documentary about lives of little Romas. The goal is to legalize the Roma settlements with the assistance of the city authorities, as well as to encourage them to educate.
- *Turn 7* **–** *The wedding ceremony (30 min.)* – Description of the wedding ceremony
- *The end* **–** Ending the programme, serving the dessert, after which the guests are having fun alongside animators, dancing to the Roma’s music

6. ETHNO AND GASTRONOMIC DELIGHT IN ANIMATING TOURISTS

Diet has always been of vital importance to people, because food was the base of their existence – the man’s oldest habit. Regardless of the fact he was less engaged in studying the diet than in his other activities and issues of life, the man is making the food through his customs, tradition and ritual motives. The gastronomic range is also a part of a nation’s culture.

Thereby, it should also be involved in the animation programmes, because it was based on national cuisine and folklore elements. The gastronomic range is attractive by itself if it includes animation details, such as national costumes and music. It is extremely important to enable guests to take part in preparing some traditional dish, for this may enable them to familiarize with something typical of the region they are staying in. (Ivkov, Stamenkovic, 2006).

6.1. Development of the gastronomy

In early stage of the human society’s development, people used only what nature provided them for making food, raw and uncooked ingredients. After a stone axe’s was invented, the man starts hunting and using wild game’s fresh meat. Back then, the food conservation problem emerged. Thereby, the man started using the sun light to dry grain and fruit, and later dries meat on smoke. The invention of fire, which was used for heating at first, was the prerequisite for food preparation. Soon, the man started roasting pieces of meat, which was the start of ingredients’ thermal food processing – cooking.

Ancient civilizations gave many pieces of information about the way they ate and prepared food. Food preparation in ***Egypt***, one of the oldest civilizations, was pretty much developed. Remains of bread and several kinds of cakes were discovered in Egypt. ***Persia*** was a rich country, with abundance of food. The art of cooking came from Persia to ***Greece***, where the oldest cookbook “*Opsology*”, by Terpison, was written.

First gastronomic encyclopaedia *Hidipatia* was released, containing complete works of all gastronomic achievements of that time. It was Greece that started giving artistic touch to preparing dishes and gastronomy’s development. ***Ancient Rome*** was famous for its lavish feasts and grand parties. The Rome cuisine was abundant, luxurious and exaggerated. The Romans were first who started decorating bowls with gold, silver and precious stones. The Roman emperor Vitellius divided feast into breakfast, lunch and dinner, and started decorating feast rooms. After the downfall of the Roman Empire, ***Byzantium*** took heritage of the Roman cuisine to the East.

Cuisine developed further and accomplished impressive results, at the same time when people in the West ate with their fingers. The famous orient cuisine that has lived until present day in Serbia, was created in Byzantium. Today, one may say gastronomy is the privilege of the developed parts of the world, America and Europe, compared to less developed Africa, Asia and South America, where people eat barely enough to get by.

6.2. Ethno – gastronomy tourism

The animation is one of activities that contributes to achieving economic results through carrying out its human feature. The animation is used to satisfy tourists’ need for changes and being in other people’s company. To continue with, the animation helps developing leisure travel culture, acquiring new kinds of knowledge and skills, as well as acquiring habits of having an active holiday. The tourists increasingly often choose travel tours which include organised entertainment programmes and other activities, as well as meeting and communicating with other people (Ivkov, 2007).

Any kind of shifting cuisine is an imitation, because it is being taken into an environment in which a nation that the cuisine in question does not belong to lives, and there are no country or region’s customs. Owing to certain nations’ recipes, we are able to trace down their history, based on both ingredients they use, and the way they prepare a certain dish.

The gastronomic range is going to be more attractive if involving “the animation details”, appropriate environment, national costumes, and music. Serving a national cuisine’s specialties can be a true experience for tourists who are also interested in learning how to prepare some of the local dishes. In this way, the tourists are enabled to find out about something “typical” of a certain region or a country, and at the same time, tourist offer’s image is being created (Ravkin, 1989).

6.3. Animation and gastronomy – unbreakable bond

There are various types of theme nights taking place at certain holiday spots. These may be pre-arranged events, taking tourists back in a country’s certain historic period, and at the same time revealing the way people of that period lived. Many holiday spots have become famous for their theme nights, whose aim is to provide pleasant stay, and are cultural-related too. (Ivkov, Stamenkovic, 2006).

Mexican cuisine, being the combination of Spanish, Aztec and Maya cuisine, is an excellent example. In 2006, when they organised the “**Mexico in Novi Sad**” theme night, the Geography, Tourism and Hotel Industry department students, apart from presenting folklore elements, involved a wide range of gastronomic products in the whole-night programme. To the Aztecs, maize was a core of their sacred and secular life. Out of maize, they made ***atol*** drink, then ***tamalesi***, filled with meat or fish, as well as ***tortillas,*** which were often used as spoons. The most popular drink was chocolate, made from cocoa and consumed by royalty. The rest of the nation made soft drinks out of agawa called ***pulke*** and ***mescal*** drink. And tequila was the most famous alcoholic beverage. After finding out about features of the Mexican cuisine, the guests had a soup with ***nachos*** (chips) and ***questedily*** as appetizer, and barbecued chicken with dressing and beans as the main course. ***Fajita*** pancakes were served as dessert.

In **2007**, a group of students organized **a Cuban Night**. The typical Cuban cuisine is Creolic, and it unites influences of Indian, African and Spanish cuisine. Tropical fruit bananas and papaya were served as appetizer, along with the main course, and as base for dessert. Meat is being grilled and soaked in an orange juice, and served with a garlic sauce. Regarding meat courses, menus involved chicken and pork. More established restaurants offered fish speciality prepared by the Creolic method, with sea food. ***Flan*** – caramel pudding dessert, taken from the Spanish people, is a must. Rum is the national beverage that can be served straight and in cocktails, and alongside beer. On this occasion, the guests had Cuba Libra cocktail as a start, after which they were served a Cuban pie. As main course, several specialties were served in ***tamali*** leaves - Creolic chicken and rice on the side. In the end, chocolate bananas were served.

If we analyze separately some nations’ cuisines on other continents, we will see that each one of them offered certain distinctive features based on which it may be presented within the theme nights. If the night of Egypt or Tunis is organised, guests will be served ***brick*** hit appetizer (pastry filled with a mixture of eggs, cheese and greens), and before the main course ***horis*** – a kind of peppery dish. Majority of their dishes resembles soups and pottages, and are prepared of many vegetables and chunks of bread. ***Couscous*** is the most famous dish, made of roughly grinded grits, which will be served as main course.

Indian sub-continent reveals a special world of taste and aromas. Ingredients of the most famous spice mix ***garam masala*** differ from region to region, depending on the dish being prepared. The spices are characteristic for the Thai cuisine too: chilly peppers, ginger, coriander, basil, and mint. Regardless of whether an Indian, Thailand, Indonesian, or some other night of South or South-East Asia is to be organised, it will surely be full of magic and rich aromas of many kind of spice. Fast cooking reached perfection in Japan, by preparing raw dishes: ***sushi*** and ***sashimi***, out of fish, meat and algae. Due to its size and different ethnic groups, ***China*** has a variety of recipes and ways to prepare food. The West appreciates more cuisine of Canton that involves a fast way of preparing food, which enables ingredients to preserve their freshness and be crisp. That is why the ingredients are being chopped and mixed with light sauces, rice wine or a mixture of soup and thickener. At these nights, the guests will be delighted with tastes’ distinctive features.

Europe’s ethnic map is divided with invisible boundaries that separate groups with the same-kind origins and various diet regimes (Kiznije, 1996). Preparing a national dinner does not mean choosing specialties, but following customs of the country concerning meal ritual and hospitality. In this way, the dish and everything that comes alongside it will be a true connection with the country. If you are preparing Mexican food for your guests, you may set the table for dining casually, with a rustic tablecloth and napkins with colourful bird-embroidery. You can serve the dish with a beer, or tequila with little bit of salt and lemon. If you are to serve a Japanese dish, the core element should be made of refinement, elegance and harmony. We are not easy to dip into such a world in which every move is a ritual, where fish and meat dishes are becoming a genuine small works of art. Still, famous bamboo-made chopsticks must not be forgotten.

Regular cutlery should be provided for those less skilful at using chopsticks. Which ever cuisine we choose, we must pay attention to make the gastronomic dishes in harmony with the animator's programme, which is a difficult task they tend to perform easily and gladly.

CONCLUSION

A state and a nation as hosts may present their country and culture through the theme nights to tourists. Holiday makers often visit certain countries having prejudices they obtained through the media, or were told something bad by people who visited spots they are staying in. Perhaps these kinds of events will help tourists understand better the country that are to visit, and get rid of prejudices.

Surely, tourist industry takes a number of advantages from arranging theme nights, through sales of: gastronomic delights, souvenirs, home-made products, publications, music and video recordings, presenting new and recently established holiday spots, as well as enhancing service quality in these spots.

When choosing a place they are going to visit, holiday makers choose the ones that offer a change, new adventures and events through sport and recreation, being in a company of other people (excursions, birthday parties, various celebrations); entertainment shows (game shows, contests); adventures (adventure trips, camping); cultural and historic animation (drawing, sculpting, writer's nights, concerts), getting to know themselves (yoga, meditation course).

Due to the grand education system's reform being carried out in our country, and challenges set as a result of the constant technological progress, the education system needs to come up with certain solutions.

End quality of graduated students and their skills to work in teaching process, as well as in tourism and hotel industry, is directly matching the possibility to perform expert training successfully. That is why much attention should be paid to this issue.

Student training's basic goal is acquainting future students with actual requirements of teaching, hospitality, hotel industry, as well as tourism in general in real environment of work process, before they devote themselves to this branch. It is necessary to provide them with an opportunity and chance to be able and know how to apply their theoretical knowledge (during the teaching process) in practice. The Geography, Tourism and Hotel Industry Department is aiming to ***make the best of it, because there is nothing more required.***

REFERENCES

Comic, Dj., *Sociologija turizma*, Nauka i drstvo Srbije, Beograd, 2003.

Grupa autora, *Gipsy night* – idejni projekat, rukopis, Novi Sad, 2006.

Ivkov, A., “Na vratima Sahare“, *Gea*, PMF, Departman za geografiju, turizam i hotelijerstvo, Novi Sad, Vol. 30, 2006, str. 26-35, 2006.

Ivkov, A., *Animacija u turizmu*, Skripta, PMF, Departman za geografiju, turizam i hotelijerstvo, Novi Sad, 2006.

Ivkov, A., *Geografske osnove etnologije*, Skripta, PMF, Departman za geografiju, turizam i hotelijerstvo, Novi Sad, 2007.

Ivkov, A., Stamenkovic, I., ”*Etno-gastronomski uzitak u animaciji turista*“, *Naucno-strucni casopis iz Turizma*, Savremene tendencije u turizmu, hotelijerstvu i gastronomiji u 2007., PMF, Departman za geografiju, turizam i hotelijerstvo, Novi Sad, Vol. 11, 2007.

Ivkov, A., Stamenkovic, I., ”Znacaj tematskih veceri za kvalitet turisticke ponude u turistickoj destinaciji“, *Naucno-strucni casopis Turizam*, Savremene tendencije u turizmu, hotelijerstvu i gastronomiji u 2006., PMF, Departman za geografiju, turizam i hotelijerstvo, Novi Sad, Vol. 10, str. 163-167, 2006.

Jadresic, V., *Posebni programi animacije u hotelijerstvu i turizmu*, Animacija u hotelijersko-turistickoj ponudi, Hrvatska udruga hotelijera i restoratera, Opatija, 1999.

Kiznije, Z., *Etnologija Evrope*, Beograd, 1996.

Ravkin, R., *Animacija u turizmu*, Zalozba Mladinska knjiga, Ljubljana-Zagreb, 1989.

Savic, S., Mitro, V., *Skola romologije*, Futura publikacije i Zenske studije i istrazivanja, Univerzitet u Novom Sadu, Novi Sad, 2006.

Vlahovic, P., *Srbija – zemlja, narod, obicaji*, Beograd, 1999.

www.udruzenjbanja.co.yu

Tourism and Hospitality Management, Vol. 14, No. 1, pp. 141-152, 2008
D. Kovac: COMPETENCE MODEL IN EDUCATION AND TRAINING PROCESS

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 378:338.48:640.4
Review
Received: 04.03.2008

COMPETENCE MODEL IN EDUCATION AND TRAINING PROCESS

Darko Kovac
The College of Hospitality and Tourism, Bled, Slovenia [1]

Abstract: Traditional learning processes in contemporary management practice, especially in global business environment, are being challenged by new approaches. They can not be avoided in the hospitality and tourism industry. Kolb's experimental learning model is a solid base to build on. Experimental learning theory uses personal and group experiences while taking participants through various stages of learning associated with the theory. However, when talking about concrete experience, reflective observation, abstract conceptualization, and active experimentation as stages of experimental learning, student variations in attitude, motivation, and style as well as ability have to be understood. The model of competences as underlying characteristic of a person could help to clarify this issue. We comprehend competence as a broader concept than skills. Affective and motivational factors should be added as well as personality traits next to different kinds of skills. Moreover, we could claim that cognition is only one aspect of the human mind. The other two aspects: affection and conation have often been neglected in education. Due to that reason we will decompose competences into cognitive, behavioural, and conative. While the first two are increasingly present and included in education programmes, conative ones are scarcely the subject of training programmes, because they are inborn and can be only encouraged, but their role should not be neglected.

Key words: tourism and hospitality, education and training process, personal traits in education, competences, conation.

INTRODUCTION

The existing education system and learning process is being challenged. Massive changes and turbulences within last decade due to changes in economy especially in transition economies are taking place. They can not be avoided in

[1] **Darko Kovac**, M.Sc., The College of Hospitality and Tourism, Bled, Slovenia.

education system and learning process. Teaching and learning methods should be adapted not only to market requirements, but also to learners as end users. The influence of change on education is described by several authors (Gleeson, 1993; Robertson, 1994; Davies, 1995). Word customization is penetrating into contemporary education system.

Industrialization which required repetitive tasks and the need to memorise procedures and Taylorism are still casting shadow into education system. Education was largely devoted to reading writing and arithmetic, using methods such as rote learning and copying with the emphasis on accuracy and uniformity. The emphasis on rote learning, breaking a task into individual parts, and learning by imitation lasted well into the mid-twentieth century (Downs, 1998). Increased needs to understand systems and social skills are taking place instead of previous training of physical skills and procedures. Traditional apprenticeships and industrial skills training had to change and trend goes towards modular training and vocational qualifications. What a person could do became more important rather than only what they knew (ibid). Considering the mentioned premise, experience became important.

Experiential learning theory uses personal and group experiences while taking participants through various stages of learning. Kolb in his experiential learning theory focuses on the transaction between the internal characteristics and external circumstances, between personal knowledge and social knowledge. It is the process of learning from experience. This learning is a social process: and thus, the course of individual development is shaped by the cultural system of social knowledge (Kolb, 1984). Learning styles are categories developed by educational researchers to classify learners based on their customary approach to perceiving and processing information (Kolb, 1984).

Specific of the hospitality and tourism industry is close connection with customer service. Customer service is based on interaction between provider and customer to satisfy customer’s needs (Kwan, 1997; Lovelock, 1985). Service requires customization. Service providers must match available services with personal needs and desires, which leads to higher variability in the quantity and quality of service. Customers are involved either directly or indirectly in the service delivery process. They are both co-producers and judges of the service. And finally, the process of delivering service is emphasized. Customers judge not only the final product of service, but also the process of receiving service (Wongchai, 2003, p.39). Thus customer service requires special provider’s competence.

There is a shift towards “post tourist” which is promoted by Urry (1990) and understood as set within a wider framework of emerging ecological values associated with a green consumer – creativity, health, new experiences, human relations and personal growth. Its consequence is a demand for differentiated “tailor-crafted” tourism products. Market segmentation is intensifying and travellers increasingly seek an “individual approach”.

The interest of this article is vocational qualification which emphasises the concept of competence on the workplace. A growing demand by organisations for increased skills of the workforce implied a need for a qualification that addressed workplace competence (Morgan, 2002, p 90). Vocational qualifications were seen as a means of establishing individual competence without the traditional periods of academic study, which was often prolonged and not sufficiently focussed upon competences required in the workplace (ibid).

The question arises: can all competencies be learned?

1. COMPETENCE MODEL

There is a debate amongst researchers about the term "competence". Mansfield (2004) offers explanation of its use of term in the UK in five different ways:

1.- *Competent (adjective).* As in "a competent person". In this context, competent means the ability to perform to the requirements of employment. Particular sectors and industries often have an implicit concept of what competent performance means to particular occupational groups. Consequently, "competent" is often taken to imply a minimum level of performance across a very narrow range of activities, such as in the use of the terms "barely competent" or "threshold competence". By contrast the concept can also mean the ability to meet "best practice" requirements.

2.- *Competence (noun).* The state of being competent – in English usage, can only be used as part of a noun phrase – e.g. "management competence", "the competence of a manager".

3.- *Competence/s (noun).* A task which someone performs (US usage).

4.- *Competence/ies (noun).* An underlying characteristic of a person that results in effective or superior performance. This refers to specific behaviour and may be expressed as a motive, trait, skill, aspect of self-image, social role or body of knowledge that is applied. Widely used in American and UK literature on management training.

4.- *Competence/s (noun).* The term originally used to describe an element of competence (a competence …) in the UK. Superseded by the terms "outcome", "standard" and "element of competence" – but still used.

There is differentiation about the notion of "core competences" as paramount to explaining competitiveness of the firm and individual competences. This article is interested in individual dimension of competences.

Competence is, according to Mansfield (1999), the underlying characteristic of a person that results in an effective or superior performance. There is no single factor but a range of factors that differentiate successful from less successful performance, including personal qualities, motives, experience and behavioural characteristics (Boyatzis, 1982). Cheetham and Chivers developed a model of professional competences (Cheetham and Chivers, 1998) with meta competences (communication, self-development, creativity, analysis, problem solving) and with four core components at the hart of the model, all of which were considered to be important to effective performance:

1. knowledge/cognitive competence;
2. functional competence;
3. personal or behavioural competence; and
4. values/ethical competence.

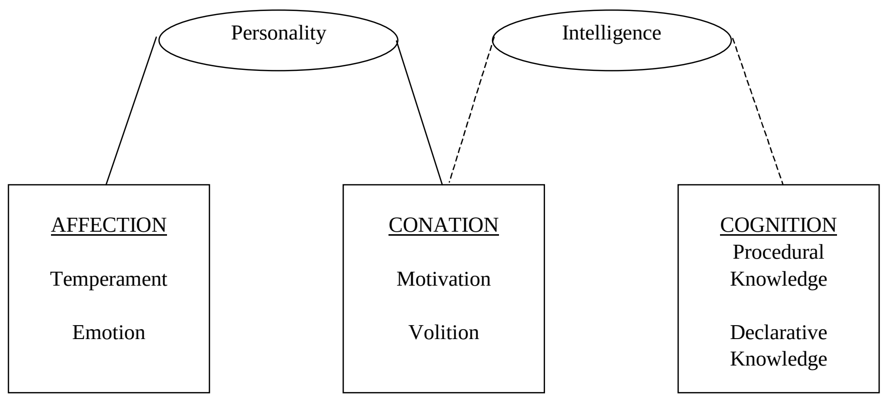
Miller et al. (2001) divide competences into behavioural ("soft") competences - how people should behave to complete the work successfully - and technical or functional ("hard") competencies - what people should know and are able to do to complete the work successfully.

It could be claimed that soft competences represent the behavioural side of mind, and hard competences the cognitive side of mind. We are adding conative competences, which represent the conative side of mind. This division of competences is based in the tripartite dichotomy of mind: cognitive, affective, and conative (see figure 1).

Kolbe identifies the following characteristics of each domain (Kolbe, 2003):

- Cognitive: thoughts, intelligence, learned behaviours, knowledge, recall, skills;
- Affective: feelings, emotions, personality, preferences, desires, attitudes, beliefs; and
- Conative: actions, drives, urges, natural abilities, inclinations, patterns of doing.

Figure 1: Taxonomy of individual difference constructs



Source: Adapted from Snow, Corno and Jackson, 1996.

The conative side as such is an important part of the tripartite competency dichotomy (figure 1). We understand conation as a part which is not teachable.

In researching competences, the conative side was omitted because the concept of behaviourism and cognition prevailed in the mid-20th century. Some authors (Snow, Corno & Jackson, 1996; Huit 1999; Kolbe, 1997) have renewed interest in the concept of tripartite theory of the mind.

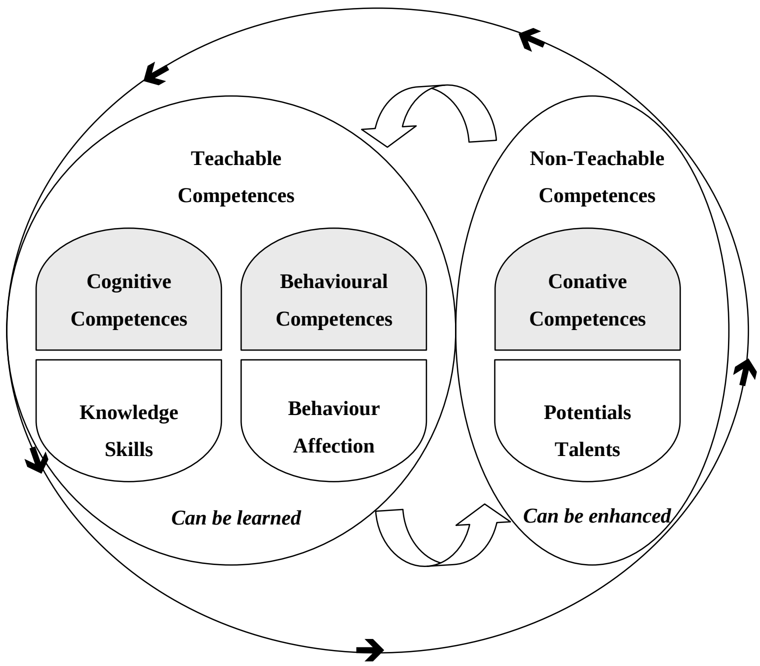
However, when explaining conation, the problem we face is that conation is difficult to separate from cognition, emotion and behaviour (Snow, 1989). Moreover when measuring cognition or emotion, conative components are often interweaved. For example, the Wechsler scales of intelligence include a conative component (Cooper, 1997; Gregory, 1998). The Goleman's construct of emotional intelligence includes both affective (e.g. empathy, optimism, managing emotions) and conative (e.g. setting goals, self-regulation) components (Goleman, 1995). On the other hand, some authors claim that conation has cognitive and affective, as well as volitional, components (Gollwitzer, 1990; Snow & Swanson, 1992).

Conation as an emerging concept can help to clarify the competence model. There are several definitions of conation:

- as the use of will, or the freedom to make choices about what to do (Kane, 1985; Mischel, 1996);
- as a proactive aspect of behaviour (as opposed to reactive or habitual), which is the personal, intentional, planful, deliberate, goal-oriented, or striving component of motivation (Baumeister et al., 1998; Emmons, 1986);
- as "the tendency to take and maintain purposive action or direction toward goals" (Snow, Corno & Jackson, 1996: 226);
- and as "the achievement aspect of ability, the process through which we fulfil our goals" (Kolbe, 1997: 10).

To summarize several definitions, conation could be defined as the volitional steering of action toward some goal.

Figure 2: Competence Learning Model



Source: Author

Tripartite competences dichotomy is important in understanding the competences learning process (figure 2). We believe that such holistic approach can help in achieving this goal. Holistic concepts of style allow a deeper study of human uniqueness by providing a normative description of a personal style across individuals and an idiographic profiling in an individual of the style in relation to the other styles in the holistic model (Boyatzis, Kolb, 1995).

So the question arises: are conative competences instinctive, unteachable - meaning that some individuals have a natural knack toward certain occupations? On the other hand, educational practice faces the challenge how to measure competences.

Cognitive competences (knowledge and skills) are usually measured. Bloom's taxonomy (Bloom, 1956) as a system is used for categorising the various types of learning/achievement within the knowledge domain. Whilst the taxonomy has been criticised over the years, it continues to have a pragmatic and heuristic value. In an attempt to obtain a very general overview of the cognitive expectations expressed in the subject benchmark statements, the six-level Bloom's (1956) taxonomy of educational objectives in the cognitive domain was used as a framing device (1. knowledge, 2. comprehension, 3. application, 4. analysis, 5. synthesis, and 6. evaluation).

There are many psychometric tools to measure behavioural competences. Myers-Briggs Type Indicator® (MBTI®) is widely used all over the world for assessing psychological type (Myers, McCaulley, 1985). Lipicnik et al.(2006) claim that relative constancy of behaviour patterns of any individual makes it possible to predict how he/she will react in a given situation. Lipicnik et al. (2006) recommends the following three assessment methods: Ichak Adizes (www.adizes.com), R. Meredith Belbin (www.belbin.com) and Kathy Kolbe (www.kolbe.com) though we believe that Kolbe™Index is a measure for conative competences.

Using and measuring conative competences is not so common in practice as it is for cognitive and behavioural. However, conative competences can be measured as well and some tools have been developed for measuring conation. Atman (1987) developed an instrument to assess goal accomplished style, called Goal Orientation Inventory (GOI). Atman (1987) in her "taxonomy of conative domain" shows five stages through which individuals go while exercising their conative capability: perception, focus, engagement, involvement, transcendence. Atman developed 12 behavioural steps called the "conation cycle of goal accomplishment". These 12 steps are divided into three categories: acting (A), planning (P), and reflecting (R).

Kolbe (Kolbe, 1997) developed the Kolbe Index™ which is based on Dewey`s (1938) experiential learning theory and Jung`s (1946) personality theory. She identifies four actions or conative modes through which we act, but with different intensity:

- Fact Finder (instincts to probe, refine and simplify),
- Follow Thru (instincts to organize, reform and adapt),
- Quick Start (instincts to improvise, revise and stabilize),
- Implementor (instincts to construct, renovate and envision).

Kolbe (1997) believes that human behaviours are results of the interaction between cognition, affection, and conation.

2. EXPERIENTIAL LEARNING THROUGH COMPETENCE LEARNING MODEL

Talking about competence system a parallel with organizational learning can be made. There are two basic learning approaches to learning in organizations: behavioural and cognitive. The behavioural adaptive learning approach asserts that learning is directly linked to some action that follows it. Learning is also viewed as the process of adjusting behaviour in response to experience (Yeo, 2002). The theory is based on the premise that is if no behavioural change is recorded, then no learning can be said to have taken place (Cole, 1995; Skinner, 1972; Buckler, 1998). Cognitive learning approach assumes that learning is more than just applying rules or responding to small-scale problems and making basic elements to subject. Learning is believed to be a complex process involving skills, using intuition and imagination and problem solving (Yeo, 2002, Cole, 1995, Sadler, 1994). Assimilation theory argues that humans learn specifically by connecting new information with complex cognitive structures in the brain (Ausubel, 1968).

Kolb`s learning cycle can be used as a model for understanding the process of competence development in practice (Drejer, 2000) because it is via individuals involved in a competence that cause competence development. Moreover, it can be claimed that everybody has his own learning style. Learning styles are categories developed by educational researchers to classify learners based on their customary approach to perceiving and processing information (Kolb, 1984). According to the model of experiential learning, there are two processes for grasping information (concrete experience and abstract conceptualization), and two processes for transforming experience into learning (active experimentation and reflective observation). These four processes combine into four learning styles:

(1) *Convergers*: Those who prefer abstract conceptualization and active experimentation.

(2) *Accommodators*: Those who prefer concrete experience and active experimentation.

(3) *Divergers*: Those who prefer concrete experience and reflective observation.

(4) *Assimilators*: Those who prefer abstract conceptualization and reflective observation.

Divergers have been described as having good imaginative abilities and highly developed values. They are interested in people, sensitive to others' feelings, tend to be open-minded, and good listeners, and to perform well in situations that call for the generation of ideas, such as brainstorming.

Assimilators have been credited with possessing well-developed thinking skills, and tend to be good at organizing information, building and testing theories, and designing experiments. They tend to be less concerned with people than with ideas, and are good at inductive reasoning.

Convergers, on the other hand, prefer deductive reasoning. They have well-developed decision-making skills and tend to be interested in the practical application of ideas. Convergers tend to be controlled in their expression of emotion, and prefer dealing with technical tasks and problems over social and interpersonal issues.

Accommodators tend to solve problems in an intuitive, trial-and-error manner, and are very adaptable to changing circumstances (Kolb, 1984).

Critical reflection on one's own experiences influences on learning (Marsick and Watkins, 1993) more than formal training and classical learning with remembering dull theories. This understanding is not new. Dewey (1938) stated that education must address the notion of reflective thought. Reflective thought begins with uncertainity and dilemmas to an individual. In some way it represents the problem which individual locates and defines. This leads to seeking of solution based on analysis of its many angles. Observation and experimentation help to find solution and experimentation and, finally, it leads to a decision to act or not on these possible solutions. It seems obvious that Dewey's notion of reflective thought is similar to the way we normally perceive the general scientific method (when applied to everyday problems) (Drejer, 2000).

Kolb (1984) suggests that people apprehend and transform their experiences differently. Some apprehend them through concrete experience and others through abstract conceptualisation. Some transform them through reflective observation and others through active experimentation. These two dimensions interact, both resulting in a typology of learning styles and an experiential learning cycle, that moves from experiencing to observing to conceptualising to experimenting and back to experiencing.

Moreover, Marsick and Watkins (1993) emphasise informal and incidental learning as a contrast to formal learning which is a minor part. Furthermore, Polyani has discussed the "object" of learning – knowledge – and proposed that all knowledge is tacit and impossible to express explicitly (Polyani, 1967). By paying attention to Polanyi's conception of the tacit dimension we can begin to make sense of the place of intuition and hunches in informal education practice - and how we can get a better understanding of what might be going on in different situations.

Based on the above mentioned styles as individual differences those learning environments that are not consistent with an individual's style are more likely to be rejected or resisted by the individual (Buch, Bartley, 2002). Moreover we believe that it is not only environment but cognitive, behavioural, and conative competences, which determine individual's attitude towards learning.

For instance, Dreyfus (1989) compared those skills to the Myers-Briggs Type Indicator (Myers, McCaulley, 1985) which is a tool for assessing a person's style in terms of eight traits. The "intuition versus sensing" orientation reveals an interest in abstractions and insights imagined in the future as compared to perceiving objects, events, and details of the present moment. The intuition-sensing scale shows a positive relationship to information analysis, planning, quantitative analysis and technology management skills. These skills represent reflective and abstract orientations in terms of the underlying learning styles framework. The "perceiving versus judging" orientation reveals a preference for observing and understanding events of the outside world rather than seeking to organize or control them. The perceiving-judging scale showed a positive relationship to the planning, quantitative analysis and technology management skills, and a negative relationship to the action taking skill. These skills represent abstract orientations in terms of the underlying learning style framework (Boyatzis, Kolb, 1995)

This is especially important in Hotel and Tourism vocational education which is based on the notion of competence within the workplace. Academic studies on the contrary are not so focused on competence required in the workplace. Mansfield (2004) maps vocational schools in two “ideal types” – traditional, school-based systems and competence-based systems.

However, the competence of vocational school’s graduates should possess real work skills in order to satisfy employers` standard requirements. Hence in competence based system the focus is on students`, learners` and employmees` needs (Mansfield, 2004). This it is especially interesting in transition economies where people were (in previous system) used to comply and follow rules and procedures without asking question. However, the realities of economic change requires people to take more responsibility within the work environment – variously described as “flexibility”, “adaptability”, “multi-skilling” and “versatility” (ibid). So it is our understanding that the competence based systems are a better answer to market changes.

A relationship between conation, goal accomplishment style, and psychological type is interesting to investigate. Davis (1995) investigated distance learners at West Virginia University. She used five instruments to collect data: a self-developed questionnaire for demographic and background data, the Goal Orientation Index for conation, the Myers-Briggs Type Indicator® (MBTI®) for psychological type, daily journals for behaviours related to participants` motivation and goal accomplishment, and structured interviews for other types of information such as goal setting activities, distractions, course goals, and teachers` influence.

As Wongchai (2003) reported she concluded that the relationship between conation, goal accomplishment style and psychological type was essential in designing and delivering distance education programmes. Students with a high conative capacity could manage their goals, monitor their progress, and overcome distractions and difficulties better than those with low conative capacity (ibid). Students with different psychological types also performed differently. Introverts favoured distance learning. For extroverts first learning in isolation caused uncomfortable feelings, but eventually they grew more comfortable after they once experienced the medium.

Harper (1997) researched learning strategies of high school students with Kolbe™A Index. Her findings show correlation with learning strategies and Fact Finder and Follow Thru action mode. No findings were related to Quick Start and Implementor.

The Kolbe Corporation suggested learning styles of individuals who initiate in each of action mode (table 1) means that their result in action mode is higher that 7 (on the scale of 10).

Table 1: Kolbe Corporation suggestion of learning styles

	Fact Finder	Follow Thru	Quick Start	Implementor
Learning Style	Studies books on the subject to see how it`s been done in the past	Learns the theory or formula	Experiments with radical ideas and innovations	Works with models or prototypes

Source: Kolbe Corporation, 1999, pp. 16-17

Decomposing competences into three parts (cognitive, conative and behavioural) is important when talking about "custom tailored" learning process. Moreover, it should be the corner stone of vocational education. We claim that cognitive competencies can be learned. Through formal and informal education, as well as experiences, new knowledge and skills are obtained. We can influence behavioural competences so that a student can adopt behaviour according to desired one. There are usually no short cuts to acquiring new behavioural patterns, but long-term we are adapting towards required ones. Conative competences, however, can not be learned. They can only be enhanced. Decomposing competences into the mentioned three parts can help to answer the question whether the competences can be learned. The answer could be: cognitive by all means, behavioural: yes, but not easily and quickly, conative: probably no. Holistic approach to education should consider that. Kolbe™ Index and Atman`s GOI are two possible ways to measure conative competences. It is not about selection, it is about efficiency. Some trials were already made into the direction of considering the conative side of mind into learning process (Giles, 1999; Davis, 1995; Lingard&Berry, 2000&2002; Bailey, 2002).

Above mentioned approach helps to overcome standardized education systems which are based on memorising what was taught until it is externally tested.

CONCLUSION

The competence based learning process is important in domains where qualification addresses workplace competence. Vocational schools for hotels and tourism are certainly amongst them. Market demands are increasingly going in the way of "tailor crafted" tourism products and "individual approach". The tripartite competency dichotomy based on taxonomy of individual differences helps to understand approaches towards holistic learning process. Cognitive, behavioural, and conative competences should be differentiated. We understand conative competences as un-teachable, inborn, and can be only enhanced. This should be considered when designing an educational process. The development of programmes based on competence based framework provide higher employability in graduates. We believe that intrinsic motivation in acquiring knowledge, skills and behavioural patterns which are consistent with one's natural talents (the conative side of mind) is accelerated. It can increase the participation of students in designing their learning process. On the other hand it can help to satisfy employers` stated requirements for graduates to possess "real work" competences. The research in conative competences is scarce; it offers, however opportunities for scholars and practitioners for further analysis and development.

REFERENCES

Atman, K.S., “The role of conation (striving) in the distance education enterprise”, *The American Journal of Distance Education,* Vol. 1, No. 1, 1987, 14-24

Ausubel, D., *Educational Psychology: A Cognitive View, Holt, Rinehart and Winston, New York, NY,* 1968 in Fraser, K. and Novak, J., “Managing the empowerment of employees to address issues of inter-employee co-operation, communication and work redesign”, *The Learning Organization,* Vol.5, No. 3, 1998, 109-120

Bailey R., “Effectively using quantitative indices of conative ability to guide teams”, Proceedings of the American Society of Engineering Education Annual Conference&Exposition, Montreal, Canada 2525, 2002

Baumeister, R. F., Bratslavsky, E., Muraven, M., Tice, D.M., “Ego depletion: Is the active self a limited resource?” *Journal of Personality and Social Psychology,* Vol. 74, No. 5, 1998, 1252-1265

Bloom, B. S., *Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain,* Longmans, London, 1956

Boyatzis, R., E. and Kolb, D. A., “From learning styles to learning skills: the executive skills profile”, *Journal of Managerial Psychology,* Vol. 10, No. 5, 1995, 3-17

Boyatzis, R.E., *The Competent Manager: A Model for Effective Performance,* Wiley, New York, NY, 1982

Buch, K., and Bartley, S., “Learning Style and Training delivery mode preference”, *Journal of Workplace Learning,* Vol. 14, No. 1, 2002, 5-10

Buckler, B., “Practical steps towards a learning organization: applying academic knowledge to improvement and innovation in work process”, *The Learning Organization*, Vol. 5, No. 1, 1998, 15-23

Cheetham, G., and Chivers G., “The reflective (and competent) practioneer: a model of professional competence which seeks to harmonise the reflective practitioner and competence-based approaches”, *Journal of European Industrial Training,* Vol. 22, No.7, 1998, 267-276

Cole, G. A., *Organizational Behaviour: Theory and Practice,* PD Publications, London, 1995

Cooper, S., *The clinical use and interpretation of the Wechsler Intelligence Scale for children*, Springfield, IL: 3rd ed., Charles C. Thomas Publisher, 1997

Davies, D., "Adults in higher education", *Ad-lib: Journal for Continuing Liberal Adult Education*, University of Cambridge, No. 1, November, 1995

Davis, M. A., “The interrelationship of conation, goal accomplishment style, and psychological type in distance learners” (Doctoral dissertation, West Virginia University, 1995), *Disertation Abstracts International*, 56(08),2983A, 1995

Dewey, J., *Experience and Education,* New York, Macmillan, 1938

Downs S., “Technological change and education and training”, *Education + Training,* Vol. 40, No. 1, 1998, 18-19

Drejer, A., “Organizational learning and competence development”, *The Learning Organization*, Vol. 7, No. 4, 2000, 206-220

Dreyfus, C., "Scientist and engineer managers: a study of managerial effectiveness ", Department of Organizational Behavior, Case Western Reserve University, Cleveland, OH, 1989

Emmons, R., “Personal strivings: An approach to personality and subjective well-being”, *Journal of Personality and Social Psychology*, 51, 1986, 1058-1068

Giles, I. M., “An eximination of persistence and dropout in the on-line computer-referenced classroom”, (Doctorial Disertation, Oregon State University, 1997), *Dissertation Abstracts International*, *60*(12), 4279A (UMI No.9953808), 1999

Gleeson, D., "Legislation for change: missed opportunities in the further and higher education act", Keele University, unpublished report, 1993

Goleman, D., *Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement*, New York, Bantam, 1995

Gollwitzer, P., “Action phases and mind-sets”, In E. Higgins & R. Sorrentino (eds), *Handbook of motivation and cognition*, New York, Guilford Press, Vol. 2, 1990, 53-92

Gregory, R., *Foundations of intellectual assessment: The Wais-III and other tests in clinical practice,* Boston, Allyn & Bacon, 1998

Harper J. O. L., “On wings of eagles: A look at self regulation of how high schools students manage their learning with a student-centers” (Doctorial Disertation, Oregon State University, *Dissertation Abstracts International, 58*(02), 2999A, 1997

Huit, W., “Conation as an important factor of mind”, *Educational Psychology Interactive,* Valdosta, GA: Valdosta State University, 1999, etrieved from from http://chiron.valdosta.edu/whuitt/col/regsys/conation.html, 11/8-2007

Jung, C.G., *Psychological Types.* London, Kegan Paul, Trench, Trubner,&Co Ltd, 1946

Kane, R., *Free will and values*, Albany, State University of New York Press, 1985

Kolb, D.A., *Experiential Learning*, Prentice-Hall, Englewood Cliffs, NJ, 1984

Kolbe Corporation, *Kolbe bottom lines*, Phoenix, AZ: Kolbe Corporation., 1999

Kolbe, K., *Kolbe Statistical Handbook*, Phoenix:Kolbe Corporation, 2003

Kolbe, K., *The conative connection*, Reading, MA: Addison-Wesley, 1997

Kwan, J. L., "Understanding customer service: Personality and learning perspectives", (Doctoral dissertation, University of California at Berkeley, 1996), *Dissertation Abstracts International, 58*(02), 1011B, 1997

Lingard, R. Berry E, "Improoving team performance in software ingeneering" in JA Chambers (Ed), *Selected papers from the 11th International Conference on Colledge teaching and learning (pp.125-132)*,Jacksonville: Florida Community Colledge, 2000

Lingard, R., Berry E, "*Teaching teamwork skills in software engeneering based on an understanding of factors affecting group performance*", paper presented at the 32th ASEE/IEEE Frontiers in Education Cenference, Boston, MA, 2002

Lipicnik B., Bozac G.B., Mihelic K.K., "A comparative study of Pula (Croatia) and Ljubljana (Slovenia) business students` behaviour patterns", Management, Vol. 11, No. 2, 2006, 29-52

Lovelock, C. H., "Developing and managing the customer service function in the service sector". In J. A. Czepiel, M. R. Solomon, & C. F. Suprenant (Eds.),*Service encounter: Managing employee/customer interaction in service businesses,* Lexington, MA: Lexington Books, 1985, 265-280

Mansfield, B., 'What is "competence" all about?', *Competency,* Vol. 6, No.3, 1999, 24-28

Mansfield, B., Competence in transition, *Journal of European Industrial Training,* Vol. 28, No. 2/3/4, 2004, 296-309

Marsic, J.V., Watkins, K.E., *Sculpting and Learning Organization,* Jossey-Bass Inc., San Francisco, 1993

Miller, E., Rankin, N., Neathey, F., *Competency Frameworks in UK Organizations*, London, The Chartered Institute of Personnel and Development (CIPD), 2001

Mischel, W., "From good intentions to willpower", in P. Gollwitzer & J. Bargh (eds), *The psychology of action*, New York, Guilford Press, 1996, 197-218

Morgan A., "The utilisation of NVQs in higher education", *Education + Training*, Vo.l 44, No 2, 2002, 90-98

Myers, I.B., McCaulley, M.H., *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*, Consulting Psychologists Press , Palo Alto, CA, 1985

Polanyi, M., *The Tacit Dimension*, New York: Anchor Books, 1967

Robertson, D., *Choosing to Change: Extending Access, Choice and Mobility in Higher Education*, Higher Education Quality Council, London, 1994

Sadler, P., *Designing Organizations:The Foudation for Exellence*, 2nd edn, Kogan Page, London, 1994

Skinner, B.F., *Beyond Freedom and Dignity*, Cape, London, 1972

Snow, R.E., "Toward assessment of cognitive and conative structures in learning", *Educational Researcher*, Vol. 18, No. 9, 1989, 8-14

Snow, R.E., Corno, L., Jackson III, D., "Individual differences in affective and conative functions" in d.c. Berlinger, & Calfee (eds.), *Handbook of educational psychology*, New York, Simon&Schuster Macmillan, 1996, 243-310

Snow, R.E., Swanson, J., "Instructional psychology: Aptitude, adaptation, and assessment", *Annual Review of Psychology*, 43, 1992, 583-626

Urry, J., *The Tourist Gaze: Leisure and Travel in Contemporary Societies*, London: Sage, 1990

Wongchai., "The ability of the Kolbe A Index action modes to predict learners` attitudes and achievements within a web-based training context", *A Phd dissertation*, Texas A&M University, 2003

Yeo, R., "Learning within organisations: linking the theoretical and empirical perspectives", *Journal of Workplace Learning*, Vol. 14, No.3, 2002, 109-122

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:37.013](4-67 EU)
Review
Received: 04.03.2008

SOME ASPECTS REGARDING TOURISM AND YOUTH'S MOBILITY

Claudia Moisă
„1 Decembrie 1918" University, Alba Iulia, Romania[1]

Abstract: To many countries of world, youth tourism represents the movement of the youth, that have a higher education, which represents an important income, source for that countries. Very important is the relationship between the tourism and various operational exchange programmes for students, as SOCRATES and ERASMUS for Europe or the European Community of West African States (ECOWAS) for intercultural exchanges between the students.
Beginning from the Antiquity, wealthy young people had the privilege to discover the world and to aquisit new knowledge over practicing tourism abroad, the educational tourism being in the centre of the interest for the high society with high incomes.
Since the end of the Second World War, a big number of politicians, more or less young, promoted the traveling idea as a factor of permanent education, and the governmental organizations with attributions in the field regarding the young people have promoted the young's mobility, first, at national level, the first mobility actions for young people of "Knowledge…" type being addressed to large number of people. In a short time, the governments of different countries have established protocols and bilateral accords within which lots of programs permitted to the young people, teachers, professors and animators to have abroad trips.
In the last period, the most utilized concept is that of mobility, of intercultural learning, of recapture, of study traveling, all these referring to the young travelers, in this case supporting being essential, at national or at European level, which is exemplified by the professional level mobility or at educational level.

Key words: youth tourism, youth mobility, educational programs.

[1] **Claudia Moisă**, Lecturer, Ph.D. Student, Faculty of Sciences, „1 Decembrie 1918" University, Alba Iulia, Romania.

INTRODUCTION

The creation of some facilitating organizations for the young people mobility (such as the Franco – German Youth Office – F.G.Y.O. – which reached the age of 40 in 2003, the France - Quebec Youth Office – O.F.Q.J) represented the apogee of an informal educational politics by traveling.

Once the paid vacations became a common thing, tourism in contemporary society reached a development that puts it in the industry category. This field of activity is more important from an economic point of view than from an instructive one, and this context raises the question on whether there is youth tourism or not. For some experts, tourism is just an economy branch, while for others what comes first in youth tourism is the word "youth" on which the development of this form of tourism is based.

In their journey young people are detached from the family protection and thus are exposed to risks specific for their inexperience. For this reason young people must turn to certain organisms and institutions that will satisfy their needs and that propose "a young label" which will guarantee security norms for transportation, accommodation, meals and leisure activities, but especially for cultural, sportive and social events.

1. EUROPEAN YOUTH MOBILITY INSTRUMENTS

Extended Europe (January 1st 2007) has 75 million young people with ages between 15 and 25[2], young people who have or will have the possibility to travel for academic, professional or sportive reasons or just for rest and relaxation. Considering a big part of the youth can travel for financial reasons, it is essential that international organisms' representatives and the governments of the E.U. members take action to insert youth travel in their policies.

In the growth of youth mobility at European Union level an important role is played by youth travel through its social, educational and economic dimensions. The fact that for the first time the European Union's Constitution includes an explicit reference about tourism is another stimulus for the development of youth travel at European level.

The European Commission states: "encouraging youth to travel, to acquire new knowledge and to democratize youth travel are major issues for all those who build a new Europe[3]".

---

[2] The European Community Commission, The European Commission White Paper "A new Impetus for European Youth", Brussels, 2001. The term youth is considered as being the period between 15 and 25 years old, by analogy with the period established by the European Parliament and the European Council for the Youth programme. Extended Europe means the 27 state members.

[3] Genève, M., Le tourisme, secteur délaissé par les dispositifs européens pour la mobilité des jeunes, Cahier Espaces 77– Tourisme des jeunes, 2003

Still, youth travel doesn't seem to be a direct concern for the European institutions because no precise actions were proposed or put into practice, with the exception of a better youth informing. In a larger context, the different youth mobility programs were applied both at the European Council level and at the European Commission level. These programs allow young European people to have broadened access to travel and international exchanges.

After the year 2000, a new generation of programs and actions were proposed within a 7 years time frame under the guidance of the European Commission's Directorate-General Education and Culture. These actions and programs contribute to education, shaping, culture, sport, which are the themes preferred by young people and by the adults with whom they interact. The most important programs are: Socrates, Leonardo da Vinci, Youth for Europe and Tempus.

All these programs have many common points and aim objectives that are specific to youth: they encourage European cooperation and sustain the quality of ideas, persons and technologies exchanges. I order to support education they allow a more obvious closeness to youth travel from an educational and cultural point of view. Thanks to these programs the financial support can be granted to tourism developing programmes and at the same time they offer concrete mobility developing opportunities.

The programs are often organised around two directions: one tied to the youth mobility and the second one to assimilating cultural and linguistic knowledge. With the help of these programs the European Union creates a European mobility pattern which brings out the usefulness of tourism as a practise associated with pleasure and relaxation and which seems to grow on its own.

The facility system which mainly refers to organizing the departure and to the accommodation of the future employees to the exigency of the free person's movement is focused on inter-cultural learning, on discovering and changing the environment. Youth mobility must be understood as a real way of life and not as an adventure.

These facilities are not a help for tourism in the sense of subsidizing vacations, they are mobility assistances and mobility is the main shaping factor on the course of a lifetime and travels must allow the access to other cultures and to other ways of life.

When it comes to the connection with tourism, youth mobility means a travel with the purpose the accumulate knowledge, education, culture etc.

By travelling, youth can have an important contribution to consolidating the connections between the European Union members. The European Commission's YOUTH Programme aims to stimulate youth and student travel by offering opportunities to participate to the social life and to the cultural programmes of other countries, while academic and work exchange programmes like SOCRATES (including here ***Erasmus***, ***Grundvig*** and ***Lingua***), LEONARDO and the new generation of programmes – ***Lifelong Learning Programme 2007-2013***, ***Youth in***

Action and ***Erasmus Mundus*** – offer yearly to over 10.000 young people and students the opportunity to travel inside the European Union.

Even if youth represent about 16% of the European Union's population, in Europe this segment was ignored for a long time and specific European programmes were limited to student exchanges with the purpose to learn foreign languages.

The main European youth mobility programmes are:

SOCRATES

- *Objectives*

This programme comprises the education sector and aims to promote the European dimensions and to improve the education's quality by encouraging cooperation between the 31 participant countries. The programmes complete the national actions carried out by the member countries in respect of education, organizing the education system and cultural and linguistic diversity.

- *Legal basis*: Article 149 and 150 from the EC treaty and decision 253/2000/EC of the European Parliament and European Council
- *Budget:* 1.850 million Euros for a 7 years time period
- *Activities that might be considered interesting for youth travel*

Socrates includes eight actions, three describe three stages of life: school, university and life long learning, the other five are transversal.

Out of these actions three present a special interest for youth travel because they favour the trans-national shaping and mobility of young people:

- The **Erasmus** action favours student mobility in their field of study on a period of 3 to 12 months in another participant country. Apart from the scholarship from the university, the students receive another one for the possible additional expenses that might occur while studying abroad.
  The ERASMUS programme's structure is as follows:
  - *Activity 1* – European inter-universities cooperation;
  - *Activity 2* – mobility grants for students and teaching staffs, mobility organisation and the European transferable credits system;
  - *Activity 3* – theme networks.
- The **Grundtvig** action aims to consolidate the European dimension in the education field and to apply the lifelong learning principle and thus contributing to improving the access of all those who wish to accumulate new knowledge, capacities and abilities no matter how old they are.
- The **Lingua** action is devoted to teaching and learning foreign languages and to promoting linguistic diversity within the European Union and other countries associated to the Socrates programme.

ERASMUS MUNDUS is a new cooperation and mobility programme between the institutions from EU members and non-European countries. The programme takes place between 2004 and 2008 and aims to increase the higher education's competitiveness, to augment its appeal among teachers and students outside Europe and to promote inter-cultural dialog. For the 2004-2008 periods the programme has a 203 million Euros budget and 90% of this amount is destined for mobility actions.

1.2 million students benefited from mobility scholarships in the Socrates Programme – the Erasmus Action between 1995 and 2005. Out of the European countries, Spain was on first place in the preferences' top in the school year 2004/2005, followed by France and Germany. The most mobile students were the German, French, Spanish and Italian students. About 81.000 young people went to study in other EU states in the school year 2004/2005[4].

Between 2000 and 2005, 12.531 Romanian students and 3.637 teachers benefited of ERASMUS mobility scholarships in 16 European countries. The top study fields were: agriculture science, architecture, art and design, economic science, education and professional training[5].

LEONARDO DA VINCI

- *Objectives*

This programme is destined to improve the quality of the vocational training systems and to implement similar policies in the EU states in the labour force's vocational training field. The main objectives are: facilitating work force insertion, improving training quality, abilities and aptitudes, especially for young people.

- *Legal basis*: Article 150 of the EC treaty and European Council's decision from April 26, 1999.
- *Budget:* 1.15 billion Euros for a 7 years time period.
- *Activities that might be considered interesting for youth travel*

The Leonardo Programme has five actions. One is of special interest for youth travel because it is a real support for trans-national mobility projects for persons in vocational training, especially young people, for a maximum two years period.

There are three specific activity types in this action:

- Trans-national placement projects: for people undergoing initial vocational training (pupils, apprentices), for students, for young workers with high qualification and for young high education graduates;
- Trans-national exchange projects dedicated to trainers and experts in vocational orientation, to trainers in linguistic competencies, to human resources personnel in enterprises.
- Study travels.

A statistic analysis on the Leonardo mobility programmes target groups for the 2000-2005 period revealed the following situation:

[4] Mintel, Youth Travel Market (Europe), London: Mintel International Group Ltd., 2006.
[5] www.socrates.ro/programe/socrates/erasmus/statistici.doc

Table 1: The Leonardo mobility programmes target groups for the 2000-2005 period

Year	Target group	Number of approved projects	Total
2000	Pupils and students	35	73
	Young workers and young high education graduates	15	
	Trainers	23	
2001	Pupils and students	36	73
	Young workers and young high education graduates	16	
	Trainers	21	
2002	Pupils and students	47	89
	Young workers and young high education graduates	20	
	Trainers	22	
2003	Pupils and students	42	126
	Young workers and young high education graduates	60	
	Trainers	24	
2004	Pupils and students	63	107
	Young workers and young high education graduates	17	
	Trainers	27	
2005	Pupils and students	69	119
	Young workers and young high education graduates	11	
	Trainers	39	
	TOTAL		**587**

Source: http://www.anpcdefp.ro/programe/llp/leonardo/info.html

In the 2000-2005 periods, over 150.000 young high education graduates, people undergoing initial vocational training (pupils and students) and young workers benefited from these vocational training programmes in the EU countries. The themes covered by the mobility projects with promoters from Romania advance innovative ideas, education and vocational training methods from all fields of activity (education, health, tourism, transportation, etc.).

The carried projects had a significant impact especially for the vocational training reform in Romania, for the setting in practice of a professional education system adapted to the labour market's needs, for the linguistic competencies development, for the computer use development and especially for the accumulation of new competencies for the socially disadvantaged categories.

YOUTH FOR EUROPE

- *Objectives*

This programme is addressed to all young people and offers them the possibility to discover Europe and to participate at its construction as active and responsible citizens.

- *Legal basis:* Article 149 of the EC treaty and decision 1031/2000/CE of the European Parliament and European Council from April 13, 2000
- *Budget:* 520 de million Euros for a 7 years time period.
- *Activities that might be considered interesting for youth travel*

The ***Youth*** programme is addressed especially to the youth with ages between 15 and 25 and is a programme that tries to contribute to their education process particularly through informing them about the activities that are the object of international trades. Two of these actions are of special interest for tourism:

➢ The ***Youth for Europe*** action underlines youth exchange inside and outside the EU. This programme finances multilateral projects which favour the discovering of other social and cultural realities by the youth and allow the establishing of new contacts and friendships which will stimulate them to participate in other European projects. These exchanges must have a theme and must propose meeting and discovering possibilities and must emphasize the education experience and the inter-cultural learning. "Vacation travels" and "touristy exchanges" are excluded.

➢ The ***European Voluntary Service*** offers the youth with ages between 18 and 25 the opportunity to participate as volunteers in a local project for a 6 to 12 months period. By profiting from a training advantage, the youth can "invest" their energy, enthusiasm and creativity in practical activities which will contribute to their defining.

YOUTH IN ACTION is the successor of the Youth Programme and puts in practice the legal framework for non-formal learning and will be implemented from 2007 to 2013 with a total budget of 885 million Euros. For Romania were allocated 3 million Euros per year[6].

The programme's main objectives are:

- to promote active citizenship in general and European citizenship in particular among the youth;
- to develop a solidarity assent and to promote tolerance among the youth, in order to contribute to the social cohesion process inside the European Union;
- to support mutual understanding among the youth from different countries;

[6] www.anpcdefp.ro/programe/llp

- to contribute to the improvement of the supporting systems' quality and to the youth organisations' capacities;
- to promote European cooperation among the youth.

The programme's priorities are: European citizenship, active youth participation, cultural diversity, the inclusion of the youth with limited opportunities.

The objective and priorities mentioned above will be reached through fie operational programmes: ***Youth for Europe, the European Voluntary Service, Youth in the world, Youth Support Systems*** *and* ***European Cooperation in the youth field.***

The "*homo europeanus*" term means a "nomad" who is able to travel often, to meet other people and work with them; this term doesn't refer to the strict meaning from tourism. Because the existent programmes are not exploited to the maximum, we can think that a bigger flexibility and a larger opening for the diverse touristy movements could lead to a growth of these programmes' importance.

2. THE ROLE OF INTERNATIONAL ORGANISATIONS IN PROMOTING YOUTH MOBILITY

The Barcelona declaration from the Euro-Mediterranean Conference in 1995 states that "youth exchanges must be means that will prepare future generations for a tighter cooperation between the Euro-Mediterranean partners by respecting the human rights and the fundamental rights principles". The Helsinki Charter offers the legal basis for the steps that must be taken in order to stimulate the youth travel's development. Youth travel is defined as a phenomenon in its own right, not just as a "younger version" of tourism.

The provisional evaluation reports of the present Youth Programme and the public consultation concerning the future activities of the European community in the fields of education, training and youth, show a powerful and growing need regarding a continuing cooperation and mobility in the youth field at European level.

Important roles in promoting youth mobility at European level play the international youth travel organisations, from which we will present the most important.

2.1 The Federation of International Youth Travel Organisations (F.I.Y.T.O.)

F.I.Y.T.O. was founded in France in 1950 by a Frenchman with a large vision, Jean Barraud, who after the Second World War decided than him and his colleagues will promote the peace and understanding ideas for all the travelling students. Thus, nine organisations from Denmark, Italy, Germany and France created the Federation of International Youth Travel Organisations (F.I.Y.T.O.).

Today F.I.Y.T.O. has approximately 450 organisations from 70 world countries, from which 68% are European with approximately 296 members in the federation.

Inside the F.I.Y.T.O. are represented all the sectors of youth travel, like: companies with tradition – hotels, food units – travel agencies, experts in youth travel products, different trainers (specific trades, foreign languages, etc.).

The original mission of the federation in 1950 was to promote peace and understanding for young travellers. This mission is still in centre, but as the industry developed more objectives were added to the mission, like: promoting youth mobility and protecting the identity of young travellers (young people who travel through F.I.Y.T.O. programmes are under the influence of an academic, educational or cultural spirit).

The main objectives[7] of the federation are:

- to promote educational, cultural and social travel among young people (according to F.I.Y.T.O. the young people are the ones with ages between 12 and 26);
- to encourage understanding and collaboration among all members;
- to develop relationships between national youth travel organisations in any way, including by convening conferences, seminars and meetings and by providing facilities for exchange of information;
- to offer expertise in order to develop youth travel organisations in countries where there are no such organisations or are less developed;
- to promote youth travel inside unspecialized organisations, like U.N.E.S.C.O. and other similar international organisations, including international tourism organisations.

The future strategy of this organisation will emphasize student and youth travel, the importance of the members' identity and the offering of facilities for them regarding communication, exchange opportunities and marketing activities. The problems specific for youth mobility are not only those of European citizens, but also of non-European citizens who meet obstacles when trying to enter Europe (visa problems).

The costs of visas can go as high as 150 dollars in some countries, a cost much too high for young people who wish to travel to broaden their cultural and educational horizons. The visa problem is a real problem, and it is not only about the right to a visa, but also about the immigration rules and about the difficulties that young people face when they want to travel.

[7] www.fiyto.org

2.2 International Student Travel Confederation (I.S.T.C.)

I.S.T.C. is an international organisation founded in 1949 by students who associated; its mission is to develop international collaboration by promoting tourism and opportunity exchange among students, young people and the academic community.

The I.S.T.C. network has over 5.000 offices in 110 countries and serves about 10 million students and young travellers every year[8]. The mission of this organisation is to improve cooperation between student travel offices, between them and other international tourism organisms, to offer diverse facilities, to promote tourism among youth and to extend the network's territory. Over 60 organisations worldwide are members of this confederation, the most important being five specialized youth travel associations: International Student Identity Card Association (I.S.I.C.) - which offers international identity cards for students, International Association for Students Insurance Services (I.A.S.I.S.) – for insurance services, Student Air Travel Association (S.A.T.A.) – offers fly transportation services for students, has 70 million flies every year, International Association for Educational Work Exchanges Programmes (I.A.E.W.E.P.) – for study and work exchange programmes and International Student Surface Travel Association (I.S.S.A.) – offers students terrestrial transportation services.

2.3 International Youth Hostel Federation (I.Y.H.F.)

I.Y.H.F. in an international organisation founded in 1909 by the German professor Richard Schirrmann who developed the idea of a hotel network for the youth in Germany under the name the International Association of Youth Hostels. This idea was later spread in all the corners of the world and is presently in full expansion.

In 1912 the first Youth Hostel was opened in the Altena castle (Germany), and in 1919 the German Youth Hostel Association was founded. On the occasion of the first international conference in Amsterdam in 1932 the International Youth Hostel Federation was founded. Presently I.Y.H.F. is a non-governmental organisation and a recent partner of U.N.E.S.C.O. in different programmes for promoting peace and cultural youth exchange in different parts of the world.

Article 2 of the I.Y.H.F. Constitution emphasized the philosophy of the Hostelling International movement: "*Hostelling International must promote the education of all young people of all nations, but especially of young people of limited means, by encouraging in them a greater knowledge, love and care of the countryside and an appreciation of the cultural values of towns and cities in all parts of the world, and as ancillary threto, to provide hostels and other accommodation in which there shall be no distinctions of race, nationality, colour, religion, sex, class or political opinions and thereby to develop a better understanding of their fellow men, both at home and abroad*[9]".

[8] www.istc.org/sisp/index.htm?fx=student_travel
[9] www.hihostels.com/pdf/HistoryPhilosophy.pdf

Housing young people in hostel type accommodation spaces and in I.Y.H.F. youth hotels, offers them the possibility to gather in a family environment, to exchange experiences, to learn more about themselves, about others and about the environment that surrounds them.

The Hostelling International network has over 4.500 youth hostels, is spread on five continents, in over 80 countries, gathers 60 national hostels associations and collaborates with governmental organisms and volunteers agencies all over the world. Yearly there are registered approximately 35 million sleepovers in these accommodation structures that are adapted to the specific needs of young travellers, but not exclusively, with limited travel possibilities.

There are other organisations which have as main activity youth mobility, like: Association of Tourism and Leisure Education (A.T.L.A.S.), International Student Identity Card (I.S.I.C.), European Youth Card Association (E.Y.C.A.), Social Tourism International Office (S.T.I.O.), European Union Federation of Youth Hostel Associations (E.U.F.E.D.), etc.

CONCLUSION

In conclusion it must underlined the importance of maintaining and developing the existent community programmes which target the youth, because they are essential for the cooperation's development between EU members in the youth and youth travel fields.

Youth travel is stimulated by the young people's desire to enter in contact with other cultures and to make new friendships, which proves that this form of tourism has the necessary potential to contribute to peace and understanding among nations.

REFERENCES

Cristureanu, C., *Strategii şi tranzacţii în turismul internaţional*, Ed. C.H.Beck, Bucureşti, 2006.

Fouquet, F., *Les échanges internationaux de jeunes. De la découverte mutuelle à un projet pour l'Europe*, Cahier Espaces 77– Tourisme des jeunes, 2003.

Genève, M., *Le tourisme, secteur délaissé par les dispositifs européens pour la mobilité des jeunes*, Cahier Espaces 77– Tourisme des jeunes, 2003.

Hsu, C. and Sung, S., *International students' travel characteristics: an exploratory study*, Journal of Travel & Tourism Marketing Vol 5 (winter), 277-283, 1996.

Jones, D., *Social Tourism in the E.U. - Student & Youth Travel*, European Commission Seminar, Brussels, 2007.

L'AFIT, *Le tourisme des jeunes – analyse strategique du marche,* Paris, 2004.

Mignon, J-M., *Tourism and Youth Mobility in Europe: Paths for the Future*, BITS Information no. 143, 1997.

Minciu, R., Moisă, C., *Motivaţiile tinerilor în practicarea turismului*, Conferinţa Internaţională „Serviciile şi competitivitatea", Facultatea de Comerţ, ASE Bucureşti, 2006.

Mintel, *Youth Travel Market (Europe),* London: Mintel International Group Ltd., 2006.

Richards, G., Wilson, J., *Today's Youth Travellers: Tomorrow's Global Nomads. New Horizons in Independent Youth and Student Travel*, International Student Travel Confederation (ISTC), Amsterdam, 2003.

Seekings, J., *Europe's youth travel market*, Insights Vol 7, B39-53. 1995.

The European Community Commission, *The European Commission White Paper "A new Impetus for European Youth"*, Brussels, 2001.
www.socrates.ro/programe/socrates/erasmus/statistici.doc
www.anpcdefp.ro/programe/llp
www.fiyto.org
www.istc.org/sisp/index.htm?fx=student_travel
www.hihostels.com/pdf/HistoryPhilosophy.pdf

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 378:81
Review
Received: 04.03.2008

THE ROLE OF ADVERTISEMENTS IN ESP TEACHING

Irina Petrovska
University of St. Kliment, Ohrid, Macedonia[1]

Abstract: Advertisements are used in foreign language teaching, but this genre is appealing as in the ESP classroom as it is in everyday life. This article examines the main arguments for using ads in EFL, as a specific trend in education for tourism and hospitality industry. With reference to recent research, the article focuses on some of the appealing uses of language, culture in advertising, some visual aspects and how language teachers could exploit them in the classroom.

Key words: foreign language teaching, special genre, advertisement.

INTRODUCTION

In today's consumer's society and constant process of globalization advertising becomes an integrated fact of life. One can read advertisements almost everywhere - on the Internet, TV and radio, in newspapers and magazines, on busses, trains and planes. Advertisements in tourism industry are a particular cultural artifact with associated generic conventions and in many cultures an important part of the tourist experience. The paper investigates the genre using a corpus of holiday advertisements. Such texts may seem ephemeral and unimportant in terms of content

[1] **Irina Petrovska**, Ph.D., Assistant Professor, Faculty of Tourism and Hospitality, University of St. Kliment, Ohrid, Macedonia.

but they can reveal interesting aspects of both the society from which the composer originates and the culture about which the particular advertisement is about. As such advertisements can be used in the ESP classroom as a tool to practice grammar, or to introduce specific vocabulary, such as special terminology for types of holidays (‘escorted tour’, ‘all-inclusive tour’, etc), or for skill practice.

Even though advertisements could be considered ‘attractive’ additional teaching material the impression is that advertisements are underused by language teachers, since they are certainly less common in the ESP texts than in the every day life. According to Cook (Cook 1992, Myers 1994) there is little exploitation of the fascinating uses of language and visual elements in advertising.

GENERAL LEARNING VS. ESP LEARNING

English for specific purposes (ESP) teaching and learning situations can be considered to be part of post-initial education, since in most cases they presuppose some basic linguistic competence in the target language (Dudley-Evans & St.John, 1998) and sometimes an engagement with the subject to be taught that can range from theoretical to experiential (Robinson,1991:3-4) and concomitant motivation to learn. Despite the great diversity of many ESP situations, a ESP ‘*approach*’ to the teaching of language can be seen as a predominantly ‘adulthood-oriented’ approach.

While general *learning of English language* means acquiring knowledge or skills that are unrelated to language, *learning a language* means acquiring knowledge or skills that are related to using a language for general communicative purposes, and *learning in ESP situations* means acquiring knowledge or skills that are related to using a language under certain circumstances and for SP.

ESP domain can be characterized as an organized and sustained teaching/learning situation that is carried out in a formal or non-formal vocational or non-vocational environment. Adults are claimed to be primarily workers and secondarily learners, acquiring knowledge mainly from experience, rather than from books and media. Adult learners are usually self-or sponsor-directed and this implies that their learning performance is proportional to the levels of motivation and sense of self-fulfillment that they get from the learning situation. This is contrasted with pre-adults’ primary role as learners, who are usually supervised by parents and teachers and whose daily environment is constrained within the formal education system (school, university, etc.)

ADVERTS AS AUTHENTIC MATERIALS IN ESP CLASSROOM

One of the many questions that an ESP practitioner asks from time to time is whether he or she uses appropriate materials in the English classroom and whether it is relevant for the students in their content area. Students in higher education are learning not only the particular concepts and vocabulary but also they are introduced with what is being professional in their own field of study. Many authors have agreed that authentic materials have a positive effect on learner's motivation in the foreign language classroom. Advertisements, being regarded as authentic materials are intrinsically more interesting or stimulating than artificial non-authentic materials. Little, Devitt, and Singleton (1989: 26) add that authentic texts bring learners closely to the target language culture, making learning more enjoyable and therefore more motivating.

The main arguments for using ads in ESP teaching have been categorized by Picken (Picken 1999) under the headings of language, content, language learning, technical and motivational qualities, and broader educational uses. The reason of implementing ads in ESP language teaching is that the language of ads is authentic and up-to-date (Lutcavage 1992:34).

The linguistic conventions attached to this genre reveal a valuable introduction about the language and culture of an advertised destination. The ESP students can be encountered with interesting uses of language, culture, and visual elements in ads; even more, they can suggest ways of exploiting them in the classroom. This, on the other hand, helps future hospitality students to evaluate, reveal holiday experience and representation of the culture presented.

The language of advertisements is authentic and up to date (Lutcavage 1992:34). According to some authors, ads, like literature tend to focus on the code, upon the language itself; they can provide a valuable introduction to literature and its language. (Cook,1990:129). Ads are very valuable resource materials – as they offer information about a culture, both for what they show, that is, paralanguage, slices of everyday life and for the cultural values that they reflect. The subject matter of ads also ties in well with many common topics in language teaching , such as transport, sport, food, travel , and environmental issues.(Davis, 1997:13). By providing a visual context, ads make it easier for learners to understand the language (Davis, 1997:14).

On the internet, TV commercials, or on the billboards ads are repeatedly presented through audio and visual channels, thus providing further justification for their implementation in the learning process. As from the technical point of view, ads are short, attractive, colorful and tempting,. They are appropriate for the relatively short time – span of one language class – and easy to find. (Davis 1997:13). Motivation is present as well when ads are introduced in the classroom. Learners enjoy ads and are motivated by them (Kelen 1991:9). Ads are creative and they stimulate the learners to be creative, too. Ads have a broader educational goals such as getting students to reflect on their consumer behavior.

Advertisements should attract people's attention and at the same time they should be memorized. The composers use a special language code in combination with poetic devices, such as substitution, repetition, word-play. Patterns of alliteration, assonance and rhyme can often be read in headlines and slogans as in *Islands pop- in - Hawaii hope-in*. Metaphor is often used in the ads, such as the promotion of Florida oranges with a smile *Breakfast without orange juice is like a day without sunshine*. Playing with words, their meaning, sound and spelling is another means to compose an attractive advertisement.

Exploiting the paralanguage is inevitable way of composing an attractive advert. The material form of language covers playing with the shape, words, sentences, fonts and layout of letters. (Cook 1992). Rhetorical patterns can also be found in the illustrations of ads. The visual rhetoric is presented through repeating an image or picture to or using similar pictures to stress shared or different features.

Advertisements are often used in the ESP classroom to explore the culture presented through a particular advert. Advertisers assume that people can make connections between advertisements and other texts that are well known in their culture. For example Kramsch (Kramsch 1993) discusses how she used an American 'Coca Cola' TV commercial to bring out some of the values of the students' own culture and the target culture.

CLASS INTERVIEW

Interview was carried out among 55 members of the group of students in the age between 18 and 22 during the ESP semester course. The uses of language, culture and visual elements in ads is warmly accepted by the students, since they can be highly creative and unconventional. The ads were introduced in the classroom through three conventional activities - completion, description and creating parallel texts.

Completing headlines and slogans was done by the students after being introduced to the use of assonance and alliteration. Students had to complete one by themselves and at the same time to be both catchy and positive. Creating parallel slogans was used as a follow-up to the previous activity. For example, the use of alliteration with the /t/ to create Top Tourists Take To Tokyo, or by following this sentence pattern, Clever Characters Come to Copacabana. One challenging activity was describing paralanguage, such as conveying the shape of the text.

The students were asked on the opinion of the use of ads in the class. Responses varied a great deal, and comprise a useful body of learner comments on and impressions on the materials used. The following is a selection of representative interview quotes from students talking about the role of advertisements in ESP teaching:

(ads)develop speaking power
very effective …funny
I wanted more vocabulary
useful for description
it caused a lot of conversation
interesting …but a bit too difficult for me
expands our view of society
the best this term
I want more like this
I got useful information
amusing and fun in class
I like this holiday destination

very impressive
not so useful
more difficult
very exciting
very worthwhile…but vocabulary was difficult
more difficult but useful

The interview performed showed that the students are tolerant and open towards introduction of authentic material, that is advertisements into classroom. They show higher level of learning motivation, as a result of the greater authenticity of the materials introduced.

CONCLUSION

Advertising is an unavoidable fact of life in today's consumer societies, as they can be found almost everywhere. Advertising often explores linguistic and visual codes in a variety of ways, thus being of value to ESP teachers. Advertisements use consistent patterns of linguistic, textual and visual representation, as well as persistent themes to project an image of a global reach. In particular it was suggested that conventional language activities can work well with ads. The activities connected with ads can be used as a starting point for inspiring teachers to experiment with other conventional and unconventional ways of exploiting this genre. This could be a starting point for the major ESP publishers to be inspired to start producing more advertising-related materials.

REFERENCES

Bosnar-Valkovic, B., "Acceptance of English Language Advertising slogans in Croatian journals for the hotel and tourism industry", *New Trends in Tourism and Hospitality Management 17th Biennial International Congress*, Opatija, Croatia, 2004.

Cook, G., *The Discourse of Advertising,* London.Routledge, 1992.

Davis, J.,'TV Commercial Messages: An Untapped Video Resource for Content-based Classes', *Language Teacher*, 21/3:13-5,1987.

Dudley-Evans, T.&St.John, M.J., *Development in ESP-an interdisciplinary approach,* Cambridge University Press, Cambridge, 1998.

Frandsen, F.,"The Trip Goes To …Verbal and Visual Communicative Strategies in a Danish Tourist Guide". In Claire Haven et al. (ed) *Tourism Research 2002,* Cardiff, 72-90, 2002.

Kelen, C."Television Commercials: Short texts with big Potential for Language Learning", *.Language teacher,* 15/10:9-12, 1991.

Kramsch, C., *Context and Culture in Language Teaching,* Oxford: OUP, 1993.

Little, D., S. Devitt, and D. Singleton, *Learning Foreign Languages from Authentic Texts: Theory and Practice,* Dublin, 1989.

Lutcavage, C., "Authentic Video In Intermediate German", *Die Unterrichtspraxis,* 25/1:33-40, 1992.

Myers, G., *Words in Ads,* London: Edward Arnold, 1994.

Petrovska, I., "Communicative Strategies in the Tourism and Hospitality Industry in English and Macedonian". In Perić, J. et al. (eds) *Tourism & Hospitality Industry 2004: New Trends in Tourism and Hospitality Management.* April 14-16, 2004, Opatija: 545-555, 2004.

Picken, J., "State of the ad: the role of advertisements in EFL teaching; *ELT Journal Volume, 53/4.*OUP, 1999.

Robinson, P., *ESP today: a practitioner's guide*, Prentice Hall International, New York, 1991.

Yu, L., *The International Hospitality Business*, New York, London, Oxford, The Haworth Hospitality, 1999.

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:640.4]:374.7
Review
Received: 04.03.2008

LIFE-LONG LEARNING STRATEGIES IN TOURISM AND HOTEL INDUSTRY

Veljko Trivun
Vanja Kenjic
Fatima Mahmutcehajic
University of Sarajevo, Bosnia and Hercegovina[1]

Abstract: Tourism is the phenomenon of great social and economic importance. It is the biggest and the fastest growing industry which is developing 1.5 faster than the other industries. Additionally, tourism represents a mass movement of people which makes strong impact on many destinations, traditional or emerging ones. This have both economic and social influence on developing destinations, creating employment opportunities and economic benefits for those involved in tourism activities. Tourism development has positive influence on infrastructure development, as well as on the service industry (especially SMEs related to tourism). International economic impacts of tourism are numerous. Countries are attracting tourists and tour operators to use services, which consequently contribute to its balance payment. Services, beside tourist attractions, natural and cultural diversity, create visitors' opinion about destination. Changing nature of tourism (moving from mass tourism to niche tourism and new experiences) has a strong influence on educational process and skills which service providers in tourism have to attain. The intention of this paper is to put a light on the connection between the fast-changing tourism trends and educational processes which are crucial component in providing market with capable and efficient human resources. Be it tourist guide or agent, hotel manager, handicrafts provider or restaurant owner, person involved in tourism is under the pressure to cope with changes and adjust to new trends. Which strategies should companies and individuals use to gain or update their knowledge? Could life-long learning strategies support their efforts in tourism and provide answers to these questions?

Key words: Life-long learning; Tourism; Services; Hotel industry, Educational strategies.

---

[1] **Veljko Trivun**, Ph.D., Associate Professor, **Vanja Kenjic**, EOQ Quality Systems Manager, **Fatima Mahmutcehajic**, B.Sc., Teaching Assistant, School of Economics and Business in Sarajevo, University of Sarajevo, Bosnia and Hercegovina.

INTRODUCTION

Tourism is the phenomenon of great social and economic importance, the biggest and the fastest growing trade which is developing 1.5 faster than the other industries. It provides support to development in many countries, enables cultural and spiritual enrichment and provides economic benefits to individuals and societies. More than a hundred million people from all over the world are directly or indirectly employed in tourism, mainly in SMTEs (Small and Medium Tourism Enterprises).[2]

Additionally, tourism represents a mass movement of people which makes strong impact on many destinations, traditional or emerging ones. Destinations are being transformed in order to attract tourists, which can have both positive and negative impact for them and people living there. Emergence of new tourist places, which were not traditionally visited by tourists, especially countries in transition process can make significant difference to country balance payment. It is obvious that many countries see tourism as a short cut to better life and as a mean to fight poverty. In taking this way out, countries tend to be over optimistic about their capabilities (provision of quality services, richness of their natural and cultural resources, overall destination attractiveness etc.), or to see things as they would wish them to be, rather than what they really are. It is therefore crucial to be realistic, but in the same time visionary in planning tourism development in non-traditional tourism countries. Otherwise, disappointment following unfulfilled expectation can be painful.

Focus of this paper is the provision of services, namely in tourism and hotel industry. Improving services in reaching quality standards is a continuous process parallel to services provision, and that brings a challenge to providers. Trends in tourism additionally influence this field of work and forcing tourism stakeholders to redefine their roles. In these efforts to serve their guests well and to satisfy their needs and expectations, services providers (hotels, tour operators, agencies, transportation companies…) need to learn along the way, continuously adopting new knowledge and information in their operations. Paper will include comparative analysis of needs of hotels and small family hotels, as well as various possibilities of life-long learning for their staff, in attempt to provide some answers to challenges of dynamic market.

1. TOURISM - INTRODUCTION

The substantial growth of the tourism activity clearly marks tourism as one of the most remarkable economic and social phenomena of the past century. The number of international arrivals shows an evolution from a mere 25 million international arrivals in 1950 to an estimated 806 million in 2005, corresponding to an average annual growth rate on 6.5%.[3] Tourism development has positive influence on infrastructure development, as well as on the service industry. Tourism also forces

[2] World Tourism Organization, *Tourism Highlights 2007*, www.unwto.org/facts/eng/methodological.htm (accessed 11/30/2007)
[3] Ibid.

governments to develop infrastructure of the country, roads, railroads, airports and other facilities which are prerequisite for successful tourism development.

At the macro level, tourism is an important generator of foreign exchange, which counts towards the export of the country, although, is mainly created and implemented inside the country. International tourism receipts represented in 2003 approximately 6 per cent of worldwide exports of goods and services. When considering service exports exclusively, the share of tourism exports increases to nearly 30 per cent.[4] International tourism spending is an export earning, yet unlike any other export the spending tourists deliver themselves to the product. While earnings for international tourism are classified as "invisible earnings", the effect of any significant fall in such earnings would be all too visible.[5] Tourism demand depends above all strongly on the economic conditions in major generating markets. When economies grow, level of disposable income will usually also rise. A relatively large part of discretionary income will typically be spent on tourism, in particular in the case of emerging economies. Europe and Americas were the main tourist-receiving regions between 1950 and 2000, representing a joint market share of over 95 per cent in 1950 and 76% in 2000.[6] Additionally, tourism can assist in financing the development of social tourism at home.[7] Foreign tourists use the product on spot, which means that the cultural context is being assessed too. Some of the practices and customs which are part of the local culture can be seen completely different in eyes of the foreign beholder. That does not mean that local culture needs to be changed or adjusted to tourists' expectations. It means that hosts have to make extra effort to bring these customs closer to tourists.

International tourism top spenders markets are Germany, USA, UK and France which accounted for one third of market share in 2006.[8] Tourists usually prefer to get a feel of community, to understand and respect local context. It is therefore apparent that successful tourism planning requires the involvement and participation of the residents of the destination areas. It is important that the development of tourism is not wrongly blamed for inadequacy in other aspects of community life.[9]

Services are not to be understood so openly as cultural context. Customer seeks product which fits to its needs and have more bargaining power than before. These needs are more requesting than before, and it becomes a common sense thing to fulfill these requests. Internationalization of tourism offer and the induction of standards (ISO 9001:2000, HACCP etc.) balance the common understanding of the provision of the services, and no one can be anymore excused if parts of the services are omitted or failed to satisfy expectations. This can rarely be justified with "local habits" excuse. The interaction between the tourists and personnel employed in tourism is an integral part of complete tourist experience, and for that reason services have to be at the highest level possible.

---

[4] World Tourism Organization, op.cit.
[5] Lickorish, L. J. and Jenkins C. L., *An introduction to Tourism,* Oxford, Butterworth – Heinemann, 2003.
[6] World Tourism Organization, op. cit.
[7] Costa J. and Ferrone L., "Sociocultural perspectives on tourism planning and development", *International Journal of Contemporary Hospitality Management,* Vol. 7, No. 7, 1995, pp. 27-35
[8] World Tourism Organization, op. cit.
[9] Costa J. and Ferrone L., op. cit. p. 32

There is a huge shift in tourism in the past decade, moving tourists experience from “sun and sea tourism” to new niche products in different fields: gastronomy, culture, heritage, adventure, outdoor, enology, ecotourism etc. Tourists are keener to learn about other cultures, countries, customs and people. Various types of routes are being created to enrich visitors’ experience (wine routes, cheese routes, heritage trails…) and make them repeat the visit or promote the products to family and friends. In 2004., in Italy as an example, there was a less concentrated demand for traditional products, while the niche ones (itineraries, enogastronomy, sport tourism…) had more than 25% of market share.[10]

This kind of “experience – based” tourism heavily relies on people, their warmth and openness, their welcome smile and obviously their capacities in work they do. The way one was treated on destination (by accommodation providers or others) can make visitor’s opinion of the destination and therefore make positive or negative influence on destination’s image. The tourism industry is a labor – intensive service industry, dependant for survival (and at best, competitive advantage) on the availability of good quality personnel to deliver, operate and manage the tourist product.[11]

1.1. Trends’ Influence of Service Providers

Above mentioned trends make significant challenges and influence to hotels and lately often rising types of SMTEs (family hotels and motels, B&Bs…). Many areas of hotel business are influenced by these trends, and in order to be properly positioned, hotels have to take action which will contribute to:

- Exceed of guests’ expectations (providing superb services; perceive and understand increased customers’ needs; most importantly contributing to creation of remembering experience)
- Establishing of effective market connections (connecting with recognized international tour operators; connecting with niche services providers such as divers, mountaineering guides etc.; connections with other accommodation providers to create joint offers and guests exchange ; connections with tourism boards and tourist info centers)
- Creation of customer-friendly electronic environment (on-line booking; web presentation; promotion; on-line payments)

Staying competitive in fast-growing tourism industry is not an easy task. There is variety of reasons for travel: business, pleasure, religion (pilgrimages), education, health etc. In 2006, just over half of all international tourist arrivals were motivated by leisure, recreation and holidays (51%) – a total of 430 million. Business travel accounted for 16%, while 27% represented visiting friends and relatives (VFR), religious reasons/pilgrimages, health etc. The purpose of remaining 6% was not

[10] Tronfio, M., Petruzzellis, L. and Nigro, C, “Tour operators and alternative tourism in Italy: Exploiting niche markets to increase international competitiveness”, *International Journal of Contemporary Hospitality Management,* Vol. 18, No. 5, 2006, pp. 426-438
[11] Amoah, V. A. and Baum, T. “Tourism education: policy versus practice”, *International Journal of Contemporary Hospitality Management,* Vol. 9, No. 1, 1997, pp. 5-12

specified.[12] It is necessary to gain better understanding of destination-choice process. Connection and interdependence of accommodation providers with tour operators is crucial in that sense. The major mass tourism countries are more likely to depend on the tour operators to sell capacity of existing tourism facilities.[13] Alternative, non-mass tourism requests different approach to market, through establishing and maintaining contacts with specialized tour operators. These operators meet demand for a lower volume but a higher per capita spend tourists.[14] Tour operators create final product to be offered to market, transforming attractions and services into products with tailored personality. Specialization in this field of travel has changed the structure of travel industry and hospitality.

The skill in leisure marketing lies in creating value, in packaging and promoting the experience so that customer feels that it has to buy it, and buy it from you rather than your competitors. Services are intangible, inseparable, variable and perishable, and what is the most significant, they are competing for the customer's spare time and disposable income.[15]Accommodation usually holds the major part of total turnover in the tourism industry. Therefore is very important for accommodation provider to make its services available to tour operators and to become a part of tourism value chain.

In attempt to make its offer more attractive, hotels add some services to existing offer. Beside regular services (cleaning, ironing, room service, swimming pool, massage…) which depend on hotel categorization, hotels would sometimes also offer other services: wellness programs, tour organizing, transportation, booking, specialized trainings in diving, skiing, climbing etc. Hotels organize these services by themselves or in cooperation with other stakeholders, eventually contributing to clients' satisfaction. Traditional hotel and human resources management are changing its path, trying to employ and keep multitasking, problem-solving oriented staff.

Family hotels, motels, B&Bs (Small and Medium Tourism Enterprises - SMTEs) have distinctive and valuable role in tourism development. They base their existence and work on affordable services, focusing on establishing the close relationship with guests. "Feeling at home" is the ultimate vision of these establishments for their guests. Advantages of such establishments are following:

- Personal relationship with enterprise stakeholders (can be a main source of competitive differentiation)
- Market niche advantages (ability to tailor new niche products)
- Flexibility and reaction (flat hierarchy allows quick decisions on market changes)
- Flexible labor force (overcoming seasonality, busy periods or payments delays)
- Continuity (good reputation as a competitive advantage)[16]

[12] World Tourism Organization, op.cit.
[13] Tronfio, M., Petruzzellis, L. and Nigro, C., op. cit., p. 428
[14] Lickorish, L. J. and Jenkins C. L. op. cit., p. 4
[15] Morgan, M. *Marketing for Leisure and Tourism*, London, New York, Prentice Hall, 1996, p.17
[16] Peters, M. and Buhalis, D. "Family hotel businesses: strategic planning and the need for education and training", *Education + Training*, Vol. 46, No. 8-9-, 2004. pp. 406-415

However, in service provision, these businesses can face problems with human resources, since they have mainly family members serving as a staff. Lack of experience or education for tourism work can seriously undermine efforts of being a good host. Already mentioned dependence on tour operator, lack of planning and market research, as well as relationship with family employees are usually identified as the main disadvantages of family business. To overcome gaps in human resources management, a non-formal education, trainings and seminars on how to run B&Bs or other types of rural accommodation is being offered.

Both hotels and family hotels have to make efforts in bringing their services to high level. Formal generic education which they have about tourism work would not be sufficient in a long run. Fast-changing trends in tourism and/or inception phase of tourism development in some places make tourism workers very dependant of ongoing educational processes. Involvements in life-long learning activities present tourism workers with opportunity for continuous growth and personal development.

1.2. Education and Lifelong Learning in Tourism

Fast- changing nature of tourism (moving from mass tourism to niche tourism and new experiences or similar) has a strong influence on educational process and skills which service providers in tourism have to attain. “Learn or burn” paradigm is more than ever present in the tourism sector, since those who are not ready to learn and change are notably being excluded from business. Accepting and adopting new concepts of work becomes a must for any player involved in tourism. Be it tourist guide or agent, hotel manager, handicrafts provider or restaurant owner, individual involved in tourism is under the pressure to cope with changes. Learning and applying new knowledge is what services are about.

Hospitality and tourism management education has played to very different conditions over the past 30 years. The nature of economy has changed drastically, as has the role of higher education and individual students and their career ambitions.[17] Education programs have emerged in response to following needs for human resources development in a challenging environment:

1. Keeping the industry abreast with the latest technology and trends.
2. The availability of qualified replacement staff at all times.
3. Raising the image if careers in tourism
4. Staffing new and growing tourist industries
5. Employment regulation
6. Responding to increasingly demanding service and communications requirements of customers[18]

New trends consider emerge of three domains in formal tourism education, in order to satisfy evolving needs of stakeholders:

---

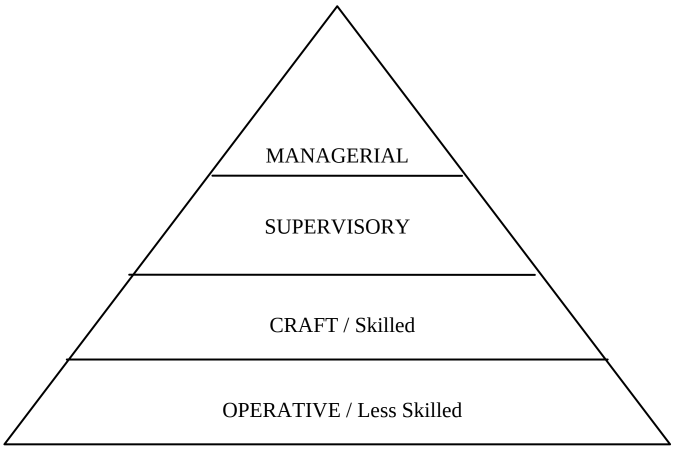
[17] Littlejohn, D and Watson, S. “Developing graduate managers for hospitality and tourism”, *International Journal of Contemporary Hospitality Management*, Vol. 16, No. 7, 2004, pp. 408-414

[18] Amoah, V. A. and Baum, T. op. cit., p. 5

1. Generic degrees (offering broad understanding of tourism industry, with no particular area with specific attention)
2. Functional degrees (service-oriented areas such as IT, marketing, planning in tourism etc.)
3. Market/product-based degrees (focus on nature and development of particular niche products which require specialist knowledge for effective delivery).[19]

Many authors (Formica, 1996; Amoah and Baum, 1997) share concern that tourism education has not kept pace with changing nature and diversity of the industry and as a field of study. Tourism courses shall be more flexible, responsive to needs of the stakeholders, more efficient and pragmatically oriented. Key question for formal tourism education is whether tourism degrees should be developed to enable graduates to be perceived as employable outside the tourism industry or should tourism courses produce highly-skilled graduates for specialist positions in the industry, thus enhancing their employment opportunities. [20] An answer could be somewhere in between these two: generic education enriched with continuous professional development opportunities up-take.

Figure 1: Level of employment in the tourism industry [21]



Taking up the tourism education for prospective students is difficult due to lack of good understanding of range of jobs and opportunities available for them. Current higher education can provide incentives for fulfillment of top level positions. Production of managers, capable to overcome and use challenges of competitiveness and globalization is a key to health of hospitability and tourism.

[19] Dale, C. and Robinson, N. "The theming of tourism education: a three domain approach", *International Journal of Contemporary Hospitality Management,* Vol. 13, No. 1, 2001, pp. 30-34
[20] Ibid. p. 33
[21] McDonald, M. L. and Hopkin, R. O., "The future of hospitality education in Grenada", *International Journal of Contemporary Hospitality Management,* Vol. 15, No. 3, 2003, pp. 156-160

Possible scenarios for graduate profiles include: professional developers, portfolio strategists or pragmatic mavericks. There has been increased up-take of higher education noticed, with a greater emphasis made on vocational degrees.[22]

Competency model, as an approach to vocational training and education is focused on skill acquisition as a major component of competency and readiness for employment. This type of training is focused only on actions and sequences that are teachable and objectively assessable. Model was under the criticism that it does not match well with expectations of employers, since the knowledge produced in such a way would rarely be sufficient and context - oriented. The assumption that the core skills learned in this way by trainees are generic skills which can be used in the same job class in industry was not proven by the experience. The nature of the establishment where person works is also strong factor, since there are many niche market segments for which trainees are not well prepared. [23]

Present challenges for hotel and hospitality management are: how to attract the best candidates for lower levels (supervisory, craft and operative); what kind of additional education of professional development do they need; how to improve implementation and quality of their services; and eventually how to prevent fluctuations and have employees stay active in company. Sadler-Smith *et al.* believe that changing social, economic and political environments are often cited as a justifying lifelong learning to remain competent (maintenance role) and continue as valued and productive members (survival).[24] In order to support their own efforts, entrepreneurs shall learn to sometimes refrain for the daily business and to perform some long-term business development. [25]

Employers' selection of new employees is based on several aspects. Employers are interested in the knowledge and competence of the learner, not only in technical skills, but also in social and learning skills[26]. Selection process is based on the two wide areas of evaluation: 1. Adequacy of skills to particular operations of business 2. Personal attributes of employee (flexibility, personality, people skills, grooming, strong work ethics). It is much easier to involve people who have these skills and attributes in the learning process and have them become a part of learning company.

In attempts to find the most proper solutions to these challenges, different authors suggest different approaches to the education subject. Jones argues for curriculum which would combine the natural and social sciences in order to educate students better as to the physiological and social needs of customers. Balancing predominantly vocational and action-oriented curriculum with appropriate liberal and reflective parts is the main challenge in this process, and it should represent a

[22] Littlejohn, D. and Watson, S. op. cit. , p. 409
[23] Chapman, J. A. and Lovell, G. "The Competency model of hospitality service: Why it doesn't deliver", *International Journal of Contemporary Hospitality Management,* Vol. 18, No. 1, 2006, pp. 78-88
[24] Littlejohn, D. and Watson, S. op. cit., p. 410
[25] Peters, M. and Buhalis, D. op. cit., p. 413
[26] Poikela, E. "Developing criteria for knowing and learning at work: towards context-based assessment", *The Journal of Workplace learning,* Vol. 16, No. 5, 2004, pp. 267-274

relationship of co-existence.[27] The most essential point in producing learning and knowing is not what happens on different levels (individual, group, organization), but what occurs between these levels. It is also very important to take into consideration the context in which actions occurs.

In 1999 and 2000 Finnish vocational education system piloted learning and knowing criteria for assessment, with the goal of developing the skill test. Assessment grid included following: Social processes (assessing and understanding), Reflective processes (assessing and developing), Cognitive processes (remembering and understanding) and Operational processes (doing and acting) which were defined by field of knowing (client-centered services, collaboration in work with community, productive and technical skills, problem solving and decision-making, values and ethics) and measured on scale (satisfactory, very satisfactory and excellent). The excellent level is reached when the learner performs the basic tasks in an adaptive and innovative way, it interacts flexibly in different situations, is able to encounter problems by taking into account new aspects and ideas, it performs competently and skillfully in rapidly changing situations.[28]

2. LIFELONG LEARNING STRATEGIES IN TOURISM

Term "service management" is increasingly used to emphasize management imperatives in age of competing services and market challenges. Key characteristics of service management, as defined by Grönross (1994) include *employee professional development.* Other characteristics define service management as an overall management perspective; customer or market driven effort; holistic perspective. Managing quality is an integral part of service management.

Lifelong learning (LLL) and *continuing professional development (CPD)* can have a crucial role also in equipping individual with a personal mobility in the labor market. Optional or mandatory approach to CPD is being discussed. If under the threats to lose employment, employees should be more active in taking development opportunities. The Institute of Continuing Professional Development (ICPD) defined continuing professional development as "the process by which a professional person maintains the quality and relevance of professional services throughout his/her working life".[29]

As Christou (1999) defined, there is concurrent drive towards the need for the students to learn how to learn and be flexible. Based on these trends the current educational policy makers, the managers of research institutions and the businessman alike must now realize that education and training can only be a catalyst for the economic progress, if the curriculum strikes a balance between updated knowledge,

[27] Morrison, A. and O'Mahony G. B., "The liberation of hospitality management education", *International Journal of Contemporary Hospitality Management,* Vol. 15, No. 1, 2003, pp. 38-44
[28] Poikela, E. op. cit., p. 273
[29] Littlejohn, D. and Watson, S. op. cit., p. 410

active learning skills and core competencies.[30] Integration and dedication of all levels of education is crucial in serving the individuals needs for LLL and CPD.

Experiences from the practice of mass tourism destination shows there are certain regularities in hotel practices in relation to training opportunities they provide for their employees. Smaller hotels provide less training for their employees. It is interesting to see that hotels which are the part of big hotel chains as well provide less training for their staff, probably assuming that the chain shall take on that responsibility.

Training and CPD have been in positive correlation with: level in hierarchy; previous education level; human capital variables (longer relationship with hotel, steady contract, worker flexibility); and level of responsibility. Exception from this rule was overeducated staff which got less additional training opportunities. There have been also a positive correlation confirmed between the quality of hotels and staff development opportunities, since the higher quality hotels provided more training (mainly in field of kitchen and restaurant) than 1* and 2* stars facilities which provided less training for its staff (mainly in field of management, reception and kitchen).[31]

Similar data have been shown for the family hotel businesses. Although family hotels have problems in understanding benefits of collaboration and long-term partnerships with suppliers or other business functions providers (accounting, IT), it can not be said that they don't understand the benefit of good human resources management. Family hotels had shown a high interest in investing in establishment of long-term collaboration and integrating core employees.[32]

Bigger the business is, more time and money was invested in continuous professional development of employees. This is something which works both in big hotels and family hotel businesses. Different options can be used to support their willingness to invest in LLL and CPD programs. Four main categories of various activities from which CPD evolves defined by Fowler (1996) are the following:

1. Work-based activities
2. Courses, seminars and conferences
3. Self-directed and informal learning (e.g. planned reading, technology-based training approaches)
4. Personal activities outside work (e.g. voluntary work)[33]

[30] Kroo, N. "The European House of Education: Education, Research, Industry", in Heinz, K. *The European House of Education: Education and Economy – a new partnership.* Conference of the European Ministers of Education: Budapest 24-26 June 1999, pg. 31
[31] Ramos, V., Rey-Maquieira, J. and Tugores, M. " The Role of training in changing an economy specializing in tourism", *International Journal of Manpower,* Vol. 25, No. 1, 2004, pp. 55-72
[32] Peters, M. and Buhalis, D. op.cit., 410
[33] Littlejohn, D. and Watson, S. op. cit., p. 410

2.1. Individual Continuous Professional Development

Work-based activities such as membership in project teams or advising on new or difficult tasks enable employees to gain experience in different specialized jobs. Membership in project teams is one of the possibilities for work-based activity, it is directly related to work, includes feedback from the team leader. Advising on new or difficult tasks is related mainly to manager education and development, through rotation system in the company.

Courses, seminars and conferences are important activities for tourism workforce development. Main problems occurring from courses / teaching as type of CPD is that these are one-way communications and that it lacks possibilities for individualized approach to learning, which is based on individual differences in capabilities, interest and personality.[34]

Conferences can be the significant part of education focused on company problems, new ideas, theories, technologies and new approaches to business and it can be organized in or outside the company.[35] Teleconferencing could be, due to the global nature of tourism, could be one of the most efficient ways for professional development.

Self-directed and informal learning (e.g. planned reading, technology-based training approaches) has been introduced as a means to decrease educational costs. One of main considerations when deciding whether or not to implement self-directed learning strategies is the effective utilization of instructor's time.

Many of factors are identified as being influential on both learner willingness and ability to engage in self directed learning. The influence of educational institutions is perceived as external to the self-directedness of learners (fundamental in the process of self-directed learning), through the provision of appropriately-structured learning strategies, and access to suitable resources.[36]

Self-directed learning appears to provide an appropriate response to changing societal and educational demands and it fits well with individual's efforts.

Personal activities outside work (e.g. voluntary work) can show motivation and a caring personality. The concept of voluntary work is usually explained as "all activities of general interest performed by individuals".

There is also need for solid foundation of ***basic competencies*** such as: literacy, problem solving skills, team work, communication in mother tongue, foreign languages and with IT that effectively furnish the individuals to benefit from the process of Life-long learning.

---

[34] Bahtijarevic-Siber, F., *Menadzment ljudskih potencijala,* Zagreb, Golden marketing, 1999. p. 749.
[35] Ibid. p. 751
[36] Boekaertes, M., "Self-Regulated Learning: A new Concept Embraced by Researchers Policy Makers Educators Teachers and Students", *Learning and Instruction*, Vol. 7, No. 2, 1997, pp. 161-186

2.2. Hotel / Educational Institutions Partnerships

Influencing Life-long learning curriculum and schemes at national level: they should be defined, maintained and monitored for its quality. They need to be flexible enough to include parts of skills outside the sole competence model (for instance, soft skills development, effective communication etc.). In this way, the variety of different private and in-house training offered can be included in the wider frame and eventually influence overall tourism industry of the country. This action, along with clustered service – oriented initiatives of education providers, can give a solid base for effective teaching and learning process for new tourism trends. Inclusion of small and big hotels in curriculum design is crucial in that sense.

Tailor – made training programs: Training programs in family hotel business should be developed to address the specific requirements of the family business. Professionalizing of family business, through comprehensive training will assist small and family hotels to identify their competitive advantage and develop strategic plan.[37]

Educational institution could organize teams and provide in-house assistance to service providers. Joint actions of both hotels and educational institutions can contribute to decrease of costs of training activities (training part can be organized jointly, and in-house part separately).

Extending reach to suitable candidates: Presentation of carrier in tourism and hospitality can be jointly organized by hotels and educational institutions, in order to attract the most suitable candidates for education / vocational training and work in companies involved in initiative. This activity can be very important in the emerging tourism countries with lack of good previous practice and tourism education.

Inclusion of know-how transfer in educational process: Whenever possible, students and trainees shall be given opportunity to work for a short time period in other successful facility, outside the country or region of work. Short term practical work or study trips to best practices can be successful part of know how transfer to trainees, especially for the family small hotels employees.

Provision of such activities can be defined in partnerships between the hotels and educational institutions. International relationships of the educational institutions shall make these arrangements easier and more successful.

2.3. Hotel / Tour Operators / Service Providers Partnerships

Strategic partnerships between the hotels, tour operators and service providers (tourism agencies, specialized niche tourism providers) can bring many benefits to both sides. Hotels shall use capacities of partners to make orientation of staff about the practices of agencies and others, so they can better understand their work and challenges. Or, using the tour operators' destination improvement programs can be beneficial to hotels.

[37] Peters, M. and Buhalis, D. op. cit. , p. 413

Tour operators, as intermediaries between tourist and tourism service providers can influence choice of consumers, the practice of supplier (hotels) and the development patterns of destinations.[38] Tour operator's support can be used in fields such as product development, promotion and staff development.

2.4. Hotels' Support to LLL and CPD

HRM practices of given establishment crucially define possibilities for further development and success of hotels. The fact mentioned before, that bigger the business is, more time and money was invested in continuous professional development of employees show that investing in employees eventually pays off to hotels. Obviously, hotel management should in any case continuously monitor level of salaries, benefits and working conditions to maintain satisfaction of employees. Professional development and promotion opportunities will add to that and contribute to employee satisfaction which is very important in service provision.

CONCLUSIONS

Nature of tourism strongly influences educational process and skills which service providers in tourism have to attain. "Learn or burn" paradigm is more than ever present in the tourism sector, since those who are not ready to learn and change are notably being excluded from business. Accepting and adopting new concepts of work becomes a must for any player involved in tourism.

Services are intangible, inseparable, variable and perishable, and what is the most significant, they are competing for the customer's spare time and disposable income. Accommodation usually holds the major part of total turnover in the tourism industry. In efforts to serve their guests well and to satisfy their needs and expectations, services providers (hotels, tour operators, agencies, transportation companies…) need to learn along the way, continuously adopting new knowledge and information in their operations.

Tourism heavily relies on people, their warmth and openness, their welcome smile and obviously their capacities in work they do. The way one was treated on destination (by accommodation providers or others) can make visitor's opinion of the destination and therefore make positive or negative influence on destination's image. The tourism industry is a labor – intensive service industry, dependant for survival on the availability of good quality personnel. In that sense, individuals are also dependant on new knowledge, approaches to work and services trends.

To overcome gaps, a non-formal education, trainings and seminars on how to work in new conditions are offered. Formal generic education which individuals have about tourism work may not be sufficient in a long run. Fast-changing trends in tourism

[38] TOUR Operators Initiative, "Sustainable tourism: The Tour Operator's Contribution", Paris, France, Tour Operation Initiative, 2003

and/or inception phase of tourism development in some places make tourism workers very dependant of ongoing educational processes. Paper looked at the possible scenarios for Individual Continuous Professional Development, as well as the position of the hotels in value creation. Partnerships of hotels with educational institutions, tour operators and other service providers have been looked at as a way to improve possibilities for hotel staff development. Improved cooperation on destination is very important for overall tourist satisfaction. On site capacities for service delivery can also be raised through cooperation, as well as customer relations improved.

The approach of hotel to staff development programs can crucially define its success and role in the community. Learning and applying new knowledge is what services are about. Only satisfied customers will come back to use services again. Adopting and applying possible Life-long learning strategies and Continuous professional development is path for better future for all those involved in tourism and hotel industry. All these activities will eventually contribute to building competitive advantages of small or big hotel, and together with other service providers, to better image of tourism destination.

REFERENCES

Amoah, V. A. and Baum, T. "Tourism education: policy versus practice", *Intl. Journal of Contemporary Hospitality Management*, Vol. 9, No. 1, 1997.

Bahtijarevic-Siber, F., *Menadzment ljudskih potencijala*, Zagreb, Golden marketing, 1999.

Boekaertes, M., "Self-Regulated Learning: A new Concept Embraced by Researchers Policy Makers Educators Teachers and Students", *Learning and Instruction*, Vol. 7, No. 2, 1997.

Chapman, J. A. and Lovell, G. "The Competency model of hospitality service: Why it doesn't deliver", *International Journal of Contemporary Hospitality Management*, Vol. 18, No. 1, 2006.

Costa J. and Ferrone L., "Sociocultural perspectives on tourism planning and development", *International Journal of Contemporary Hospitality Management*, Vol. 7, No. 7, 1995.

Dale, C. and Robinson, N. "The theming of tourism education: a three domain approach", *International Journal of Contemporary Hospitality Management*, Vol. 13, No. 1, 2001.

Kroo, N. "The European House of Education: Education, Research, Industry", in Heinz, K. *The EHE: Education and Economy – a new partnership.* Conference of European Ministers of Education: Budapest 24-26 June 1999.

Lickorish, L. J. and Jenkins C. L., *An introduction to Tourism*, Oxford, Butterworth – Heinemann, 2003.

Littlejohn, D and Watson, S. "Developing graduate managers for hospitality and tourism", *International Journal of Contemporary Hospitality Management*, Vol. 16, No. 7, 2004.

McDonald, M. L. & Hopkin, R. O., "The future of hospitality education in Grenada", *Intl. Journal of Contemporary Hospitality Management*, Vol. 15, No. 3, 2003.

Morgan, M. *Marketing for Leisure and Tourism*, London, Prentice Hall, 1996.

Morrison, A. & O'Mahony G. B., "The liberation of hospitality management education", *International Journal of Contemporary Hospitality Management*, Vol. 15, No. 1, 2003.

Peters, M.& Buhalis, D. "Family hotel businesses: strategic planning and the need for education and training", *Education+Training*, Vol. 46, No. 8-9, 2004.

Poikela, E. "Developing criteria for knowing and learning at work: towards context-based assessment", *The Journal of Workplace learning*, Vol. 16, No. 5, 2004.

Ramos, V., Rey-Maquieira, J. and Tugores, M. "The Role of training in changing an economy specializing in tourism", *International Journal of Manpower*, Vol. 25, No. 1, 2004.

TOUR Operators Initiative, "Sustainable tourism: The Tour Operator's Contribution", Paris, France, Tour Operation Initiative, 2003.

Tronfio, M., Petruzzellis, L. and Nigro, C, "Tour operators and alternative tourism in Italy", *International Journal of Contemporary Hospitality Management*, Vol. 18, No. 5, 2006.

World Tourism Organization, *Tourism Highlights 2007*, www.unwto.org/facts/eng/methodological.htm (accessed 11/30/2007)

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.2:378](497.6)
Review
Received: 04.03.2008

PUBLIC-PRIVATE PARTNERSHIP IN ACHIEVEMENT OF COMPETITIVENESS

Veljko Trivun
Vedad Silajdzic
Fatima Mahmutcehajic
University of Sarajevo, Bosnia and Herzegovina[1]

Abstract: ‘Public services’ is a term mostly used to refer to services provided by government to its citizens, either directly through public sector or by financing private provision of services or by ceding these services to the private sector. Privatization of the public sector is an inevitability that will sooner or later enter the agenda of various state structures in Bosnia and Herzegovina as well. State sector will not be able to survive the market race with the private sector, and will have to entrust part of its functions to the private sector fully, partly, or through a combination of PPP models. In most cases, public services are provided by specialized organisations (e.g. education, provided by public institutions but increasingly by privately-owned ones as well), or public enterprises now in the already obligatory form of company, either corporation or limited liability company. The entire process of higher education reform according to the Bologna Declaration principles is based on the concept of state universities and the principle that education must be equally available to everybody. Certain public functions, including those in education, will eventually have to be entrusted to the private sector. State must keep the regulatory and control function in some or all the sectors ceded to the private sector. The basic question that arises is in what ratio the state will remain in these service sectors and how big its ownership package will be. The main hypothesis is that B-H legislation includes a sufficient legal basis for linking private and public sector in public services delivery. The derived hypothesis is that the state sector will not be able to survive the market race with private sector, and will have to entrust part of its functions to the private sector - fully, partly or through a combination of PPP models. The main and derived hypotheses are proven by the analysis of individual legislative solutions, and their comparison with comparative law solutions at the international level, using following methods: comparative law, historical, normative and analytical.

Key words: Public sector, Public services, PPP model, Higher education.

[1] **Veljko Trivun**, Ph.D., Associate Professor, **Vedad Silajdzic**, M.Sc., Teaching Assistant, **Fatima Mahmutcehajic**, B.Sc., Teaching Assistant, School of Economics and Business in Sarajevo, University of Sarajevo, Bosnia and Hercegovina.

INTRODUCTION

Developing in a society which is increasingly based on knowledge, information and services, education is facing new challenges in all European countries giving rise to revising the aims and contents of education and demanding a new learning culture. A new partnership must be developed between education and the economy in Europe. The entire reform process in education includes re-examination of existing educational structures in the context of the overall national framework, mainly through increasing the autonomy of schools. Educational institutions as well as companies have to become learning organisations, cooperating on the basis of partnership.

A key element for success in global competition is an efficient cooperation and improved partnership among universities, research institutes and the business sector. Today we have to build partnership between a reformed economic and a transformed educational system. The greatest emerging challenge of all educational policy-makers, scientists and business people is to bridge the still existing gaps between the fields of education and economy in such a way that they act as catalysts for mutual growth and development. Countries of Central and Eastern Europe in the last decade have undergone considerable changes in the area of policy and legislative framework for education. In order to sustain the democratization process after the demise of the old regime new regulative mechanisms were needed which were firmly rooted in the principle of the rule of law and which reflected the changing role of state. This gave a high priority to legislative reforms in education as a basis for implementing reform policies especially in Central and Eastern European countries.

Focus of this paper is that the entire process of higher education reform according to the Bologna Declaration principles is based on the concept of state universities and the principle that education must be equally available to everybody. Certain public functions, including those in education, will eventually have to be entrusted to the private sector. State must keep the regulatory and control function in some or all the sectors ceded to the private sector. The basic question that arises is in what ratio the state will remain in these service sectors and how big its ownership package will be? Legislation in Bosnia and Herzegovina includes a sufficient legal basis for linking private and public sector in public services delivery. The state sector will not be able to survive the market race with private sector, and will have to entrust part of its functions to the private sector - fully, partly or through a combination of PPP models.

1. CONCEPT OF PUBLIC SECTOR AND SERVICES

'Public services' is a term mostly used to signify the services provided by the government to its citizens, either directly through the public sector, or by financing the private provision of services, or by ceding the provision of these services to private sector. The symbiosis of public and private sector through projects known by the name of Public Private Partnership (PPP) is becoming increasingly present. This term is closely related to the concept of social consensus, which in turn highlights the view that certain services should be available to all citizens, regardless of their incomes, and regardless of the type of service. In general, the term refers to forms of cooperation between public authorities and the world of business which aim to ensure the funding, construction, renovation, management or maintenance of an infrastructure or the provision of a service.[2] In cases where public services are not provided nor financed by state they are regulated by separate legal regulations that exceed the regulations otherwise applied to the economic sector.

Public services are considered as the services of crucial importance for functioning of the modern society. Consequently, ethical reasons require their universal availability to all citizens and they could therefore be included in some of human rights categories. In modern, developed countries the concept of public services usually includes: education, electricity and gas distribution, fire protection, health care, police, sanitation, water production and distribution, public transport, etc.

Public services can sometimes have a character of public goods, but service goods are mostly services that are considered as insufficiently present in the market according to the prevailing social norms. In most cases, public services are services provided by specialized organisations (e.g. education, offered by public institutions and increasingly by private ones as well) or public enterprises now in the obligatory form of business societies, either joint-stock companies or limited-liability companies. They can also be provided by local or national monopolies, particularly in areas where there are some monopolies.

This is particularly typical of Bosnia and Herzegovina due to its extremely complex state structure. It is for this reason that we encounter, in Bosnia and Herzegovina, public services in various forms, at five levels of state organisation, starting from municipalities, cantons, entities, at the state level and separately for the Brcko District needs. Actually, there are monopolies in the fields of some services in Bosnia and Herzegovina. This is particularly typical of the sectors of production and delivery of electricity and natural gas, and of the telecommunications center.

Public services and their results can hardly be attributed to a defined individual effort, and their quality is hard to assess. They mostly imply a high level of training and education of employees, i.e. of those providing them, and an enviable level of infrastructure. They mostly attract individuals who have a sense of social responsibility and who want to work and thus contribute to the well-being of the society, and to this end are willing to work longer hours, be less paid, but most certainly to feel some form of satisfaction. Generally, the motives for the engagement may be of varied nature.

The tendency of providing a wide array of public services in developed countries started in the 19th century, mostly through the development of municipal sectors for providing services in securing electricity, water and gas. Later on, government started providing services in the field of health care and education. Thus, for example, the entire process of higher education reform according to Bologna Declaration principles is based on the concept of state universities, and on the principle

[2] Article 1, Commission of the European Communities, *Green Paper on Public-private partnerships and community law on public contracts and concessions*, COM (2004) 327 final, Brussels, 30.04.2004

that education must be equally available to everybody. The trend is to reduce elitism in the field of higher education to the least degree possible.

In many developed countries, such services are still provided by local or national governments; the most notable exceptions are the USA and United Kingdom, where private sector was given priority in providing public services. Nevertheless, the field of public service provision by private sector is regulated in detail by positive legal regulations[3] of these countries (e.g. in the USA, a special Committee for Public Services is responsible for control).

In developing countries, public services are less present than in developed ones. Thus, in some countries, water distribution is a privilege of the rich middle class. For political reasons, the expansion of public services is often prevented, which in turn results in slower development of less fortunate communities. Some countries, particularly the transition ones, are trying to offload the burden of given services and property.[4] They are trying to find various modes, through the legislative framework, that would decrease the burden on the budget, and lessen or at least maintain the existing level of tax burden.

2. LEGISLATION OF THE PRIVATIZATION OF PUBLIC SECTOR IN FEDERATION B-H

Legal environment primarily includes regulations, institutions and procedures regulating the privatization and operations of public enterprises as the framework for the operations of individual forms of public enterprises pending privatization and in the period of privatization. The legal and institutional framework for public sector privatization includes: Act on Privatization of Enterprises and Act on Public Enterprises in the Federation of Bosnia and Herzegovina, as well as decrees pertaining to the implementation of Act on Privatization of Enterprises. Certain *lex specialis* regulating the establishment and operations of certain public enterprises can also be included in this category.

Act on Privatization of Enterprises[5] is the fundamental law regulating general rules of enterprise privatization, bodies responsible for carrying it out, enterprise preparation, privatization methods, and other issues significant for its implementation. In the past period, this law formed the basis for the privatization of a number of enterprises into business societies in the Federation B-H.

Adoption of Act on amendments to the Act on the Privatization of Enterprises[6] specifies some provisions and eliminates ambiguities that used to lead to slowing down of

[3] More details in: Burnet, M., *„Beyond the new Public Procurement Directive – The future for Public Private Partnerships (PPP)"*, EIPASCCOPE, Vol. 3, 2005, (www.eipa.nl)
[4] Examples would include plans by Government and Defence Ministry of the Republic of Serbia to increase as much as a billion euros into the budget by selling surplus military real estate over the next year. This is the estimated value of 478 facilities that will be ceded to the market and sales, immediately upon the adoption of master plan. The Government of Montenegro has thus already sold ten military facilities for 19 million euros.
[5] Sluzbene novine Federacije BiH; issues 27/97; 8/99; 32/00; 45/00; 61/01
[6] Sluzbene novine Federacije BiH; issue 42/2006

the privatization process. The amendments also created pre-requisites for the privatization of public enterprises.

Act on Privatization of Enterprises of the Federation B-H establishes that the decision on methods, deadlines and competent agency for enterprise privatization, upon the proposal by the Agency of Federation B-H for Privatization, is made by the Government of Federation B-H, while the list of enterprises is determined by the Parliament of Federation of B-H.

Act on Public Enterprises[7] regulates specific management and operation issues in public enterprises. According to the Act, a public enterprise is an enterprise; legal person registered with the court registry as a business society, i.e. public enterprise, defined as such by a separate legal regulation, which performs operations of public social interest: power supply, communications, utilities, managing public goods and other activities of public social interest, and which employs at least 50 people, as well as an enterprise where a municipality, city, canton or Federation B-H has a share in ownership of no less than 50% plus a share, or a share independent of the industry. Industries of public social interest are determined by municipality, canton and Federation B-H, each within its own responsibilities.

For enterprises that fail to privatize in the way and under the conditions set by a decision by a competent agency, the agency shall determine more favorable conditions of sale and payment. If the enterprise does not privatize even under the more favorable conditions, the agency shall approve the privatization by leasing the enterprise or the property, or by signing a management agreement. The management agreement is signed for the purpose of enterprise privatization, and for no more than five years.

Management agreement with a privately-owned enterprise is signed by the agency that previously led the procedure of enterprise sale. The contractor is entitled to the reimbursement for managing the enterprise, determined by the management agreement, in the form of percent of share in the enterprise's net profit, and achieved only by acquiring stocks or share in the enterprise. This method will be discussed in more detail. When the contractor acquires shares equivalent to 30% overall equity of the enterprise it manages, they are entitled to the purchase of shares of up to 51% of the enterprise's overall equity with the 50% discount off its nominal value. If the enterprise for which the management agreement has been signed fails to achieve profit in two consecutive years, excluding the first year, the agency in-charge shall cancel the contract.

Pursuant to the Regulations provisions, leasing implies ceding of an enterprise's property for use to privately owned legal persons, together with the transfer of ownership of the leased subject after the agreement with the lessor has expired to the lessee. The leasing agreement is signed for no longer than five years. The competent agency signs the leasing agreement with the selected lessee through a public announcement or direct offer by the potential lessee to the leasing agency. The total reimbursement for the lease is made up of the reimbursement for use and payment for the value of leased subject. Annual reimbursement for use amounts to 5% of the contracted

[7] Sluzbene novine Federacije BiH; issue 8/2005

value of the leased subject, increased by the real costs of maintaining and insuring the leased subject. Payments for the value of leased subject are made in equal semi-annual installments, which cannot be lower than 10% of the contracted value of leased subject. By paying the last installment, the lessee acquires the ownership right over the leased subject. A separate agreement is signed with the competent agency on this matter.

There are no special provisions pertaining to the privatization of public sector in the field of providing educational services, and these issues can therefore be judged within the listed legal regulations and the comparative practice. Such a situation is due to the rooted belief that this sector is considered as traditionally reserved for public sector. However, the emergence of a number of educational institutions in the field of higher education has led to the change in opinions in this field. This is also due to the increasingly present statement that budget funds for funding higher education have become more than insufficient. The fact that B-H higher education is funded from the budget for 30% needs on average while the remaining resources are obtained in the market has become generally known.

Apart from the listed possibilities for the privatization of public sector and of enterprises with majority state capital in general, some special modes can be determined by means of *lex specialis*. Act on Privatization has provided for this possibility as well. The so-called management agreements can be singled out as a special form.

Management agreements are unnamed contracts of business law developed as a result of international business practice. They originate from business practices in The United Kingdom and the USA. According to these agreements, an enterprise specialized in providing this form of service, and with a great experience in a given industry, takes upon itself, for a remuneration, to manage enterprise operations or perform only defined kinds of tasks.

Reasons for this may be numerous, but the basic one is the fact that an enterprise or its owners do not have necessary experience for independent performance of these tasks. The second reason is that it is not economical for public sector to employ new workers, while there are suitably specialized enterprises in the market. These agreements are nowadays fairly widespread in various industries. They can be seen in investment jobs, engineering jobs, hotel industry, or the so-called headhunter agencies, which are involved in finding suitable staff for some employers' needs.

Enterprises that provide management services do not take the risk they would have if they were the owners or investors in the enterprise. A form of investing may appear if such a form of enterprise waives part of the agreed remuneration; this could be considered as a sort of its contribution or, possibly, capital increase. There are numerous examples where it is normal for a state to entrust private institutions with managing individual jobs, naturally, while maintaining the regulatory and strict control functions.

In management agreements, the management provider does not take the risk for the results of business management. The responsibility lies on the management service recipient, and this responsibility is included in business risk. Management provider is responsible in that the business decisions made must be in accordance with rules of profession, have to be reasonable and justified in terms of actual market circumstances, and is responsible for acting with a due businessman's care, conscientiously, honestly and in a legal way, although they are never held account able for the final results of operations. Some kinds of tasks (e.g. construction, shipping and warehousing) require acting in accordance with the *bonus artifex* legal and business standard, i.e. careful professional.

Absence of legal norms pertaining to this kind of agreements does not necessarily present an obstacle for those who want to delegate management. How this matter will be regulated is up to those who want to delegate management. In any case, following must be regulated: its written form, subject of agreement, kind and amounts of remunerations, responsibilities of parties to the contract, cancellation and abrogation of agreement, and the regimen of dispute resolution. Do these agreements have to be registered with the company registry? They certainly do, if the tasks performed include those which are the responsibility of the society or company management, and when there is another permanent form of delegating authorities for handling the managed subject's property. In case these agreements are not registered with the company registry, a form of notifying third conscientious parties would be desirable, on that the society's or enterprise's business is run by a third party based on a separate agreement. Whether such agreements will emerge in our legal and business practice remains to be seen.

Can these agreements be interesting for the field of higher education? There are no particular comparative experiences, although from the viewpoint of this agreement principle, it could be applicable in the field of education as well. Public sector could use its existing infrastructure, which would be their basis on which individual operators would provide education services. Such a treatment would lead to the increased competition, and thus to a higher quality of education services. Naturally, these would be only operators that would provide appropriate quality, in accordance with national regulations and accepted academic programs. Having in mind the higher education internationalization, and expressed competition, major trends in the European high education will be presented.

3. HIGHER EDUCATION REFORMS – EUROPEAN TRENDS

3.1. Bologna Declaration

The joint declaration of European ministers of education signed in Bologna on June 19^{th} 1999[8] particularly emphasizes that Europe of knowledge is presently recognised as an irreplaceable factor of social and human development, and as an important factor of strengthening and enrichment of belonging to Europe, which should be capable of preparing its citizens for the challenges of new millennium and making them aware of the common values and belonging to the same social and cultural area.[9]

[8] http://www.bologna-bergen2005.no/Docs/00 Main_doc/990719BOLOGNA_DECLARATION.PDF
[9] http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf
http://ec.europa.eu/education/policies/2010/et_2010_en.html
http://www.dfes.gov.uk/bologna

European higher-education institutions accepted the challenge and took over the main role in creating the European higher education area. Confirming the general principles set out in Sorbonne Declaration, the signing states[10] will adjust their policies so as to achieve objectives they believe to be of primary significance for establishing the European higher education area and its world-wide promotion.

3.2. Bergen Declaration

According to the Bergen Declaration, ministers in charge of higher education in countries participating in the Bologna process met in order to analyze what had been done[11] after half the period and set goals and priorities toward 2010.

They underlined the central role of institutions of higher education, their staff and students as partners in the Bologna process, as well as an extreme importance of higher education in further advancement of research, and the importance of research in the support of higher education for economic and cultural development of our societies and social connectedness. For these reasons, they underlined the significance of research and research training in maintaining and improving quality and increasing EHEA competitiveness and attractiveness. Having in mind the achievement of better results, they recognized the need to improve cooperation between sectors of higher education and other research sectors across individual countries and between EHEA and European research area.

3.3. Seventh Research Framework Programme (FP7)

Framework Programmes of the European Union are the main instruments for financing scientific research in Europe. Upon the European Commission proposal, Framework Programmes are adopted by the EU Council and European Parliament. Framework programmes help in the organisation of cooperation between universities, research centers and industry, including small and medium-size businesses, and provide financial support for their joint projects.

The seventh framework programme of the European Union – FP7 is designed so as to improve success compared to previous programmes, the aim of which was to form the European Research Area - ERA and develop the knowledge-based European economy. Besides, they planned the establishment of European leadership in ten topical priorities through financing scientific research jointly conducted by organisations regardless of state borders, as well as establishment of the state-of-the-art infrastructure for European researchers, and strengthening of human potentials within European research. FP7 will last for seven years, starting from January 2007 until the end of 2013.

[10] Austria, Belgium (French community), Belgium (Flemish community), Bulgaria, Czeck Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Letonia, Lituania, Luxembourg, Malta, the Netherlands, Norway, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Unitd Kingdom.
[11] http://ec.europa.eu/education/policies/educ/bologna/report06.pdf

4. LEGAL FRAMEWORK OF HIGHER EDUCATION IN BOSNIA AND HERZEGOVINA

4.1. Framework Act on Higher Education in Bosnia and Herzegovina

Act on Higher Education in Bosnia and Herzegovina[12] (henceforward: Act) establishes the organisation of higher education in Bosnia and Herzegovina, responsibilities of authorities in this area, bodies for the implementation of law and international obligations of Bosnia and Herzegovina, and the way of ensuring quality in the field of higher education.

In order to reform higher education, the Act sets main principles and standards for acquiring higher education in Bosnia and Herzegovina, pursuant to relevant provisions of European Convention on the protection of human rights and basic freedoms (ETS No. 5, 1950) and its protocols, Recommendation by the Committee of Ministers of Council of Europe on recognition and quality assessment of privately-owned higher-education institutions [R(97)1], Recommendation on the access to higher education {R(98)3], and Recommendation on research task of university [R(2000)8], and other relevant principles of internationally recognized legal instruments that Bosnia and Herzegovina is a state – contractor, and in accordance with the Convention of the Council of Europe/UNESCO on the recognition of qualifications in higher education in the European region (ETS No. 165, 1997).[13]

Bosnia and Herzegovina accepts European strategic goals in the field of higher education expressed in the Declaration of European ministers of higher education in Bologna (1999), as well as the subsequent development of this concept. Higher education is a sector of special interest for Bosnia and Herzegovina.

Act provides that higher-education institutions in Bosnia and Herzegovina include universities and colleges.

Term "university":

- is limited to higher-education institutions involved in both teaching and research activities, which offer academic degrees of all the three cycles, with the goals that include advancement of knowledge, thought and education in Bosnia and Herzegovina, educational, cultural, social and economic development of Bosnia and Herzegovina, promotion of democratic civil society and achieving highest standards of teaching and research;

- Pertains to an institution of higher education that runs at least five different study programmes in at least three academic fields – science, technology, biomedicine and health care, bio-technical sciences, social sciences and *humanities.*

[12] Sluzbeni glasnik BiH, issue 59/07
[13] www.coe.int

Term "college":

- is limited to a higher-education institution accredited for granting diplomas and degrees of the first cycle, with the aims that include individuals' preparation and training for professional, economic and cultural development of Bosnia and Herzegovina, promotion of democratic civil society, and achievement of high standards of teaching and learning;

- Pertains to an institution of higher education that runs at least one study programme in an academic discipline, and fulfills other requirements in accordance with law.

Article 11. provides that higher-education institutions cannot be denied or restricted the freedom to:

- innovate ways of acquiring higher education within its licences and
- offer study programmes for acquiring skills needed or useful for achieving the goals of higher education.

Higher-education institutions enjoy freedom in teaching and research activities within their licences, without the intervention by organs of public authorities. A separate law regulates matters pertaining to research. Research at higher-education institutions can be co-financed from the resources in B-H institutions and B-H international obligations, in accordance with valid regulations at the state level.

The solution of Article 19. deserves a special attention, since it provides that each licenced public institution of higher education, be it a university or a college, has full legal subjectivity in terms of the issues that are the subject matter of the Act, including authorities to:

- handle and manage land and buildings in its ownership, in accordance with applicable laws;
- receive and manage resources from any legal source;
- determine and collect tuition fees and other payments in accordance with law;
- employ staff;
- sign contracts for goods and services;
- determine legal relations with students;
- establish commercial enterprises for educational and research purposes;
- sign agreements with other higher-education institutions in Bosnia and Herzegovina and abroad;
- sign contracts with business subjects on public-private partnership;
- have other authorities necessary for effective performance of its functions.

Pursuant to the provisions of the Act, higher-education institutions are entitled to:

- elect its administrative and managing bodies and determine their mandate;
- regulate its structures and activities by their own rules in accordance with the Act, other valid laws and its statutes;
- appoint faculty and other staff;
- admit students and determine methods of teaching and students' knowledge assessment;
- independently develop and implement curricula and research projects;
- select courses to be taught within the available financial resources;
- at universities, grant titles to teachers and other staff;
- determine one or more languages of the constituent nations of Bosnia and Herzegovina to be the official language or official languages.

4.2. Act on Research Activities of Sarajevo Canton

Based on the Act on Research Activities[14], research is identified, together with higher education, as one of the major carriers of the overall economic and social development. Pursuant to this Act, research activities include research and development activities, publishing and use of R&D results, training staff for R&D, advancement of scientists, and maintaining and development of research infrastructure. Research infrastructure includes facilities, equipment and other similar conditions needed for research activities (research laboratories, plants, test stations, scientific libraries, scientific information and IT services, scientific publishing, etc.).

Research activities are conducted by legal and natural persons that fulfill requirements prescribed by law, such as: Academy of Sciences and Arts of B-H, universities; faculties; research institutes and other legal persons registered for conducting research activities.

4.3. Higher education and public-private partnership

Based on the described conditions of legislation in the field of higher education it is evident that laws in force do not deal with privatization in this field. The Framework Act on Higher Education provides for the possibility of establishing commercial enterprises, obtaining and distributing own income, and managing assets.

However, non-existence of legal norms does not exclude the possibility to conduct privatization of this sector as well, to a given extent or in a given manner. This is not about classic forms of privatization such is the case with economic sector but rather achievement an appropriate form of symbiosis of public and private sector. Following possible solutions can be singled out:

[14] Sluzbene novine Kantona Sarajevo, issue 10/04

- providing higher-education services on a commercial basis,
- providing higher-education services by more than one subjects on a competitive basis,
- providing higher-education services on the existing infrastructure owned by the public sector,
- leasing the existing infrastructure without the buy-out right.

The possibility for this form of services to be given to the operators that prove to be the most capable at announced tender is not excluded either. This variety would imply the implementation of a separate legal regimen of public purchases and special negotiating procedures with the potential operators fulfilling the tender requirements.

Establishment of closer cooperation between public and private sector in the field of higher education would lead to at least two things:

- increased competition and
- achieving higher quality in this field.

Some forms of cooperation between public and private sector in this sphere will be unavoidable in future. These forms should also lead to relieving public sector of the obligation to finance higher education to an appropriate extent.

CONCLUSIONS

Public services is a term generally used to signify services provided by government to its citizens, either directly through public sector, or by financing private provision of services or ceding these services to the private sector. The symbiosis between public and private sector through projects known by the name of Public Private Partnership (PPP) is increasingly present.

In modern economies, closer cooperation between public educational institutions and privately owned companies is on extreme significance, since global competition forces companies to specialize and strengthen in certain fields. Working in close connection with educational and research institutions, companies gain access to new knowledge, specialized skills and latest technologies[15]. This is what allows them to achieve necessary competitiveness in the global market. The most important advantage of PPP model in educational and research institutions are:

Maintaining control - PPP allows public sector to have full control and supervision, while giving the implementation of infrastructural projects to private sector without losing control.

Quality **–** Public sector provides higher-quality public services while in the same time incurring same or lower costs[16].

[15] www.forfas.ie/publications/forfas070404/forfas070404_enteprise_higher_education_report.pdf
[16] www.europa.eu.int

Risk transfer **-** PPP transfer certain risks to private sector. Agreement documentation clearly delimits responsibility for costs and risks between the two sectors, so that each carries defined responsibility, one that it can control.[17]

Successful implementation **-** PPP allows the implementation of infrastructural projects sooner, faster and without the risk of exceeding the public sector budget.

Transparency **–** is a professionally delivered public tender. The project is not restricted to those with big investment and little managing rights in the course of project duration.

Mutual conviction – PPP projects must be attractive both for public and private sector.

Motivation **–** private sector is motivated by the possibility for long-term profit. This, however, can be ensured only by establishing crucial elements in the agreement pertaining to the required service.

On the track of general development of European legal regulations, Council of Ministers of Bosnia and Herzegovina adopted the Framework Act on Higher Education. Attention needs to be drawn to the solution in Act 19. of Framework Act on Higher Education, which provides that each licenced public institution of higher education, be it a university or a college, has full legal subjectivity with respect to issue s that are the subject matter of the Act , particularly including authority to:

- receive and manage resources from any legal source;
- sign contracts for goods and services;
- establish commercial enterprises for educational and research purposes;
- sign agreements with other higher-education institutions in Bosnia and Herzegovina and abroad;
- sign contracts with business subjects on public-private partnership;

These legal solutions allow uninterrupted establishment of PPP in the public sector of B-H higher education.

[17] Gulija, B., „*Javno-privatno partnerstvo*“, Bilten Europskog dokumentacijskog centra: Euroscope, Vol.73/13, 2004

REFERENCES

Act on amendments to the Act on the Privatization of Enterprises (Sluzbene novine Federacije BiH; issue 42/2006)

Act on Higher Education in Bosnia and Herzegovina (Sluzbeni glasnik BiH; issue 59/07)

Act on Privatization of Enterprises (Sluzbene novine Federacije BiH; issues 27/97; 8/99; 32/00; 45/00; 61/01)

Act on Public Enterprises (Sluzbene novine Federacije BiH; issue 8/2005)

Act on Research Activities (Sluzbene novine Kantona Sarajevo; issue 10/04)

Burnet, M., „Beyond the new Public Procurement Directive – The future for Public Private Partnerships (PPP)“, EIPASCCOPE, Vol. 3, 2005, 21-25 (www.eipa.nl)

Commission of the European Communities, *Green Paper on Public-private partnerships and community law on public contracts and concessions*, COM (2004) 327 final, Brussels, 30.04.2004

Gregurek M., *Stupanj i ucinci privatizacije u Hrvatskoj*, Ekonomski pregled 52, Zagreb, 2001

Gulija, B., *„Javno-privatno partnerstvo“*, Bilten Europskog dokumentacijskog centra: Euroscope, Vol.73/13, 2004, Supplement I-IV

Uvalic M., Vaughan-Whitwhead D., *Privatization Surprises in transition Economics*; Edward Elgar, Cheltenham, 1997

http://www.bologna-bergen2005.no/Docs/00 Main_doc/990719BOLOGNA_DECLARATION.PDF (accessed 11/30/2007)

http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf (accessed 11/30/2007)

http://ec.europa.eu/education/policies/2010/et_2010_en.html (accessed 11/30/2007)

http://www.dfes.gov.uk/bologna(accessed 11/30/2007)

http://ec.europa.eu/education/policies/educ/bologna/report06.pdf (accessed 11/10/2007)

www.forfas.ie/publications/forfas070404/forfas070404_enteprise_higher_education_report.pdf (accessed 11/12/2007)

www.europa.eu.int (accessed 11/20/2007)

www.coe.int(accessed 11/20/2007)

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

UDC 338.48:640.4:37
Review
Received: 04.03.2008

TRENDS AND THE NEED FOR NEW PROFESSIONS AND FORMS OF EDUCATION IN TOURISM AND HOTEL MANAGEMENT

Vidoje Vujic
Emira Becic
Kristina Crnjar
University of Rijeka and Ministry of Science, Education and Sports, Croatia[1]

Abstract: Tourism is a very significant sector of the economy in most countries. Its quality growth is not possible without an effective policy of developing human potential. All this, surely, is a weight to be borne in particular by hotel managers who are specifically responsible to ensure new know-how and professions within the corpus of employees. The paper shows the benchmarks and anticipates the prospects of tourism development. It deliberates over the modern forms of formal, not formal and informal education of personnel in tourism. It defines new trends in tourism and their impact on the professional development of personnel and on the innovating of knowledge to employees in tourism.

Key words: education, personnel, innovation of knowledge, management, tourism.

[1] **Vidoje Vujic**, Ph.D., Full Professor, Faculty of Tourism and Hospitality Management, University of Rijeka, **Emira Becic**, Ph.D., Ministry of Science, Education and Sports of Croatia, **Kristina Crnjar**, M.Sc., Faculty of Tourism and Hospitality Management, University of Rijeka, Croatia.

INTRODUCTION

Tourism is no doubt the strongest «industry» and a worldwide phenomenon. It encompasses a broad combination of processes and relationships that emerge in the course of tourism travel. It is precisely the realization of these relationships and new trends in tourism that encroach not only on the economical, but also on the ecological, educational and sustainability aspects of life at every tourist destination.

1. PROSPECTS AND BENCHMARKS OF TOURISM

In structural analyses and long-term projections tourism has been estimated as one of the most dynamic examples of inestimable importance for the development of the world economy. In most countries tourism is looked upon as a sector that contributes to the total increase of social wealth and the creation of new jobs, especially when the traditional industrial utilities are in decline. Tourism is expected to contribute to the increase of the gross social production to an important degree. In the contemporary world, tourism is a strong instigator of jobs in numerous activities, and as the quickest growing sector of the economy with regard to creation of new workplaces.

The World Tourism Organization has announced in its reports that year 2006 was a year of big growth[2] in tourism. The number of tourists visiting other countries amounted to 842 million people which was an increase of approximately 4.5% in comparison to year 2005. The largest flux of tourists in 2006 was registered in South Asia, with a 10% increase in comparison to the preceding year. India positioned herself as the most attractive country to foreign tourists in 2006. An evident growth of 8.1% was actualized in Africa. The bulk of foreign tourists in this region visited the South African Republic, Kenya and Morocco. In the countries of the Asia-Pacific region, there was an increase of 7.6% in the number of tourists, whereas the growth in Europe was about 4%. The leading destination in Europe was Germany, and the World Championship in soccer contributed to such a result. Many tourists traditionally visited Italy and Spain. In 2006, international tourism in North and South America indicated an increase of only 2%. Such a low index of growth was registered mainly due to the drop-off of tourist visits to Canada and Mexico. According to data of the World Tourism Organization, tourism and tourism supporting industries constitute 8.3% of the global employment, 9.3% of foreign investments, 12% of the exports and 3.6% of the world's GDP. One half of the total number of tourists travel to other countries for their vacations, and of that number 25% travel for the purpose of visiting friends and relatives, for reasons of health or due to religious motivations whereas 16% travel due to the needs of business. Traveling for which reasons are unidentified comprise about 8% of all travels. In traveling on vacation, 45% of international tourists make the journey by airline to the destination in a foreign country, 43% – go by motor car, 7% – travel by waterways, and 5% – go by railway. In recent years airline travel has increased more than ever, with a steady growth of its popularity.

[2] http://www.world-tourism.org/facts/menu.html, (21.8.2007).

1.1. Tourism benchmarks in Europe

Tourism is of extraordinary importance for the European economy. Tourism in Europe still remains an internal phenomenon, in light of the fact that approximately 87% of the tourists visiting the EU are tourists from countries in Europe itself. At the same time the majority of trips have to do with leisure time and only about 20% pertain to business trips. Identifying trends in the tourism of Europe, which may be considered as reliable, point to the prospect that the coming of tourists to Europe will double in the forthcoming 25 years and will be related to travels inside Europe. This means that by the end of 2020 more than 720 million tourists per annum would be crossing borders inside of Europe and travel in Europe[3]. At the same time a great increase in the number of elderly tourists is expected, and the most rapid growing segment of tourism will be cultural and historical tourism (natural heritage and cultural tradition) whereupon the main actuating forces for the future of tourism in the EU will be the liberalization of rendering services, freedom of movement of people and goods, and the protection of consumers and healthcare.[4]

Tourism also has the greatest range of worker mobility inside Europe. This is why the discussion on new professions (qualified skills and abilities) and new future knowledge for the needs of tourism is of particular importance and meaning. When discoursing on trends and needs of new knowledge and skills in the sector of tourism it is always important to start from certain defined facts that depict the existing situation. An overview of the general scene and prospects for this dynamic sector in relation to other traditional sectors of the European economy, we may say, can be considered as positive and optimistic in the upcoming years. In international travel, the EU is first in the world in spending and second in revenues from tourism. According to data, tourism generates approximately 4% GDP in the EU, with about 2 million business firms, employing around 4% of its total labor force (which represents approximately 8 million workplaces). When other sectors are included into this calculation, the estimation is that tourism's contribution to the GDP of the EU is around 11% and assures 12% of the total number of employed in about 24 million workplaces.[5]

In 2005, EU habitants spent more than 86.5 billion € outside of the EU and with such an amount the EU remains the biggest consumer in the world. According to the effectuated incomes from traveling the EU is second, right behind the U.S., with an income of 71.0 billion € in 2005. Spain, France and Italy are the most attractive destinations, while the tourists from Germany and Russia are the biggest consumers. Around 69% of the total income from travel comes from transactions based on travel between EU's member countries. The leading destinations outside the EU for the EU habitants are the United States, Turkey and Switzerland, whereas the greatest income in the EU is realized from visits of tourists from the USA, Turkey and Norway. The capacities for accommodation of tourists in Europe show differences with regard to accommodation capacities relevant to hotels and camping facilities. In general we may

---

[3] The World Tourism Organisation. *Tourism 2020 Visions.* http://www.world-tourism.org (25.7.2007.)
[4] Jonckers, P.: *General trends and skill needs in the tourism sector in Europe*. CEDEFOP Panorama series; 115., 2005., 8
[5] Hussain, M., Bylinski, G.: *EU remains a major player in international travel in 2005*.Eurostat: Statistics in focus 85/2007. p.2., http://epp.eurostat.ec.europa.eu/portal (28.9.2007.).

say that the hotel sector is dominant at most of the destinations. In 2004 there were 201,021 hotels on the level of EU 25.

Regardless of the realization of such „organized“ tourist travel results, when talking about individual tourists, we can then say that this component is very delicate and particularly susceptible to external influences of the surroundings. In this connection, the firsthand knowledge of the immediate past points out that the individual tourists are highly susceptible to scenarios of conflicts and violence, as well as to health risks and surges of ecological disasters. The whole process of the tourist's making a decision is very complex and commonly linked to changes in their established customs. The possibility of booking by means of the Internet and accordingly of individual travel and accessibility to low-priced transportation, and increased interest in destinations offering lower prices, make tourism one of the most changeful and most dynamic sectors of the economy.[6]

1.2. The impact of tourism on economic development in Croatia

Tourism is becoming an increasingly important sector of the Croatian economy which, directly and indirectly, to a significant extent is conducive by 25% to the country's gross domestic product, nearly 5% employment and in a multiplicative manner has an impact on the growth and development of other industries. Of a total of 10,4 million tourists in Croatia during year 2006, 8,7 million of them were foreign tourists or 86 %, and the proportion of tourists from the EU was 7, 6 million or 73 % of the total number of foreign tourists. In the course of 2006 Croatia actualized more than 53 million overnight stays, of which 47,8 million were foreign tourists (90 %), and among these, the tourists from EU countries participated with 42,6 million overnight stays (89 % of the total number overnight stays actualized by foreign tourists). In light of the constant increase of physical indicators and income from tourism since year 2000, and in particular from the aspect of large investments in the quality and variety that Croatian tourism offers, the expectations are that this trend will in the future continue, especially in view of the large presence of tourists from the EU countries in the total number of foreign tourists in the Republic of Croatia. At the same time Croatia has in 2007 realized a foreign currency income from tourism of approximately 6,7 billion €. According to the number of overnight stays of registered guests from January to December 2007, the foremost were the German tourists. Thereafter come the Slovenians, Italians, Austrians, Czechs, Hungarians and the Dutch.

Croatia is among the most popular tourist destinations in the world. According to the World Tourism Barometer of international tourist arrivals, in 2006 Croatia was placed 23rd in the world on a scale of the first 50 tourism countries.[7] At a higher position of rank among EU countries were France, Spain, Italy, UK, Germany, Austria, Poland, Portugal, the Netherlands and Hungary; then followed in rank by countries from other parts of the world, the USA, Mexico, China, Hong Kong, Canada, Ukraine,

---

[6] The World Tourism Organisation. *Tourism 2020 Visions.*, http://www.world-tourism.org/facts/menu.html 0 (25. 7.2007)
[7] UNWTO World Tourism Barometer, Volume 5. No. 2, June 2007. www.unwto.org; (30.9. 2007)

Thailand, Malaysia, Turkey and the Russian Federation. According to the barometer of incomes from international tourist arrivals, Croatia holds the 26th place in the world. The main reasons for arrivals of international tourists, regardless of whether they are arriving from the EU or other regions of the world, are vacations and leisure time travel, and a lesser extent refers to arrivals linked to business trips.

According to the data of the Central Bureau of Statistics for 2006, Croatia has at its disposal 926 thousand beds in all categories of accommodation and this represents a n increase of 2% in comparison to year 2005. The hotel capacities are insufficient in relation to market demand, especially during the high season, and this continues to be the „bottleneck“ that blocks the increasing of the total tourism traffic and extension of the duration of the season. (The number of hotels increased from 498 in 2005 to 521 in 2006). The apportionment of hotels according to category for the period from 2001 to 2006 is shown in Table 1.

Table 1: **Hotel apportionment according to category for period 2001- 2006 in %**

Category	2001.	2002.	2003.	2004.*	2005.**	2006***
1*	8,2	5,1	3,7	3,6	3,4	-
2*	40,9	32,5	31,7	30,6	29,3	25,2
3*	45,3	53,0	55,0	53,1	55,1	60,7
4*	2,4	6,0	6,3	8,4	8,2	12,1
5*	3,3	3,3	3,3	4,3	4,0	2,0
TOTAL	100,0	100,0	100,0	100,0	100,0	100,0

* includes accommodation that has temporary work permit
** data on 9.05. 2005.
*** data on 1.09. 2006.

Source: Ministry of Sea, Tourism, Transport and Development

From data in Table 1, it is apparent that there are no more hotels of 1* category in Croatia, and that the portion of 2* category hotels is decreasing from year to year, whereas, contrary to this, there is an intensive growth in the apportionment of 3* and 4* categories. The portion of hotels in the 5* category in the total hotel structure has fallen by 50%. This is the result of greater building of new facilities, but also of reconstruction of existing facilities into 3* or 4* categories, since the present facilities under construction in most cases are unable to satisfy the basic requirements for a 5* category.[8] Along with the large number of renovated hotels, swimming pools and other facilities (wellness, fitness etc.) have been installed, which enable the season's extension and determine the growth of a need to employ personnel with new know-how and skills. Since tourism is a strategically important sector for a country's development,

[8] Ministarstvo mora, turizma, prometa i razvitka. Analiza turisticke 2006 godine. str. 3. Zagreb, rujan 2007., www.mmtpr.hr (30.9.2007).

permanent schooling of new personnel and advancement of already employed for work in tourism is crucial for development of the tourism sector in the forthcoming period.

An analysis of tourist traffic in the period 2005-2006 demonstrates that organized tourist traffic had a greater growth than individual tourist traffic, which is an exceptionally positive trend in Croatian tourism. The reason for this quicker growth can be looked for in changes of the structure of guests who due to the distance of destinations usually give way to the organized manner of reaching destinations through tour operators and passenger agencies. At the same time we can expect a further increase of individual tourists in light of the fact that substantial investments in the road and traffic infrastructure have been achieved.

2. TRENDS AND THE NEED FOR NEW KNOWLEDGE IN TOURISM

The abrupt increase of leisure time prompted by a steady decrease of working hours is one of the sociological trends that have a powerful impact on tourism. Today we are witnesses that the bulk of the population is imparting a new role to leisure time. It is for the most part utilized for recreation and achievement of personal satisfaction. Leisure time now, more than ever before, provides possibilities for satisfying man's main needs. Leisure time has become the essential component of quality living. People desire new experiences and are forever searching for something new and different.

2.1. New trends and forms of education in tourism

Identification of needs for new knowledge, especially in the sense of future expectations, demands cognition of definite trends and numerous changes.[9] Thus we can then talk about new trends such as cultural tourism, tourism of happenings, urban tourism, business tourism, wellness tourism as a component of health tourism, and other forms the likes of:[10]

- **Tourism and sustainability:** With the growth of human awareness regarding the impact of mass tourism on the environment and the search for ecological contents and autochthonous products, tourists want to eat in local restaurants, use local guidebooks for vacationing, explore for the real story about the local destination.
- **Tourism and accessibility:** Demographic trends bear a crucial influence on the type of tourism products and services being offered. Retired people and inhabitants with reduced mobility as a consequence of age or disability are a developing target group. Nearly 40 million Europeans are

[9] Activities of such bodies as the World Tourism Organisation, World Training and Tourism Council, International Labour Organisation,Tourism Unit of the Enterprise General Directorate of the European Commission, and European Travel Commission. See e.g. in: Nickson, Dennis, at all. *Skills, organizational performance and economic activity in the hospitality industry: A literature review*, SKOPE, Warwick Business School, University of Warwick, Coventry, CV4 7AL.

[10] Jonckers, P.: *General trends and skill needs in the tourism sector in Europe*. In: Olga Strietska-Ilina and Tessaring Manfred (Eds.),*Trends and skill needs in tourism*. Cedefop Panorama series; 115. 2005., 8-9.

a population with special needs, and it is not advisable to neglect them as consumers and users of various tourism services.

- **Tourism and peace:** Tourism is related and attached to tolerance, cultural exchange, mutual studying of one another, instigating cooperation and friendship;
- **Tourism and technology:** New technologies forcibly motivate e-trade and communication, and as such it becomes our personal vacation travel organizer;
- **Tourism and sports**: This segment of tourism continues its powerful growth both as an individual and as a group tourism; of exceptional interest are sport centers for mass gatherings,, mega-sport projects – sailboat riding, cycling, skiing, parachuting, diving, nautical programs, various sport competitions, especially European and World championships.
- **Tourism and health: A** healthy life-style and promotion of various health SPA and Wellness programs for healthcare purposes calls for the need of close cooperation with professionally educated medical staff and with the preparation of users regarding the health risks on vacation;
- **Tourism and nature**: The cultural and natural heritage, industrial inheritance is a developing market as a nontraditional form of tourist destination; a sojourn outdoors, experiences on the water, beside the water and in the water, on land, photo sessions, hikes, mountain climbing, rural tourism, hunting, fishing etc.
- **Tourism and accommodation:** accommodation facilities: hotels, camping sites, apartments, have to be segmental, there are no more non-specialized hotel facilities; rather they have to be specified for a distinct offer and tourist segment (children, sportsmen and boutique hotels etc). Next to accommodation there is a supplementary request for equipment and offers, the likes of parking lots, garages, playgrounds, pools and similar facilities.
- **Entertainment & business tourism:** Visits to cities and outstanding events - sportive, religious, cultural, political, scientific, economic and those the likes of carnivals, festivals, forums, congresses, fairs, show programs of “gala affairs” and other occasional manifestations.

All the indicated trends and sociological changes reflect themselves on the various tourism products and services, and as such on the changes attached to professional activities and the qualification structure of employees. It is considered that employees in tourism must have formal, not formal and informal education to perform a particular job[11].

Formal education is characterized by attributes that come forth in the regular educational system and its institutions. Formal education is determined by regulations and specific legal sources. For this kind of education the responsible state ministry approves and prescribes programs and gives permits to institutions that will conduct them. Formal education is often criticized for the obtuseness of educational institutions,

[11] Vujic, V., «Obrazovanje i strucno usavrsavanje kadrova u hotelijerstvu», HUH, Zagreb 2007.

methods of work, needs of the economy, imposition of standards, network of instructive institutions, democratic orientation and harmony of the educational system.

Nonformal education embraces a wide choice of various programs of innovative knowledge. Its orientation is in the direction of extracurricular needs of both business systems and of adults individually. The most common forms of education or training of personnel in economic praxis are: instruction, orientation, follow-through of profile, job rotation and specialized professional education. In addition to the indicated forms in the economic practice of developed countries, particularly in hotel management, the following nonformal kinds of education are used most frequently: lectures, panel discussions, symposiums, seminars, courses, instructions, practical training, study consultations, study tours, scientific excursions, introduction to job, apprentice training, group studies, conferences, presentations, consultations, tutorship, functional innovation of knowledge and various combinations of the indicated forms. The needs for training and innovation of knowledge are numerous and particular accent is on those related to the development of science and technology, methods of managing business processes and user[12] demands.

Informal education is most frequently practiced and expressed through guild associations and various methods of informing certain groups on topical themes, trends, and events. New scopes of informal education are becoming accessible to almost all civilian structures by means of the internet and other communication technologies. Communication technologies have become reachable to a large number of people; they are more available than teachers and managers – mentors. As opposed to books and teachers, information science technology enables countless variability of freedom of deliberation and innovation of knowledge, as well as the enhancement of leisure time.

All forms of formal, nonformal and informal education and their relationships should be interacted into the business system's educational policy. This need arises for several reasons: **Firstly**, the attendant of whichever of the levels in the system of formal education is seldom immediately qualified for a concrete workplace in a company. **Secondly,** no matter how up-to-date an education program may be, the extent and speed of changes taking place nowadays in some degree makes existing programs outdated. **Thirdly**, due to the constant changes, the demands of workplaces and of jobs respectively, are caused to change, therefore knowledge and abilities have to be innovated in the sense of lifelong education and improvement on the job, alongside work and through work, combining the theory of new technology with concrete practice.

2.2. The need for new knowledge and skills in the hotel industry

The system of education in just about all tourism countries, Croatia included, does not keep abreast with the trends of modern tourism. As a consequence there is a lack of quality personnel in many areas, and without high-quality personnel there is no high-quality tourism. According to relevantly accessible sources, the tourism sector has

---

[12] Cerovic, C., *Hotelski menadzment*, Fakultet za turisticki i hotelski menadzment Opatija, 2003., 555.

a deficiency of well-educated and qualified (trained) personnel for jobs requiring a moderate degree of responsibility in organizing with specific knowledge and skills in every single segment of an offer.[13] The most frequently observed deficiencies in the tourism sector are: a lack of basic knowledge and skills with regard to tourism products and services, target areas, marketing, selling, consumer orientation, electronic data processing of bookings via the Internet. The employees are also lacking in inter-personnel skills, especially tasks involving development of human potentials and direct contacts with consumers.

At the same time the needs for specific professional knowledge have to be defined in accordance with the category of the workplaces. On the management level there is in the first place a need of professional skill and the kind of know-how that we come across on different organizational levels. As a rule, managers need to have knowledge in accounting, law, economics, marketing, managing of human capital as well as in business and strategic planning. Managers are expected to have professional knowledge and capability to work on a computer, to develop products, to innovate, to manage the destination, projects, results, possess the managerial knowledge of getting the best of the impact of globalization, management of changes, knowledge and skills in marketing and selling[14]. It is necessary to pay particular attention to the education of private lease givers and other participants in the tourism destination. They are inadequately acquainted with the regulations and standards of accommodation units. Table 2 displays the required knowledge and competences according to the structure of workplaces in tourism.

Table 2: **Required knowledge and competences in tourism**

Knowledge and competences	Managers	Skilled co-workers	All employees
- Planning and organizing - Consumer orientation - Communication - Speaking a foreign language - An understanding of cultures - Teamwork - Flexibility - Problem solving - Training skills - Personnel management	- PC capability - Business planning - Managerial skills - Management of changes - Management of results - Decision making - Management of human capital - Management of destination - Management of projects - Educated to teach others - Leadership	- Professional competences - Problem solving - Knowledge of working on PC - Knowledge innovation - Management of projects and work processes - Communication - Specialized competences - Presentation skills - Creative and innovational	- Professional competences - Technical skills - On-the-job training - Personal development - Security and job safety - Orientation towards customers and work results

Source: Created by author.

[13] Federal Association of the German Tourism Industry (BTW), www.btw.de
WTTO (The World Travel and Tourism Council: http://www.wttc.org
UNWTO (World Tourism Organisation), http://www.unwto.org

[14] European Commission, DG Enterprise. *Improving training in order to upgrade skills in the tourism industry*. Final report of Working Group B. Brussels: European Commission, 2001, str. 26.

Experiential norms of time necessary for innovation of knowledge and upgrading of employees in the contemporary economy amounts to an average for:[15]

- the directorate 15 - 20 days per year, or 6 to 8% of the total working time,
- operative managers 10 - 15 days, or 4 to 6% of the total working time,
- all other employees 5 - 10 days, or 2 to 4% of the total working time.

The assignment of all forms of educational activity is their permanent upkeep, to impart the conforming kinds of knowledge, skills and competencies to employees and managers. By all means the education program should not only rely on the existing level of technique, technology, and organization, but should also look forward to those that are perceived or are already beginning to be applied in the most developed countries of the world. On-the-job training for work and through work, as well as the principle of lifelong education and development is steadily growing in importance. Every system of business must possess a plan of innovating knowledge that should incorporate: an analysis of the educational needs and competencies of the employed, a plan for workplace learning, a training program and an evaluation of educational undertakings.

Besides formal education, the quality development of personnel also comprises nonformal and informal education as well as other significant elements among which we should by all means mention the employees' satisfaction in performance of their jobs. It is hard to expect high quality from personnel if it operates in an uneasy milieu lacking an atmosphere of cooperation and the culture of dialog between managers and co-workers. The challenges that are encountered in that process have to be overcome, with an awareness of the importance of innovation of knowledge of employees in tourism. The innovation of knowledge and training for work in tourism requires:[16]

- associating with the workplace;
- wherever possible, application of the model of tutorship;
- giving strong support and equal importance to all the structures of employees and managers;
- that training plan is transparent for all users;
- establishing of targets and standards for evaluation of results and outcome of trainings.

Tourism forcefully expresses a demand for flexibility and mobility of personnel. The demand for flexibility is apparent through the growing pressure on personnel to possess a greater degree of various skills combined with diverse qualifications, or in combination with specific skills that are, broadly speaking, linked to different qualifications. This has an impact on the development and emergence of new hybrid forms of vocations, in which one person performs several lines of business that require special training and specific skills.

---

[15] Vujic, V., *Menadzment ljudskog kapitala*, Sveuciliste u Rijeci - Fakultet za turisticki i hotelski menadzment Opatija, 2004., str. 239.
[16] Junggeburt, J.H.F. et al. Training and development under construction. Hospitality and the changing environment. The Hague: Hotelschool the Hague, 2004. p. 32-34.

CONCLUSION

The need for new knowledge and skills in the hotel industry is increasing more and more every day. New trends and the ever more intricate processes of activity in tourism and hotel management are reflected not only by way of different products and services but also thru professional activities and the qualification structure of employed personnel. It is considered that the employed in tourism should have formal, nonformal and informal education in order to perform a definite job. Education and innovation of knowledge must necessarily be defined according to the category of the workplaces. This process cannot happen of itself, but ought to be managed.

LITERATURE

Abicht, L., Freikamp, H., Preuss, B., *Qualifikationsentwicklung im Tourismus. Branchenbericht zum Projekt Trendqualifikationen als Basis zur Früherkennung von Qualifikationsentwicklungen*. Halle: 2002.

Cerovic, Z., *Hotelski menadzment,* Fakultet za turistički i hotelski menadzment Opatija, 2003

DZT – Deutsche Zentrale für Tourismus e.V. (ed.) *Incoming–Tourismus Deutschland. Zahlen – Fakten – Daten 2003*. Frankfurt am Main: DZT, 2004

EC – European Commission. Commission Communication to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions. *Working together for the future of European tourism,* 2001(COM/2001/0665 final).

European Commission, DG Enterprise. *Improving training in order to upgrade skills in the tourism industry*. Final report of Working Group B. Brussels: European Commission, 2001.

Federal Association of the German Tourism Industry (BTW), www.btw.de

Final Report WG B, June 2001, Annex B

Hussain, M., Bylinski,G., *EU remains a major player in international travel in 2005*.Eurostat: http://epp.eurostat.ec.europa.eu/portal

Jonckers, P., 2005. *General trends and skill needs in the tourism sector in Europe*. CEDEFOP Panorama series; 115.

Junggeburt, J.H.F. et al. Training and development under construction. Hospitality and the changing environment. The Hague: Hotelschool the Hague, 2004.

Ministarstvo mora, turizma, prometa i razvitka. Analiza turisticke 2006 godine. str. 3. Zagreb, rujan 2007., www.mmtpr.hr

The World Tourism Organisation. *Tourism 2020* http://www.world-tourism.org

UNWTO – World Tourism Barometer. Volume 5., No. 2, June 2007.

UNWTO (World Tourism Organisation), http://www.unwto.org

UNWTO World Tourism Barometer, Volume 5. No. 2, June 2007. www.unwto.org

Vujic, V., «Obrazovanje i strucno usavrsavanje kadrova u hotelijerstvu», HUH, Zagreb 2007.

Vujic, V.,: *Menadzment ljudskog kapitala*, Sveuciliste u Rijeci - Fakultet za turisticki i hotelski menadzment Opatija, 2004.

WTTC – World Travel and Tourism Council (ed.) *Executive summary. Travel & tourism forging ahead*. *The 2004 Travel & Tourism Economic Research*. London: WTTC, 2004.

WTTO (The World Travel and Tourism Council: http://www.wttc.org

http://www.world-tourism.org/facts/menu.html

Institut for Economic Promotion,
Austrian Economic Chamber,
Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

BOOK REVIEWS

Dragan Magas
Destination Management – Models and Techniques,

(2008), Faculty of Tourism and Hospitality Management, Opatija,
ISBN 978-953-6198-62-7, 121 pp.

"Destination Management – Models and Techniques" is a university textbook written by Dragan Magas, Full Professor at the Faculty of Tourism and Hospitality Management Opatija, University of Rijeka. This book is a sequel to the previous titles published by this author ("Tourist Travels as an Economic Good – Tourism Management" and "Tourism Organisation and Destination Management"). In the preface, the author states that his latest book is "an attempt to fill a void that relates to destination management in terms of defining its conceptual attributes, public functions within a destination, and the models and techniques, as well as organisational structures, through which destination management should be institutionalised" (p .XI).

The book comprises a total of 121 pages of text including illustrations the author uses to exemplify the concepts presented in the text. The list of references contains 38 titles of domestic and foreign authors.

The author has divided the book into two logical and interrelated parts: "Collaboration and Destination Management" and "Functions of Destination Management".

In the first part entitled "Collaboration and Destination Management", the author defines the conceptual attributes of destination management underlining the importance of collaboration and provides proposals on how to institutionalise tourism destination management and the management of public-coordination functions that need to carried out at the destination level.

Correctly, the author points out: "Today, tourism destination development is heading towards positions of mutually beneficial partnerships and balanced tourism development. Much understanding, research and cooperative efforts will be needed in designing and sustaining the initiatives required for tourism in a given destination. That is why destination management must be looked upon as a set of tourism activities that engage local interests within meaningful collaboration with the providers of supply for the purpose of creating a destination product" (p.2). In the text, the author makes a case for this form of cooperation and underscores the synergic effects that it yields.

The second part of the book entitled "Functions of Destination Management" is discussed through three chapters: Planning in a Tourism Destination, Organising a Tourism Destination, Auditing in a Tourism Destination.

The chapter on planning gives an overview of the measures required and explains them through examples. In particular, the author emphasises the need for so-called integrated planning at the tourism-destination level. "Integrated development planning implies a systems approach that brings together economic, social, spatial, environmental and infrastructures aspects. It is ideal for complex systems" (p. 20).

The author argues that organising a tourism destination must result in an appropriate structure that is required to carry out the planned activities. Pursuant to theoretical knowledge and insight provided by practise, the author puts forward models of organisational structure that must be capable of addressing the challenges of tourism destination management within a global and highly competitive tourist market.

At the end of his book, the author takes a close look at the function of auditing in achieving the integrated quality of a destination.

The author defines a tourism destination as the optimum combination of fixed and variable factors and opportunities for tourism activities that exist in a specific spatially encompassed unit; whether this is a locality, place, area or region, what is important is that it must be managed.

It is clear from the above stated that in his latest book the university professor Dragan Magas seeks to give answers to questions and issues relating to tourism destination management. He asserts, in particular, that destination management must meet the same principles and demands that the management of any profit system would require.

In the past decade and a half, the matter of destination management has commanded the active attention of researchers, as well as professionals, engaged in tourism. It should be noted, however, that while the English-language literature deals with this topic to an appropriate extent, in the Croatian literature, Professor Magas is one of the few authors who is consistently engaged in researching this highly topical issue. Considering that tourism is a strategic development determinant of the Republic of Croatia and that destination management issues are increasingly in the spotlight, this book clearly possesses a high level of topicality.

"Destination Management – Models and Techniques" was primarily written for the students of the Faculty of Tourism and Hospitality Management of Opatija, as the primary literature for the course "Tourism Destination Management" as a part of

Tourism Management studies. This book is certain to aid students in understanding issues in other related courses in undergraduate and postgraduate studies.

Given the author's broad experience in the practise of the tourism industry, this book is written in a way that will make it useful to professionals in tourist boards, the local self-government (municipalities, towns, countries), businesses, and other relevant organisations in their everyday work and in addressing work-related issues.

Certainly, this book imparts significant theoretical and practical knowledge in the scientific discipline of management applied to the tourism destination.

Dora Smolcic Jurdana, Ph.D., Assistant Professor
Faculty of Tourism and Hospitality Management, Opatija,
University of Rijeka, 51410 Opatija, Primorska 42
e-mail: doras@fthm.hr

Borislav Simundic
Foodstuffs – Nutrition and Health

(2008), Faculty of Tourism and Hospitality Management, Opatija,
ISBN 978-953-6198-61-0, 697 pp.

Foodstuffs are the most vital and, for humankind, indispensable part of all types of goods, and they are as old as the human race. The science of foodstuffs studies the properties of these goods, their categories and subcategories, their quality and how to distinguish original goods from imitations and forgeries. It teaches us about basic raw materials, production and processing, proper storage and handling, and how to select appropriate packaging.

On about 700 pages divided into a general and special section, the book, "Foodstuffs – Nutrition and Health" by Prof. Borislav Simundic, Ph.D., Associate Professor at the Faculty of Tourism and Hospitality Management, Opatija, gives a comprehensive overview of the Science of Foodstuffs together with the essentials of food technology.

The general section of the book explains concepts such as knowledge of foodstuffs, technology, classification and labelling, standardisation, packaging, transport and storage. This section also describes in detail the properties and characteristics of nutrients (proteins, carbohydrates, fats, vitamins, minerals), enzymes, organic acids and hormones, as well as the food digestion process, as seen through the prism of a balanced diet. The end of the section takes a look at food poisoning and food preservation, and expounds upon food additives and supplements.

The special section of the book concerns the classification and systematisation of foodstuffs available on the Croatian market. Foodstuffs are classified as foodstuffs of vegetable and animal origin. The basic technological procedures used in the production and processing of every type of foodstuff are described, as well as the importance of these foodstuffs in nutrition.

The book also includes very useful appendices: The Table of Recommended Dietary Allowances and the Table of Chemical Composition of the most commonly used foodstuffs in nutrition in Croatia.

Clearly, this book contains the author's broad knowledge and understanding of the issues treated in this book. The entire text is written in a clear, professional and comprehensible way, and it will serve not only the students of the Faculty of Tourism and Hospitality Management and other related faculties, but also professionals who jobs involve procuring, processing or preparing food.

Greta Kresic, Ph.D., Assistant Professor
Faculty of Tourism and Hospitality Management, Opatija,
University of Rijeka, 51410 Opatija, Primorska 42
e-mail: gretak@fthm.hr

REVIEWERS

Ahmet Aktaş, Ph.D., School of Tourism and Hotel Management, Akdeniz University, Antalya, **Turkey**
Branko Aslimoski, Ph.D., University Of Bitola, Faculty of Tourism and Hospitality, Ohrid, **Macedonia**
Theoman Alemdar, Ph.D., Bilkent University, Ankara, **Turkey**
Alina Bădulescu, Ph.D., University of Oradea, Faculty of Economics, **Romania**
Mato Bartoluci, Ph.D., University of Zagreb, Faculty of Economics, Zagreb, **Croatia**
Branko Blazevic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Nevenka Blazevic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Djuro Benic, Ph.D., University of Dubrovnik, **Croatia**
Zeljko Bjeljac, Ph.D., Geographical Institute Jovan Cvijic, Novi Sad, **Serbia**
Constantin A. Bob, Ph.D., Academy of Economics Studies, Bucharest, **Romania**
Igor Brajdic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Evangelos Christou, Ph.D., University of the Aegean, **Greece**
Zdenko Cerovic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Vinka Cetinski, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Mladen Crnjar, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Dolores Miskulin Cubric, B.Sc., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Renata Fox, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Milica Gacic, Ph.D., University of Zagreb, Faculty of Teacher Education, **Croatia**
Vlado Galicic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Georgi Georgiev, Ph.D., Southwest University «Neofit Rilski», Faculty of Economics, Blagoevgrad, **Bulgaria**
Marian Gúcik, Ph.D., University of Banska Bystrica, Faculty of Economics, Banksa Bystrica, **Slovakia**
Dogan Gursoy, Ph.D., Washington State University, **USA**
Ivanka Avelini Holjevac, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Ritva Hoykinpuro, Ph.D., Lahti Polytechnic, Fellmanni Institute for Hospitality & Tourism, Lahti, **Finland**
Zoran Ivanovic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Peter Jordan, Ph.D., Austrian Institute of East and Southeast European Studies, Wien, **Austria**
Dobrica Jovicic, Ph.D., Faculty of Mathematics and Natural Sciences, University of Nis, **Serbia**
Rade Knezevic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Ioannis Karamanidis, Ph.D., Technological Educational Institution of Thessaloniki, **Greece**
Hanan Kattara, Ph.D., Alexandria University, Faculty od Tourism and Hotels, Alexandria, **Egypt**
Slavka Kavcic, Ph.D., Faculty of Economics, Ljubljana, **Slovenia**
Fotis Kilipiris, Ph.D., Technological Educational Institute of Thessaloniki, **Greece**
Michael Koniordos, Ph.D., Greek Open University, Athens, **Greece**
Lazar Lazic, University of Novi Sad, Faculty of Mathematics and Natural Sciences, Department of Geography, Tourism and Hotel Industry, **Serbia**
Silio Rigatti Luchini, Ph.D., Universita degli studi di Padova, Padova, **Italia**
Hartmut Luft, Ph.D., Fachhochschule Wilhelmshaven, **Deutschland**
Slobodan Malinic, University of Kragujevac, Faculty of Economic, **Serbia**
Dragan Magas, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management in Opatija, **Croatia**
Josef Mazanec, Ph.D., Wirtschaftsuniversität Wien, **Austria**
Sofronija Miladinoski, Ph.D., University of Bitola, Faculty of Tourism and Hospitality, Ohrid, **Macedonia**

Josef Zelenka, Ph.D., University of Education Hradec Kralove, Faculty of Management and Information Technology, **Czech Republic**
Elfrida Zefi, Ph.D., University «Fan S. Noli», Korça Economic Faculty, Korçë, **Albania**
Igor V. Zorin, Ph.D., Russian International Academmy for Tourism, Moscow, **Russia**
Rudolf O. Zucha, Ph.D., Universität Wien, **Austria**

NOTES FOR AUTHORS

Manuscripts should be sent to the Editor, Professor Zoran Ivanovic, Ph.D., University of Rijeka, Faculty of Tourism and Hospitality Management, Primorska 42, PO Box 97, 51410 Opatija, Croatia; e-mail: thm@fthm.hr

Papers are subject to the anonymous judgement of and classification in one of the following categories by two independent referees: *Original scientific papers, Preliminary communications, Subject reviews, Conference papers, Technical papers.* Papers without positive classification of the referees will not be published in the journal *Tourism and Hospitality Management*.

Manuscripts (text with all supplements) should be written in the English language using Microsoft Word, and submitted by e-mail (plus one printed version). *English language cited references are also recommended.* The scope of submitted text should not exceed more than 30 000 characters (15 pages), which are typed according to the below instructions.

Text should be written in neuter gender, concisely and in correct orthography. The author is responsible for language-edit. Emphasis should be on results, their interpretations and conclusions, and for already known data, experimental methods and apparatus, sources should be mentioned.

Text:

Font: Times New Roman, size 10*; Line spacing*: single; Use A4 Format (297x210 mm);

Page Setup: *Margins*: top 5 cm, bottom 5 cm, left 4.4 cm, right 4.2 cm, gutter 0 cm

(*Layout*: header 4 cm, footer 4 cm).

Manuscript should be arranged in the following order of presentation.

First sheet: ***Author's name*** (the name and surname of all authors), their titles, name and full addresses of their institutions, full postal address, telephone and fax numbers, e-mail address. ***Title*** of the paper should be concise and informative and written in English language. ***Abstract and keywords:*** Abstract written in English language (between 110 and 150 words with 4-6 keywords pertinent to the central theme).

Second sheet: Title, Abstract and keywords, main body of text, list of references. Introduction, conclusion and list of references are not marked by numbers.

Footnotes

In text, footnotes are marked with superscripted numbers at the end of the sentence after full stop. At the bottom of the page books and magazines are quoted as follows; *Examples:*

Books:

1. Michael C. Hall, *Tourism Planning: Processes and Relationships*, Longman, New York, 1999, p. 25.

Magazines:

2. Howard Hughes and Danielle Allen, "Cultural tourism in Central and Eastern Europe: the views of 'induced image formation agents'", *Tourism Management,* Vol. 26, No. 2, (2005), pp. 173-183.

References:

The Reference list, placed at the end of the text, in alphabetical order of authors. *Examples:*

Books:

1. Hall, C. M., *Tourism Planning: Processes and Relationships,* Longman, New York, 1999.

Magazines:

2. Hughes, H. and D. Allen, "Cultural tourism in Central and Eastern Europe: the views of 'induced image formation agents'", *Tourism Management,* Vol. 26, No. 2, (2005), pp. 173-183.

Figures, graphs, tables:

Enclosures to the text (figures, graphs, tables) should be prepared in this page set-up. Figures, graphs and tables should be numbered consecutively in Arabic numerals and given a suitable caption.

Volume 14 **Number 1** **June 2008**

TOURISM AND HOSPITALITY MANAGEMENT

Contents

Institut for Economic Promotion, Austrian Economic Chamber, Vienna, Austria

T.E.I. Thessaloniki Greece

Department of Tourism Management

1330-7533(2008)14:1