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Turinys / Contents

EDITORIAL

This is issue 33 (2) of the scientific research journal Vadyba/Journal of Management – a periodical peer-reviewed journal of scientific applied research, issued twice a year, which has been internationally recognized since 2002. Articles in the journal are published in English only, and the authors represent a wide range of science, educational and business institutions from Lithuania and abroad, such as E. Sventitskaya and Y.Kochetkov from Baltic International Academy (Latvia), M. Jamalova – Szent Istvan University (Hungary), M. Zsarnoczky from Institute of Sustainable Economy, Kodolanyi Janos – University of Applied Science (Hungary), S.Lileikis – Lithuania Maritime Academy (Lithuania), H. Kirjavainen and H.Kuusisto from Turku University of Applied Science (Finland) , D. Viningienė – Lithuania Business University of Applied Science and Klaipėda University (Lithuania), etc. Since the Editorial Board of the applied research journal Vadyba/Journal of Management aims at coverage of issues related with analysis of the economic, business and technological environment of foreign countries, all articles are pre-selected and published with a view of relevance to the above criterion.

The authors Sventitskaya E., Kochetkov Y. analyzed the development of micro and small business in Latvia. The objective of their research is to indentify and to rank high-priority and major problems of small business development in Latvia.

Another important research presented in the journal was made by M. Jamalova, who conducted a review of consumer behavior from the perspective of intercultural marketing. Her paper analyses the phenomenon of intercultural marketing, which is a combination of marketing and culture. The main aim of the paper is to summarize the culture-related theories from the marketing perspective and to define their relevance and relation with consumer behavior.

The journal also presents a study by the Hungarian scientist M. Zsarnoczky, who analyses the future challenge of accessible tourism in the European Union. His present research is based on the findings of previous one and focuses on a special segment within the accessible tourism: i.e., the characteristics of para-athletes and their tourism-related habits and preferences.

A study of applied research by the authors H.Kirjavainen and H.Kuusisto from Finland focuses on certain challenges faced by migrants during their integration into the labor market of the European Union (EU). The study was conducted in Lithuania, Romania, Cyprus, Spain, Finland, which participated in the project "Raising inclusion to the labor market of refugees, asylum-seekers and migrants, on the basis of entrepreneurial competencies development". The research concludes that migration is a part of the labor market of the modern economy and is closely linked to the globalization process.

Other authors from Lithuanian institutions (Klaipėda State University of Applied Sciences and Lithuania Maritime Academy) analyzed the issues of career management of generation Y sport managers working at sports organizations of Klaipėda city and preparation of the thesis in port technology and management.

We kindly invite researchers to actively contribute to the Journal, to share their research results.

Prof. dr. Angelė Lileikienė
Deputy Editor-in-Chief

PROBLEMS OF MICRO & SMALL ENTERPRISES DEVELOPMENT IN LATVIA

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Abstract

Small business is a vital factor in the economy of any country and its regions. The objective of the research is to identify and rank high-priority and major problems of small business development in Latvia. The object of the research is micro and small businesses in Latvia. The novelty of the research lies in the fact that for the first time an expert assessment of high-priority problems faced by micro and small enterprises in Latvia has been performed, and solutions to these problems have been proposed. The goal of the research is to identify the most important problems hampering the successful development of small business in Latvia; to suggest solutions to the problems. The research methods comprise expert evaluation of the importance of problems faced by small businesses, using modern methods of mathematical processing of examination results. It has been found that the most important issue for micro enterprises is the purchase of the manufacturing equipment, for small businesses – the availability of seed capital. The second place in order of importance for micro enterprises is taken by the problem of obtaining a loan, for small businesses – the problem of tax burden. Difficulties of micro enterprises to obtain loans are mainly associated with the lack of pledged assets. The problem of tax burden is important both for micro enterprises (ranked 3rd) and for small enterprises (ranked 2nd). The problem of purchasing the manufacturing equipment is ranked third for small businesses. The current problems of the development of micro and small businesses in Latvia are largely caused by a lack of state support and unstable taxation policy. Other issues, such as a lack of qualified employees and entrepreneurs themselves could be addressed more effectively, if at the state level there were close cooperation between entrepreneurs and public vocational schools. There is a need to develop a comprehensive program for the development of micro and small enterprises in Latvia with participation of governmental and other interested parties.

KEY WORDS: micro and small enterprises, expert evaluation method.

Introduction

In economically developed countries, not only large and medium-sized but also small businesses operate successfully. According to the U.S. Small Business Administration, in the United States about 99 % of all enterprises in the country are small businesses, which employ about half of the employed population (U.S. Small…1988). On average, small businesses receive a somewhat higher return on equity than large enterprises (Siropolis 1990). They react faster than large enterprises to market changes and customer needs. In all developed countries, small businesses receive the support from the state. For example, the state aid implies the creation of favourable conditions for obtaining financial resources, licensing of business activity, support of foreign economic relations, training of specialists at public education institutions, etc.

Small business is a vital factor in the economy of any country and its regions (Ivanova 2015, Koišova et al 2016). Small business makes it possible to realise the creative abilities of the individual, entrepreneurial spirit, initiative and creates a competitive environment that allows eliminating the shortage of many types of products under a variety of existing forms of property as well as improving public relations. At present, all developed market economies are undergoing a process of search for different types of public and state support of small business and for a new system of socio-economic and regulatory support, focused on creating a permanent incentive for innovation in business (Eurostat 2016).

Small businesses often provide big corporations with the required services, accessories, etc. It is of great importance that small businesses often initiate invention activities, introduction of novelties and innovations. Small businesses are the training ground, where innovations are tested, customised and approbated, which are then used in mass production by large enterprises.

The weakness of small business is that start-ups often quickly vanish and cease their activity. Only about 20 % of start-ups operate for 10 years or more (Siropolis 1990). The main reason is the incompetence and lack of experience of senior management. In any socio-economic system, small business exerts a tremendous effect on the social processes. At the same time, it is only possible to anticipate the results of the exerted influence when the society is aware of a comprehensive theory of entrepreneurship. Scientific methods and scientific heritage related to business experience and entrepreneurship are universal human values.

A systematic approach that dominates at present considers the company as an open system, which should adapt to the conditions of the external and internal environment. The main reasons of what is happening within the organisation should be sought outside it. The enterprise always depends on external factors: information, energy, material and financial resources, etc. For example, a considerable impact, though indirect, on the operation of enterprises is exerted by public and political factors: political stability in the country and

partner countries, government regulation of business, level of taxes, benefits, etc.

Subject and relevance. Small and micro businesses along with other larger enterprises operate under the same laws of the market economy in a single legal field. All of them combine certain groups of people who work together to achieve common goals (Mescon et al 2002). In the context of globalisation, one of the main characteristics of any company is its relationship with the environment (Kareivaite 2015).

The process of establishment of small and micro businesses in various sectors of the Latvian economy is very difficult and painful. Its nature is often distorted and acquires bureaucratic or criminal characteristics. Often, small and micro businesses do not provide the results that the society is entitled to expect, and give rise to new challenges in economic and social life, new social anomalies (Kochetkov et al 2016).

Analysing the state of the economy of Latvia, periods of recession, stagnation and economic stabilisation can be observed. Small and micro businesses are the most acceptable form of economic activity, which has acquired a dominant position in the economy of many countries. They are able to quickly respond to changes taking place in markets, switch to the production of new goods and provision of services, meet market demand in a timely manner, survive in the conditions of shortage of raw materials, capital, information, etc. However, today this sector in Latvia is developing relatively slowly and inconsistently. Estimation of the real state of affairs in the sphere of small business is very difficult due to poor character and low reliability of information about its activities.

The objective of the research is to identify and rank high-priority and major problems of small business development in Latvia. *The object of the research* is micro and small businesses in Latvia. *The novelty of the research* lies in the fact that for the first time an expert assessment of high-priority problems faced by micro and small enterprises in Latvia has been performed, and solutions to these problems have been proposed. *The goal of the research* is to identify the priority, most important, significant problems hampering the successful development of small business in Latvia; to suggest solutions to the problems. *The research methods* comprise expert evaluation of the importance of problems faced by small businesses, using modern methods of mathematical processing of examination results.

Computations and analysis

Modern small and micro business in Latvia is a complex cluster of the economy, and its successful development requires a whole range of government support measures, economic and social, especially those that are available, but do not operate appropriately. It is impossible to solve the problems of small and micro business successfully and competently without identifying priority problems faced by entrepreneurs when they start or operate a business. Small businesses can occur in almost any sector of the economy. They quickly respond to demand, pave the way for economic restructuring, absorb unemployed labour force, develop

and adapt various kinds of advanced technology, can reduce the household income inequality and, ultimately, contribute to reducing unemployment and poverty. In general, small businesses in Latvia have been developing quite successfully in recent years (Kochetkov et al 2016, Sventitskaya et al 2018).

The number of enterprises, cost of their production, remuneration of employees and share of small enterprises have increased in recent years, contributing significantly to GDP in Latvia. It should be noted that by a number of indicators micro businesses (number of employees up to 9 people) have outperformed small firms with a large number of employees (10–49 employees). Micro businesses have weathered more successfully the recent financial and economic crisis. Thus, according to the Central Statistical Bureau of Latvia, due to the crisis the number of micro businesses fell by 4 % in 2011, while the number of small companies had declined by 25.6 % since 2008 (CSB 2016, CSB *Statistics…*2016). During the global crisis, the turnover of micro enterprises decreased by 28 %, and that of small businesses – by 35.84 % over the same period of time. However, in the development of small business, there are a number of problems, which are mainly related to the legal framework of the state (Sventitskaya et al 2017). The solution to the existing problems or their mitigation will enable small businesses to compete aggressively not only in domestic but also in external financial and commodity markets.

Problems existing in the development of small enterprises can be divided into internal and external ones. The *internal problems* are those that exist within the enterprise and are mainly dependent on the quality of management. These include:
- Lack of economic knowledge among entrepreneurs;
- Lack of the necessary competence of employees;
- Imperfection of management system;
- Ineffective marketing policy;
- Wrong choice of compulsory payment scheme;
- Presence of significant fixed costs reducing the amount of profit (rental costs, etc.);
- Lack of appropriate amount of financial resources.

Internal problems, to a large extent, can be solved through effective regulation by the senior management of enterprises. External problems pose a considerable threat to the liquidation of a company, because their influence cannot be eliminated by the actions of senior managers. The main *external problems* include:
- Instability and rigid nature of the tax legislation;
- Crisis situations in certain areas of production;
- Monopoly power of large enterprises in the markets;
- Obstacles in attracting loans, high interest rates;
- Lack of appropriate state support for small and micro businesses.

Many entrepreneurs working in the sector of small business recognise the existence of a range of problems facing them and hampering the conduct of business. However, as demonstrated by the survey conducted among entrepreneurs and professionals, there is a sufficiently large difference of opinion about high-priority, significant problems facing micro and small enterprises. The state aid for small business in Latvia is apparently insufficient compared to other developed

countries. Therefore, there is a need to identify and rank the most important problems facing the cluster of micro and small enterprises in Latvia. This is necessary to be able to focus efforts on the main areas of both the companies and, perhaps, the state to overcome the existing problems of small business development. It will be beneficial not only to the increase in production output, but also in the social sphere (reducing unemployment, improving living standards, etc.).

Since, at the first stage of the research, significant differences of entrepreneurs and professionals' opinion on priority problems facing small businesses have been revealed and ambiguity in information available has been determined, the expert evaluation method will be used for the analysis and the subsequent formulation of recommendations. This method allows, to a maximum extent, avoiding poor decision making. According to this method, the group of experts carries out the measurement of characteristics of the studied phenomena, and the measurement results are then mathematically processed.

Taking into account the conventional division of small businesses into two groups in accordance with the Regulation of the European Union as of 25 February 2004 (micro and small enterprises), two groups of specialists have participated in the survey, i.e., 12 experts from each type of enterprises. The survey has identified the nine most important issues facing all small businesses

(designations of issues adopted in the research are given below):

A – the availability of seed capital;
B – the availability of professional staff;
C – economic literacy of senior managers (knowledge of business operations and legislation);
D – experience, information and knowledge in a particular business sector;
E – the possibility of purchasing the manufacturing equipment;
F – high advertising, transportation, etc. costs;
G – high amount of the tax burden;
H – the possibility of obtaining loans;
I – accounting services and legal support.

Experts representing each type of enterprises have been asked to rate these issues by their importance and relevance for the successful development of enterprises taking into account, where possible, the largest number of operating factors: economic, social, political, etc. To eliminate the mutual influence on the results, the survey has been carried out anonymously; experts have not known each other before the survey. The survey results are presented in Tables 1 and 2 on the basis of a universal point scale (0, 10): 0 – the lowest score (the problem is completely absent), 10 – the highest score (the problem is the most important one; it is of the highest priority).

Table 1. The results of the survey of experts - *micro* businesses

Designation	Expert estimates											
	1	2	3	4	5	6	7	8	9	10	11	12
A	4.3	1.4	0	3	1	2.6	3	3.4	1.7	1.4	1	2.3
B	1	2.6	2	1.7	1.4	1	2.3	2.3	2	2.3	1.4	1.7
C	1	1	0	2	2.3	1	1.4	1	1.7	2.6	1	1.4
D	3	4.3	1.7	2.6	5.7	0	1	2	2	2	2	2.3
E	5.7	5.7	7.7	3	10	8.3	5.7	5.7	4.3	7	3	5.7
F	1	1.4	1.7	1	1.4	1	2	1.4	1	1	0	1.7
G	3	4.3	5.7	4.3	5.7	4.3	4.3	7	5.7	4	5.7	8.6
H	7	4.3	6.6	10	0	8.6	5.7	5	9	5.7	10	3
I	1.4	2.3	0	0	0	1	1.4	0	1	2	3.7	1

Table 2. The results of the survey of experts - *small* businesses

Designation	Expert estimates											
	1	2	3	4	5	6	7	8	9	10	11	12
A	8.8	10	6.5	4.8	6.2	8.8	8.8	6.8	5	6.2	8.8	7.5
B	2.5	3.8	5	5	5	3.8	2	2.5	1.8	2.5	2.5	1.5
C	1.2	1.2	2.5	3.8	2.5	1.2	1.2	1.2	2.5	2	1.2	1.8
D	1.2	2.5	1.2	1.2	2.5	0	1.2	1.2	1.2	1.8	1.8	2
E	3.8	2	3.8	1.8	3.2	5	3.8	3.8	5	3.8	3	5
F	0	0	1.2	1.2	1.2	0	1.2	1.2	1	1	0	1
G	3	4.5	2.8	3.8	3.5	5	3.8	5	4.2	3.5	4	5
H	1.2	0	1	2	0	0	2.2	2.5	2.8	3.8	0	0
I	1.2	0	0	0	0	0	0	0	1	0	1.8	0

Estimates of experts indicate that they hold widely divergent views on these issues. Therefore, there is a problem to generate the consolidated expert opinion on each type of small businesses and formulate relevant recommendations under conditions of uncertainty. In this situation, it is impossible to use the theory of probability for the calculations due to its inconsistency with subjective categories of human thought. For the mathematical processing of examination results, both traditional calculation methods (the arithmetic mean, geometric mean, etc.) and the theory of fuzzy sets are considered to be more suitable. Fuzzy logic is much closer to human thinking than traditional logic. Therefore, in this case the use of the theory of fuzzy sets, in addition to the traditional calculation methods, will allow more correctly estimating the fuzzy data, performing mathematical processing of examination results and making grounded conclusions (Saaty 1974). Any system can be approximated based on fuzzy logic according to the *Fuzzy Approximation Theorem*. This allows successfully using the theory of fuzzy sets to make grounded decisions.

Using mathematical processing of examination results based on the theory of fuzzy sets, multi-criteria evaluation and analysis of alternatives have been carried out when scores have been set as the degree of compliance with the criteria. The convolution has been used on the basis of intersection operation of fuzzy sets (Беллман et al 1976). When there is a set of *m* alternatives ($\alpha_1, \alpha_2,... \alpha_m$), for some criterion C fuzzy sets can be considered (Borisov et al 1990).

$$\tilde{C} = \sum_{i=1}^{m} \frac{\mu_c(\alpha_i)}{\alpha_i}$$

where $\mu_c(\alpha_i) \in [0,1]$ – the estimation of alternative α_i by criterion C, which characterises the degree of compliance of an alternative to the concept defined by the criterion; i=1, 2,… 12. Σ is the sum of pairs $\mu_c(\alpha_i)$ and α_i.

If there are *n* criteria, the best alternative is the one that meets all the criteria $C_1, C_2,... C_n$. The choice rule of the best alternative is written as the intersection of all fuzzy sets:

D = $C_1 \cap C_2 \cap ...\cap C_n$

The minimisation operation that is performed using the membership functions corresponds to the intersection operation of fuzzy sets:

$$\mu_D(\alpha_j) = \min \mu_{ci}(\alpha_j), \qquad i = \overline{1, n}; \quad j = \overline{1, m}$$

The best alternative is assumed to be α^*, which has the highest value of the membership function (Borisov et al 1983):

$$\mu_D(\alpha^*) = \max \mu_D(\alpha_j), \qquad j = \overline{1, m}$$

Construction of membership functions of fuzzy sets has been performed by the method of paired comparisons based on the processing of matrices of expert evaluations that reflect their views on the degree of intensity of various characteristics possessed by the elements and formalised by these sets (Borisov et al 1990, Borisov et al 1983). A special scale has been used to construct the judgment matrices with qualitative assessment of

importance from "1" (the same importance) to "9" (the absolute superiority). The set of *n* elements is denoted as X = {x}. Evaluation of element x_i compared to the element x_j in terms of property S is denoted as $_{ij}\alpha$ For consistency it has been assumed that $\alpha_{ij} = 1 / \alpha_{ji}$. Scores α_{ij} make up the matrix A = (α_{ij}). Solving the equation AW = λW, where λ – the eigenvalue of the matrix A, the eigenvector of the matrix A is determined: W = (w_1, w_2, ... w_n). The obtained values w_i that make up the eigenvector W are assumed to be the degree of membership of the elements *x* to the set S:

$$\mu_s(x_i) = w_i, \qquad i = \overline{1, n}$$

For example, the matrix A1 of pairwise comparisons of answers provided by expert No. 1 comparing the problems of *micro enterprises*, which is constructed on the basis of the rating scale of importance (Borisov et al 1990), is as follows:

$$A1 := \begin{pmatrix} 1 & 3 & 4 & 5 & 5 & 7 & 9 & 9 & 9 \\ 0.33 & 1 & 3 & 4 & 4 & 6 & 7 & 7 & 7 \\ 0.25 & 0.33 & 1 & 3 & 3 & 5 & 6 & 6 & 6 \\ 0.2 & 0.25 & 0.33 & 1 & 1 & 4 & 5 & 5 & 5 \\ 0.2 & 0.25 & 0.33 & 1 & 1 & 3 & 4 & 4 & 4 \\ 0.143 & 0.167 & 0.2 & 0.25 & 0.33 & 1 & 2 & 2 & 2 \\ 0.111 & 0.143 & 0.167 & 0.2 & 0.25 & 0.5 & 1 & 1 & 1 \\ 0.111 & 0.143 & 0.167 & 0.2 & 0.25 & 0.5 & 1 & 1 & 1 \\ 0.111 & 0.143 & 0.167 & 0.2 & 0.25 & 0.5 & 1 & 1 & 1 \end{pmatrix}$$

On the basis of calculations, eigenvalues of the matrix A1 are obtained: $\lambda_1 = 9.479$; $\lambda_2 = 0.097 + 2.09i$; $\lambda_3 = 0.097 – 2.09i$; $\lambda_4 = - 0.253+0.434i$; $\lambda_5 = - 0.253 -0.434i$; $\lambda_6 = -0.146$; $\lambda_7 = - 0.02$; $\lambda_8 = 0$; $\lambda_9 = 0$, where $\lambda_{max} = \lambda_1 = 9.479$.

The eigenvector of matrix A1 is then found using the equation:

$$\begin{pmatrix} 1-9.479 & 3 & 4 & 5 & 5 & 7 & 9 & 9 & 9 \\ 0.33 & 1-9.479 & 3 & 4 & 4 & 6 & 7 & 7 & 7 \\ 0.25 & 0.33 & 1-9.479 & 3 & 3 & 5 & 6 & 6 & 6 \\ 0.2 & 0.25 & 0.33 & 1-9.479 & 1 & 4 & 5 & 5 & 5 \\ 0.2 & 0.25 & 0.33 & 1 & 1-9.479 & 3 & 4 & 4 & 4 \\ 0.143 & 0.167 & 0.2 & 0.25 & 0.33 & 1-9.479 & 2 & 2 & 2 \\ 0.111 & 0.143 & 0.167 & 0.2 & 0.25 & 0.5 & 1-9.479 & 1 & 1 \\ 0.111 & 0.143 & 0.167 & 0.2 & 0.25 & 0.5 & 1 & 1-9.479 & 1 \\ 0.111 & 0.143 & 0.167 & 0.2 & 0.25 & 0.5 & 1 & 1 & 1-9.479 \end{pmatrix} * \begin{pmatrix} w_1 \\ w_2 \\ w_3 \\ w_4 \\ w_5 \\ w_6 \\ w_7 \\ w_8 \\ w_9 \end{pmatrix} = 0$$

The normalisation condition is used: $w_1 + w_2 + w_3 + …+w_9 = 1$.

A system of equations is obtained:

$$-8.479w_1 + 3w_2 + 4w_3 + 5w_4 + 5w_5 + 7w_6 + 9w_7 + 9w_8 + 9w_9 = 0$$
$$0.33 w_1 - 8.479w_2 + 3w_3 + 4w_4 + 4w_5 + 6w_6 + 7w_7 + 7w_8 + 7w_9 = 0$$
$$0.25w_1 + 0.33w_2 - 8.479w_3 + 3w_4 + 3w_5 + 5w_6 + 6w_7 + 6w_8 + 6w_9 = 0$$
$$0.2w_1 + 0.25w_2 + 0.33w_3 - 8.479w_4 + w_5 + 4w_6 + 5w_7 + 5w_8 + 5w_9 = 0$$
$$0.2w_1 + 0.25w_2 + 0.33w_3 + w_4 - 8.479w_5 + 3w_6 + 4w_7 + 4w_8 + 4w_9 = 0$$
$$0.143w_1 + 0.167w_2 + 0.2w_3 + 0.25w_4 + 0.33w_5 - 8.479w_6 + 2w_7 + 2w_8 + 2w_9 = 0$$
$$0.111w_1 + 0.143w_2 + 0.167w_3 + 0.2w_4 + 0.25w_5 + 0.5w_6 - 8.479w_7 + w_8 + w_9 = 0$$
$$0.111w_1 + 0.143w_2 + 0.167w_3 + 0.2w_4 + 0.25w_5 + 0.5w_6 + w_7 - 8.479w_8 + w_9 = 0$$
$$0.111w_1 + 0.143w_2 + 0.167w_3 + 0.2w_4 + 0.25w_5 + 0.5w_6 + w_7 + w_8 - 8.479w_9 = 0$$

The system of equations has only a trivial solution. To find the eigenvector W, one of the sets of equations is replaced by the normalisation condition. Solving a new set of equations, we obtain the eigenvector W of the matrix A1:

$w_1 = 0.544$; $w_2 = 0.166$; $w_3 = 0.108$; $w_4 = 0.064$; $w_5 = 0.058$; $w_6 = 3.328*10^{-5}$;
$w_7 = 0.02$; $w_8 = 0.02$; $w_9 = 0.02$, (at $\lambda_{max} = 9.479$).

$$\sum_{i=1}^{9} w_i = 1$$

The values w_i ($i = 1, 2,... 9$) that make up the eigenvector W are assumed to be a degree of membership of answers of expert No.1 to fuzzy sets.

Using the calculations results of the eigenvectors of the matrices of paired comparisons of experts' answers, the following sets are obtained:

C_1={0.108/A; 0.02/B; 0.02/C; 0.064/D; 0.166/E; 0.02/F; 0.058/G; 0.544/H; 3.328*10^5/I}
C_2={0.028/A; 0.074/B; 0.018/C; 0.165/D; 0.309/E; 0.028/F; 0.165/G; 0.165/H; 0.048/I}
C_3={0.018/A; 0.089/B; 0.018/C; 0.054/D; 0.35/E; 0.054/F; 0.161/G; 0.237/H; 0.018/I}
C_4={0.119/A; 0.032/B; 0.048/C; 0.074/D; 0.119/E; 0.022/F; 0.201/G; 0.37/H; 0.015/I}
C_5={0.029/A; 0.051/B; 0.103/C; 0.184/D; 0.373/E; 0.048/F; 0.184/G; 0.014/H; 0.014/I}
C_6={0.08/A; 0.031/B; 0.031/C; 0.017/D; 0.253/E; 0.031/F; 0.158/G; 0.368/H; 0.031/I}
C_7={0.114/A; 0.077/B; 0.034/C; 0.023/D; 0.25/E; 0.051/F; 0.168/G; 0.25/H; 0.034/I}
C_8={1.032*10^{-4}/A; 0.066/B; 0.023/C; 0.046/D; 0.178/E; 0.032/F; 0.511/G; 0.126/H; 0.017/I}
C_9={0.031/A; 0.06/B; 0.031/C; 0.06/D; 0.147/E; 0.017/F; 0.231/G; 0.405/H; 0.017/I}
C_{10}={0.03/A; 0.069/B; 0.104/C; 0.045/D; 0.311/E; 0.022/F; 0.153/G; 0.221/H; 0.045/I}
C_{11}={0.025/A; 0.043/B; 0.025/C; 0.066/D; 0.101/E; 0.016/F; 0.229/G; 0.342/H; 0.152/I}
C_{12}={0.082/A; 0.045/B; 0.027/C; 0.082/D; 0.221/E; 0.045/F; 0.335/G; 0.143/H; 0.018/I}

Then the choice rule is used:

D = { min (0.108; 0.028; 0.018; 0.119; 0.029; 0.08; 0.114; 1.032*10^{-4}; 0.031; 0.03; 0.025; 0.082)/A;
min (0.02; 0.074; 0.089; 0.032; 0.051; 0.031; 0.077; 0.066; 0.06; 0.069; 0.043; 0.045) /B;
min (0.02; 0.018; 0.018; 0.048; 0.103; 0.031; 0.034; 0.023; 0.031; 0.104; 0.025; 0.027)/C;
min (0.064; 0.165; 0.054; 0.074; 0.184; 0.017; 0.023; 0.046; 0.06; 0.045; 0.066; 0.082)/D;
min (0.166; 0.309; 0.35; 0.119; 0.373; 0.253; 0.25; 0.178; 0.147; 0.311; 0.101; 0.221)/E;
min (0.02; 0.028; 0.054; 0.022; 0.048; 0.031; 0.051; 0.032; 0.017; 0.022; 0.016; 0.045)/F;
min (0.058; 0.165; 0.161; 0.201; 0.184; 0.158; 0.168; 0.511; 0.231; 0.153; 0.229; 0.335)/G;
min (0.544; 0.165; 0.237; 0.37; 0.014; 0.368; 0.25; 0.126; 0.405; 0.221; 0.342; 0.143)H;
min (3.328*10^{-5}; 0.048; 0.018; 0.015; 0.014; 0.031; 0.034; 0.017; 0.017; 0.045; 0.152; 0.018)/I} = **{1.032*10^{-4}/A; 0.02/B; 0.018/C; 0.017/D; 0.101/E; 0.016/F; 0.058/G; 0.014/H; 3.328*10^5/I}.**

On the basis of the rule max(min), it has been found that the most important problem faced by micro enterprises in Latvia, according to the theory of fuzzy sets, is the problem of purchasing the manufacturing equipment (E). The second most important issue is the extent of taxes paid to the state (G), which is followed by the problem of finding qualified employees (B). Fourth and fifth places are taken by economic literacy of senior management of enterprises (C) and experience and knowledge in a particular business sector (D), respectively. The problem of advertising and transportation costs, etc. (F) is ranked sixth. The possibility of obtaining loans (H) is ranked seventh, the availability of seed capital (A) – eighth. Virtually there are no problems with accounting services and legal support of enterprises (I) – ranked ninth in order of significance.

To make the opinions of expert groups most closely reflect the consolidated opinion of the experts, a general scientific concept of stability has been used in the research (Varian 1993). This concept is based on the use of different methods of mathematical processing of expert opinions. Apart from the theory of fuzzy sets, three more methods of mathematical processing of examination

results have been used: the method of arithmetic ranks, median rank method and the method of group decision-making based on the geometric mean of the ranks.

Applying the methods of arithmetic and geometric mean ranks, first the relevant sums and expert evaluations have been calculated. Then the arithmetic mean and the geometric mean of examination results have been calculated and ranked. Using the method of median ranks, the examination results for each alternative have

been arranged in the ascending order. On the basis of the obtained variation series, the median has been determined for each alternative and ranking of the medians has been performed. The calculation results of the final ranking of alternatives for both types of enterprises are shown in Table 3. The overall results characteristic of the groups of enterprises have been calculated using the method of group decision-making.

Table 3. Overall ranks of business problems of micro and small enterprises in Latvia calculated in different ways. Numerator – for *micro* enterprises, the denominator – for *small* businesses.

Problems	A	B	C	D	E	F	G	H	I
The final rank by the arithmetic average	5/1	6/4	7/5	4/6	2/3	8/8	3/2	1/7	9/9
The final rank by the geometric average	5/1	6/4	7/5	4/7	1/3	9/8	3/2	2/6	8/9
The final rank by medians	4.5/1	6/4	7.5/5	4.5/6	2/3	7.5/8	3/2	1/7	9/9
The final rank by the fuzzy set theory	8/1	3/3	4/5	5/6	1/4	6/8	2/2	7/7	9/9
The grand total by the geometric average	6/1	5/4	7/5	4/6	1/3	8/8	3/2	2/7	9/9

It has been found that the overall final ranks for micro and small businesses are the same in terms of F and I problems ranked eighth and ninth, i.e., the problems related to the overhead costs (F), accounting and legal support for production (I) are the most insignificant ones. The problem of tax burden (G) is of similar importance for both groups of enterprises: for micro enterprises it is ranked third, for small businesses – second. The problem of qualified staff (B) is also inherent to both types of enterprises: for micro enterprises it is ranked fifth, for small businesses – fourth. The importance and significance of the other problems are different for micro and small enterprises.

The most important issue for micro enterprises is the purchase of the manufacturing equipment (E), for small businesses – the availability of seed capital (A). The second place in order of importance for micro enterprises is taken by the problem of obtaining a loan (H), for small businesses – the problem of tax burden (G). Difficulties of micro enterprises to obtain loans are mainly associated with the lack of pledged assets. The problem of tax burden (G) is important both for micro enterprises (ranked third) and for small enterprises (ranked second). The problem of purchasing the manufacturing equipment (E) is ranked third for small businesses. B, C & D problems related to the availability of professional staff,

economic literacy and business experience of entrepreneurs are characterised by an average level of significance for both types of enterprises (ranks 4–6). However, for micro enterprises the problem of economic literacy of senior management (C) is of relatively minor importance (rank 7).

The current problems of the development of micro and small businesses in Latvia are largely caused by a lack of state support and unstable taxation policy. Frequent changes in tax legislation (tax rates, terms of payment, accounting statements, etc.) do not contribute to an increase in investment in the production. At present, Latvia is undertaking the policy of maximum taxes, which does not take into account the economic processes in the country, solvency and capacity of tax payers. The taxation policy is mainly aimed at solving the short-term fiscal problems and excessive politicization of the tax mechanism for the sake of short-term political goals. This approach to entrepreneurship does not contribute to business development, innovation and increased competitiveness of enterprises and the state. The stability of tax legislation (tax rates, tax incentives, choice of a particular tax regime approved by at least 10 years) would allow entrepreneurs to use their intelligence and internal resources of enterprises for business development (Sventitskaya et al 2017).

Other issues, such as a lack of qualified employees and entrepreneurs themselves could be addressed more effectively, if at the state level there were close cooperation between entrepreneurs and public vocational schools. It is necessary to organise training of specialists upon the request of enterprises, as well as implement qualification upgrading courses in the required sectors of the national economy. To improve the lending situation, micro and small businesses should use state guarantees in certain socially important situations. There is a need to develop a comprehensive program for the development of micro and small enterprises in Latvia with participation of governmental, non-governmental organisations, commercial banks and other interested parties. Entrepreneurs should become more active in pursuing their interests. Following the example of the advanced countries, Latvia needs to establish the association of micro and small businesses, which would work closely with governmental institutions and might have its own lobbyists in the Parliament.

Conclusions

The research has identified the most important problems facing the entrepreneurs of micro and small businesses in Latvia. It has been found that the most important problems are different for micro and small enterprises, which vary by the number of employees. The most important problem for micro enterprises is the purchase of the manufacturing equipment, while for small businesses – the problem of availability of seed capital. The problem of obtaining loans is ranked second in order of importance for micro enterprises, while for small enterprises it is the amount of tax burden. Tax payments are quite a topical issue also for micro enterprises (ranked third in order of importance). Purchase of the manufacturing equipment is also an important issue for small enterprises; ranked third in order of importance. Only the two most insignificant issues that occupy the last places in the ranking are completely identical for both types of enterprises: the problem of overhead costs and the problem of accounting services and legal support activities (ranks 8 and 9).

The remaining problems that occupy the middle positions in the ranking vary by the level of significance for different types of enterprises. Out of these problems, the most topical one is finding qualified employees. Due to the departure of a large number of the most active employable young people for work in other European Union countries, this problem is topical for the entire national economy of Latvia. At present, there is a special state programme aimed at helping people who have left for wage-earning purposes return home. However, this programme has been ineffective so far. It is necessary to improve the programme, allocate more funding and create new jobs in Latvia.

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CAREER MANAGEMENT OPPORTUNITIES OF GENERATION Y: A SPORTS MANAGER CASE STUDY

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Abstract

This article analyses career management problems of Generation Y sports managers working at sports organizations of Klaipėda city. Career management is a conscious choice of a person, whose aim is to promote self-awareness, to find their vocation and abilities, to search for and receive a wide range of information on profession, labour market, etc. Today, a successful career is perceived as a process that is individually planned, developed and managed by a person, and therefore, in modern society, career management is expressed as one of the most important abilities of an active participant of the labour market. Career management of Generation Y sports managers is a very important part of their professional development. The purpose of the article is to analyse career management opportunities of Generation Y sports managers in sports organizations of Klaipėda city.

KEY WORDS: Generation Y, sports manager, career management.

Introduction

A career is a series of various socially significant human roles associated with self-expression and individual professional development, reflecting the vision and style of a person's life. Nowadays, it is rather difficult to perceive a successful career otherwise than a process planned, developed and managed by a person himself or herself, and therefore, in modern society, career management is expressed as one of the most important abilities of an active participant of the labour market. Generation Y perceive career and its development differently from the generation of their parents (Generation X) and their grandparents (Baby Boomers). Although career management of Generation Y sports managers is a very important part of their professional development, nevertheless, this field has not yet been widely discussed in the scientific literature.

The problems of the article can be disclosed by the following questions: What are the theoretical aspects of a sports manager's career in a sports organization, typical to Generation Y? What are career management opportunities of Generation Y sports managers in sports organizations of Klaipėda city?

The object of the research is career management opportunities of Generation Y sports managers in sports organizations.

The purpose of the research is to analyse career management opportunities of Generation Y sports managers in sports organizations of Klaipėda city.

The tasks of the research:

1. To provide theoretical definitions of a sports organization and a sports manager;
2. To discuss the theoretical aspects of career management and the attitude of Generation Y to career and its management;

3. To reveal career management opportunities of Generation Y sports managers in Klaipėda city from the sports organization's management perspective;
4. To reveal career management opportunities in Klaipėda city from the Generation Y sports manager's perspective.

The research methods: a scientific literature review, a semi-structured interview, comparative data analysis.

Research limitations: the informants were assigned to Generation Y according to the informant's date of birth, based on the Theory of Generations (Howe and Strauss, 2009). This includes a few limitations. First, although the Theory of Generations by Hove and Strauss (2009) is one of the most commonly used theories for classifying and analysing generations, currently we can hear heated discussions over the boundaries of generations. And therefore, in the future, when comparing the data of this research to other research findings, the limits of classifying generations according to the years should be taken into account. The second limitation is related to the semi-structured interview of the representatives of Generation Y from different types of sports organizations, since it was felt during the interviews that some informants felt tension and fear regarding their future, and they provided only partial information on career management opportunities in certain sports organizations.

Originality / value. There is a lack of articles in scientific literature that would link generations, sports organizations and career management; meanwhile, this research is an attempt to analyse career management opportunities of Generation Y sports managers in sports organizations of Klaipėda city. The conducted research, the analysis of the obtained research findings and conclusions drawn made it possible to reveal career

management regularities of Generation Y sports managers who work in sports organizations in Klaipėda city; moreover, based on the research results, a procedural model for career planning is provided at the end of this article.

The Theoretical Definitions of a Sports Organization and Sports Manager

According to Bayle and Robinson (2007), a sports organization is characterized by people who create the organization and their interrelations, the rules governing the organization, the tasks and the ultimate purpose pursued by the organization, and the resources available to the organization.

In the view of Hossein (2011), the process of management of a sports organization is focused on the management of an internal environment (e.g. human resources) and the management related to an external environment (e.g. attaining goals, searching for sponsors). Analysing the specifics of sports organizations, Slack (2006) distinguishes the following elements characteristic to sports organizations: a social necessity, involvement in the sports market, achievement of goals, and a consciously structured active system (Table 1).

In organizations, a human input is seen as the main asset of a company. Valantinienė and Eidukaitienė (2007) assume that in the modern world of knowledge and technology, in the context of different European trends emerging in Lithuania, work experience of sports managers is constantly changing and becoming more complex, while the decisions made often have a major impact not only on the members of a sports organization, but also on the entire environment of the organization.

A sports manager's work is understood not only as a process of performing certain functions; a sports

Table 1. The concept of a sports organization

manager's activity emphasises not only performing of work functions, but also making a personal decision as an individual to choose the methods of acting, the timely

No.	Definition	Author
1.	A sports organization is a community of people who exercise and make themselves fit on a regular basis (sportsmen, athletes and their professional assistants, amateurs, fans).	Stonkus (2002)
2.	A social entity of sports industry which is focused on attaining goals, having a consciously structured activity system and relatively identifiable boundaries.	Slack and Parent (2006)
3.	A sports organization is capable of achieving rather significant results and adapting to the contemporary external environment and the inevitable on-going changes.	Senge (2013)
4.	A sports organization is a group of people working in the field of sports in order to achieve their goals, while all the stakeholders (employers, employees, volunteers, marketing and advertising specialists, lawyers), who perform certain functions in order to help them achieving their goals, also become a part of a sports organization.	Pedersen, Miloch, Laucella (2007)

decision making, and the changes to be initiated so that to achieve the final result of activities in the most efficient way (Alwis, Higgs, 2005).

According to the Law on Physical Education and Sport of the Republic of Lithuania (effective as of 1 January 2017, Chapter IV, Article 26), physical education and sports professionals are persons who perform theoretical or practical teaching, training and organizational work in the field of physical training and sport. According to Valantinienė and Eidukaitienė (2007), a sports manager is a person who performs sports manager's functions. A sports manager is a person who coordinates limited human and tangible resources, technologies and other specific things in order to effectively create and provide sports services.

Summing up, a sports manager is a person who typically holds a managerial position (but not only) in physical education or sports organizations and has mastered the art of management of such organizations in the market conditions. The aim of a sports manager working in a sports organization is to perform managerial functions. A manger analyses and disseminates in the organization the internal and external information, searches for information and creates new knowledge based on it, initiates the efficiency of organization's performance, etc. This requires specific skills and knowledge of how to manage organizations, the specifics of sports organizations and the market.

The Theoretical Aspects of Career Management

The concept of career is derived from the Latin word *carraria*, which means a path, direction, a course of action, or soil (Greenhaus, Callanan, 2006). Career is the object of interest not only among those who are interested in career, but also among scholars and practitioners of different fields. Due to this reason, the concept of career is seen as an interdisciplinary object of research and is understood in a variety of ways. In the scientific literature, a few concepts of career can be found (Valickas, Chomentauskas, Dereškevičiūtė, Žukauskaitė, Navickienė, 2014): career as a professional activity; career as a high position in an organization; career as a lifelong learning and work path; and career as lifelong work, learning and leisure.

Career management is a conscious choice of a person, whose purpose is to promote self-awareness, to find their vocation and abilities, to search for and receive a wide range of information about profession, the specifics of work, labour market, etc. (AnsDe Vos Segers, 2013). Žukauskienė and Mickevičiūtė suggest that career management and its shaping is one of the factors which determine the professional success of career. Clear setting of goals and specific tasks for themselves and an optimally planned and flexible system of their implementation help to gain an advantage in a competitive labour market environment.

The aim of career is a person's pursuit or an objective towards which his or her actions are directed. The benefit of goal-setting is based on a belief that aims have an influence on human performance in daily situations (Greenhaus, Callanan, Godshalk, 2010).

Career management is a process of planning the sequence of person's work and learning experiences and their harmonisation with other areas of life, implementation and control; this process is related to making many important personal decisions. Career management links the career development plans of an employee with the tasks of the organization, and this provides a substantial benefit to both the organization and the employees. When the career of individual employees is directly related to the organization, they take a more active interest in the emerging problems and their solutions, and are interested in the success of the entire organization. In this case, the employees themselves are responsible for their qualifications, improvement and deepening of their professional knowledge, as well as a greater use of their potential (Stancikienė, 2009). Making a career means making a decision or, to be more precise, a sequence of decisions. If career is not actively oriented to a certain direction, it is as if left to the mercy of fate. Career management is a process by means of which people can make appropriate and informed decisions related to their job. It is also a certain approach to problem solving, which can be used for making various career-related decisions (Petkevičiūtė, 2006, 2013).

Sakalas and Šilingienė (2000) assume that career is natural climbing the service ladder by the employee's choice and initiative; however, an employee is not always seeking for a managerial position. More often than not an employee is satisfied with his / her job and is seeking for better results, more productive work and improvement in this field. Often, this is something more than a prestigious position or a higher salary; sometimes this is simply a job one is enjoying doing. Sometimes, a career is a personal, individual development in a successfully chosen field of activity and its positive evaluation in terms of both personal and organizational perspective (Stancikienė, 2009).

Career management from the organizational perspective. Stanišauskienė (2004) assumes that career opportunities that are favourable to the organizational career form in larger organizations. Career opportunities in an organization is one of the main motivations which help to enhance employees' efficiency and seek for better performance, because in any case career is related to a better remuneration and social security as well as the satisfaction of self-realisation, which is the essential stimulus. The organizational or traditional career includes only a part of employees and is found in relatively large and hierarchical structures; dominated by the organization's values, aims, aspirations and decisions, which not necessarily match those of an employee; employers take responsibility for the organization's employees' long-term development plans; the speed of employee's career movement and direction is determined by the organization; the organizational career period is limited, the hierarchy (organizational structure) is dominant; a consistently permanent occupation, which does not necessarily encourage development, is often guaranteed. Thus we can assume that the organizational career is dependent on the organization rather than on an individual. It turns out that the organizational career development is more determined by the organization, because it manages the employees' movements.

Career management from a personal perspective. In the modern world of the labour market not only career guidance but also personal career management are of importance. According to Petkevičiūtė (2006), personal career is a sequence of individually perceived, understood provisions and behaviours related to work experience and activity throughout the entire life of a person. Personal career is a constant process related to the work activity of an individual. It is important to emphasise that personal career is dominated by personal values, qualities, aims and decisions, which can be realised at the same time in several organizations, while on the other hand, in the organizational career, the organizational values, aims and decisions dominate, which not necessarily match the employee's decisions. Kučinskienė (2003) points out that the most important distinguishing feature of the organizational and personal careers is attainment of organizational or personal needs and goals by managing.

The Attitude of Generation Y to Career and its Management

The representatives of Generation Y (also known as Millennials, Generation "Me") are described as individualists, seeking for attention, skilfully mastering technologies, and looking for a meaningful activity. According to the Theory of Generations by Howe and Strauss (2009), this generation includes all people born between 1982 and 2004.

The employees of Generation Y see career in an organization as a path to recognition and, at the same time, as an important opportunity to increase remuneration. They prefer interesting and constantly changing work. As evidenced by the examples of companies actively engaged with the new generation, the representatives of Generation Y speak not only of a formal movement up the career ladder, but also of a possibility to gain a more diverse, interesting, changing experience, which consequently helps to gain recognition. A variety of studies show that Generation Y are more interested in the opportunities of self-realisation and self-expression, meaningful work, social activity, and work environment, rather than a career. According to Stanišauskienė (2015), Generation Y is described as a generation seeking fast results, immediate recognition, acknowledgment and remuneration. Overwhelmed with attention since their childhood, the representatives of Generation Y want a lot of it and constantly. The representatives of Generation Y feel bad at work if their managers do not pay attention to their achievements, treating this as a natural work result.

The global study "Millennials Careers: 2020 Vision" revealed that the expectations of meaningful work are growing. The vast majority (93%) of respondents of Generation Y specified that what they expect from a job is constant development and improvement of competencies required in the market. When looking for a job, the representatives of Generation Y find the following as the key priorities: remuneration (92%), safety (87%), vacations, days off (86%), likeable colleagues (80%), flexible working hours and working patterns (79%). The representatives of Generation Y, unlike the previous generations, tend less to relate a

successful career to connections. They give priority to the required qualifications and excellent job, dynamism, and meaningful work.

Donald Super's career model is based on the belief that self-concept changes over time and develops as a result of experience, i.e. it depends on the age. This model most closely relates to the generational diversity in an organization as well as career management of the representatives of different generations (including Generation Y). Career theorist Donald Super articulated a similar cycle to careers in life-span and life-cycle approach to career development. Super identified five stages and the types of tasks typically associated with each stage from Growth (fantasy, interests, and curiosity) to Decline (decelerating, retirement planning, and retirement living) (Brooks, Brown, 2002). Other supporters of this theory, such as Levinson (1986), generalised these stages to age ranges, based on which, Generation Y is the Thirties transition (29-33) and Settling down (34-39).

Research Methodology and Organization

The research was carried out in Klaipėda. The aim of the research is to analyse the career opportunities of a sports manager of Generation Y in sports organizations of Klaipėda city. Based on the data provided by the Department of Physical Education and Sports, there are 80 active sports organizations located in Klaipėda. A sports organization is a social entity which is engaged in a specific activity; it is a goal-seeking, consciously structured system with relatively determined boundaries of its activities (Mikalauskas, 2007). At the initial stage of the research, e-mails were sent to Klaipėda city sports organizations to find out which sports organizations in Klaipėda have established sports manager's positions. In the second stage of the research, the representatives of Generation Y from different types of sports organizations were selected and semi-structured interviews were conducted. The informants were attributed to Generation Y depending on their date of birth, based on the Theory of Generations (Howe and Strauss, 2009).

The research sample. To achieve the purpose of the research, a mixed sampling was used: the criterion, convenience and "snowball" samplings. The main selection criteria are as follows: 1) the survey participant belongs to Generation Y; 2) is either a sports manager or a sports organization's manager, 3) works at a sports organization of Klaipėda. After the criterion sampling, a convenience sampling was used, i.e. the first participant was selected from the most easily accessible ones, based on the criteria defined in the beginning of the research. Having selected the first participant, the "snowball" sampling principle was applied, when the first survey participant recommended another potentially suitable respondent that meets the selection criteria.

The research period. The survey was carried out from 30 March 2018 until 23 June 2018.

The research ethics. Before the interview, written permissions for conducting the survey were obtained from the managers of the organizations as well as the informants' agreements to participate in the interview and publish the generalised interview data. The participation in the interview was based on the principle of volunteering and confidentiality.

The Research Findings

Career management from the organizations' management perspective. First of all, the survey was aimed at clarifying career management opportunities of Generation Y sports managers in Klaipėda's sports organizations from the sports organization's management perspective. In the semi-structured interview, all the sports organizations' managers assumed that career opportunities make a great influence on the efficiency and productivity of work. However, not all Klaipėda city organizations ensure such opportunities *("...career opportunities are rather limited..." (2); "...there is no structure for career opportunities..." (3)).* In the case of career opportunities, there is often a higher workload and higher salary *("...yes, a higher workload is ensured, a higher salary..." (1))* and a higher position *("...yes, there is a possibility to replace the director one day" (4)).* Understanding the needs of Generation Y sports managers and satisfying these needs are important factors that motivate employees *("...it is important to satisfy both parties; if an employee is satisfied, he or she will be productive." (1); "...satisfied employees work efficiently." (2); "...it is necessary to find a compromise, when employees are equipped and their needs are satisfied, they are more dedicated to work." (3)).* The informants assume that the organization that employs the sports managers of Generation Y plays an important role in the career management process (Table 2). The obtained results are compatible with the approach of Knowles, Holton III, Swanson (2012) regarding the fact that in the career management process, it is important not only to focus on the aims of the organization, but also to harmonise them with the aims of individual employees.

Table 2. The role of a sports organization in the career management process of Generation Y sports managers

Category	Subcategory	Confirming statements
The organization's role in the career management process	Responding to the employees' initiative	*"...discussions and mutual decision making increase productivity of the organization..." (1)*
	Creating conditions for the employees' development	*"...a responsibility for creating conditions for the employees' development..." (2)*
	Informing about career opportunities	*"...consulting and provision of information on the future opportunities..."(2)* *"...it is very important to inform about career opportunities..." (3)*
	Providing with work equipment	*"...providing with suitable work equipment..." (2)*

The managers of sports organizations emphasised several key factors that influence career management of Generation Y sports managers: workload *("...increase in workload..." (1)),* professional development of employees *("...courses for coaches..." (3)),* additional incentives *("...free sport training is available for zealous*

employees" (1)), and remuneration ("...the only incentive is salary" (2), "...the major influence is salary" (3)). The interviewed managers of sports organisations have distinguished several main career management stages of Generation Y sports managers in a sports organization: workforce planning ("...the organization is planning the workforce..." (2)), dissemination of information on career opportunities ("...communicate information on career opportunities" (2)), interviewing employees ("...interviews with employees are held..." (3)), assessment of employees ("...employees are assessed every year..." (1); "...it is very important to evaluate the manager's abilities..." (3)), career planning ("...a career plan is drawn..." (1)), career implementation ("...career is implemented" (1); "...help with career implementation..." (3)), and feedback ("...the organization has expanded with time, its ratings have increased, employees have gained more experience, their activity gradually became more efficient, this way they have earned a higher salary and position..." (1)). The obtained results are compatible with the provisions provided by Greenhaus, Callanan, Godshalk (2010), Jumbei (2018).

The informants have distinguished three key factors that have a major influence on successful career management of Generation Y sports managers: the achieved results ("...development of activities and obvious good results" (1); "...obvious results..." (3)), an opportunity to take a high position / to climb the career ladder ("...there is a possibility to replace the director one day" (1)), and good work environment ("...perhaps work atmosphere motivates most (2)).

Career management from the Generation Y sports managers' perspective. During the research, sports managers of Generation Y were asked to express their opinions on career opportunities in Klaipėda city. The informants emphasised that Generation Y sports managers face difficulties finding a specialty-related job ("...I don't think it is a specialty in great demand..." (1)) and also specified that some sports managers lack not management skills but knowledge of sport ("...professionals working in the field of sports lack knowledge of sport itself" (2)), and that there is a lack of great career opportunities in Klaipėda ("...career opportunities for managers are rather limited... (3)". A successful career is understood by Generation Y sports managers as personal achievements, attaining goals and benefiting others from the work done. The opinion of the sports managers of Generation Y, who participated in the survey, is compatible with that of Bridgstock (2009), whose approach is based on the views expressed by such authors as Haines, Scott, Lincoln (2003), Watts, (1998), Webster, Wooden, Marks (2004), who assume that career management is the ability to build a career: to manage the interaction of work, learning and other aspects of the individual's life.

The informants highlighted the personal traits of a sports manager of Generation Y leading to success in career management, i.e. a successful sports manager must have intrinsic motivation, an ability to shape career and follow the chosen direction, be initiative, persistent, feature positive self-evaluation and interpersonal orientation, simplicity, sincerity and humanity. Generation Y

managers specified the following as the main incentives for seeking career in sports organizations: tangible measures (salary, bonuses, salary weightings) and intangible measures (additional entertainment with the team, acknowledgment). The obtained research results are compatible with the findings of the research works conducted by De Vito, Brown, Bannister, Cianci, Mujtaba (2018), which provides that "the best organizations create an environment with policies that embrace both forms of intrinsic and extrinsic motivation" (28 p.), i.e. that both, the intrinsic and extrinsic motivation, are of importance for a successful career management process.

Sports managers of Generation Y highlighted the following as the main career management stages: self-awareness, awareness of career opportunities, career decision making, career planning and implementation (Table 3).

The sports managers of Generation Y who have participated in the survey understand the following as a part of career opportunities: higher salary ("Increasing salary can be seen as a career opportunity" (1)), a higher position ("...in my opinion, it is a higher position at work... (2)), and qualification upgrading ("By organizing different trainings, the organization helps to upgrade my qualifications, and this is, in my opinion, like climbing the career ladder." (3)). The survey shows that the major influential factors on career opportunities of Generation Y sports managers are as follows: personal traits, good work results and an opportunity for a higher position in the organization.

Table 3. The career management stages of Generation Y sports managers

Category	Subcategory	Confirming statements
The career management stages of sports managers	Self-awareness	"First, you need to learn more about yourself" (1) "I'm trying to get to know myself" (3)
	Awareness of career opportunities	"I try to learn about career opportunities" (2) "It is necessary to find out the career opportunities in general" (1) "I'm interested in career opportunities" (3)
	Career decision making	"You need to know and decide what you want to achieve and how" (1) "I'm thinking of how to achieve the desired result and what I should do" (2)
	Career planning and implementation	"Career planning and its implementation is very important" (2) "I'm planning how I will do all this" (3)

Having assessed the informants' statements, we can recommend sports organizations to apply the procedural model for career planning provided in Fig. 1, which includes assessment of managers, career future planning, formulation of career goals, and creation of a personal career plan.
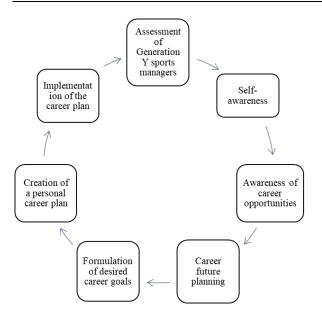
Fig. 1. A procedural model for career planning

The model based on the research results (Fig. 1) is partially compatible with the SODI career planning model provided in scientific literature (Law, Watts; 1977): this model also emphasises self-awareness, awareness of career opportunities, career planning and goal-setting; the difference found in this research, if compared to the SODI career planning model, lies in the fact that this model does not emphasise the assessment of managers.

Given the complexity of career development and the fluidity of the world of work, we need to be able to navigate our career paths with purpose and clarity.

Conclusions

1. A sports organization is a community of people who exercise and make themselves fit on a regular basis (sportsmen, athletes and their professional assistants, amateurs, fans) and seek for common goals. A sports manager is a person taking a leading position in an organization; an organization and administration specialist of business or other activities or a management specialist, analysing internal and external information, responsible for its dissemination, searching for information and creating new knowledge based on it, and initiating the efficiency of organization's performance. Relating to the views expressed by Bayle and Robinson (2007), Hossein (2011), Slack (2006), Valantinienė and Eidukaitienė (2007, Senge (2013), the work of sports managers in Lithuania is changing and getting more and more complex, while the decisions made often have a significant effect not only on the members of sports organizations, but also on the entire environment of the organization.

2. Having discussed the theoretical aspects of career management, it was determined that scientific literature provides several career concepts, i.e. career is understood as a professional activity; career as a high position in an organization; career as lifelong learning and work path; and career as lifelong work, learning and leisure. Career management is one of the factors that determine professional success, combining the process of planning the sequence of person's work and learning experiences and their harmonisation with other areas of life, implementation and control. There is a distinction between career management from the organizational and personal perspectives. In terms of career management, Generation Y is described as a generation seeking fast results, immediate recognition, acknowledgement and remuneration, giving priority to the required qualifications and excellent job, dynamism, and meaningful work. The representatives of Generation Y see career in an organization as a path to recognition, and at the same time, as an important opportunity to increase remuneration. This generation are more interested in the opportunities of self-realisation and self-expression, meaningful work, social activity, and work environment, rather than a career. Based on Donald Super's career model, self-concept changes over time and develops as a result of experience, i.e. career management depends on age. This model most closely relates to the generational diversity in an organization and the career management of the representatives of different generations (including Generation Y).

3. Having revealed career management opportunities of Generation Y sports managers in Klaipėda from the sports organization's management perspective, it was found that career opportunities make a significant impact on the efficiency and productivity of work; however, not all Klaipėda city organizations ensure such opportunities. In the case of career opportunities, there is often a higher workload, higher remuneration and a higher position. In the opinion of management, the key factors that influence career management of Generation Y sports managers are workload, professional development of employees, additional incentives, and remuneration. Successful career management of Generation Y sports managers is determined by the achieved results, an opportunity to take a higher position / to climb the career ladder, and favourable work environment. The organization that employs the Generation Y sports managers plays an important role in the career management process. Career management stages of Generation Y sports managers in a sports organization include workforce planning, dissemination of information on career opportunities, interviewing employees, assessment of employees, career planning, career implementation, and feedback. The obtained research results are compatible with the views and research findings of Knowles, Holton III, Swanson (2012); Greenhaus, Callanan, Godshalk (2010), Jumbei (2018), Bridgstock (2009), Thomas (2009), De Vito, Brown, Bannister, Cianci, Mujtaba (2018).

4. Having revealed career management opportunities in Klaipėda city from Generation Y sports managers' perspective, it was found that a successful career is understood by Generation Y sports managers as personal achievements, attaining goals and benefiting others from the work done. A successful sports manager must have intrinsic motivation, an ability to shape career and follow the chosen direction, be initiative, persistent, feature positive self-evaluation and interpersonal orientation, simplicity, sincerity and humanity. Generation Y managers specified the following as the main incentives for seeking career in sports organizations: tangible

measures (salary, bonuses, salary weightings) and intangible measures (additional entertainments with the team, acknowledgment). The following have been highlighted as the main career management stages: self-awareness, awareness of career opportunities, career decision making, career planning and implementation. The provided procedural model for career planning is based on the results obtained from the research. It is partially compatible with and complements the SODI career planning model provided in scientific literature.

It is recommended for sports organizations to apply the procedural model for career planning provided in the article.

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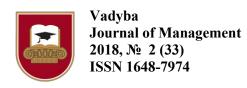Levinson, D. J. (1986). A conception of adult development. American psychologist, 41(1), 3.

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THE IMPORTANCE OF KEY COMPETENCES: THE ATTITUDE OF KLAIPEDA EMPLOYERS AND STUDENTS

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Abstract

Key competences enable individuals for personal fulfilment and development, active citizenship, social inclusion and employment. Therefore, the importance of key competences and means for enabling people to develop them has been highlighted in Europe Union and Lithuanian legal regulation documents on education and science for two decades. Still there are evidence that Lithuanian adults and young people have average key competences. Therefore, it is important to investigate whether todays' students (future employees and entrepreneurs) perceive the importance of key competences and what competences they find actual. It is also expedient to compare the difference between employers and students attitudes in order to give students information and to encourage them to develop some competence and not ignore it's necessity. The article presents the quantitative research, which was implemented as a continuation of project for improvement of students' research implementing competences. The research revealed that respondents of a students group, in comparison with employers, diminish the importance of key competences and think that the special skills acquired by them are more relevant. Employers equally agreed with the importance of both special skills and key competences. For the employers five most relevant competences are: responsibility, communication in a foreign language, learning to learn, communication in the mother tongue and digital literacy. The five most relevant competences identified by the respondents of the students' group are communication in a foreign language, communication in the mother tongue, digital literacy, initiative and entrepreneurship, responsibility. Both respondents groups believe that competences of social and civic participation and cultural awareness and expression are least relevant for labor market. English, Russian and German languages are considered to be most important. But respondents of the student group have considerably lessened the relevance of the Russian language in the labor market. Respondents from the employers' group identified the top five competences in the future: cooperation, complex problem solving, critical thinking, negotiation skills, creativity. The future topical competences identified by the respondents of the student group are creativity, cooperation, complex problem solving, critical thinking, having opinion and decision making. According to the results of the research, respondents from the employers' group believe that the person and his family are most responsible for the development of key competences. The employers agree to improve the key competences of their employees, while future employees are more willing to share this responsibility with family, high school, and employer.

KEY WORDS: competences, key competences, student, employer, labour market.

Introduction

Ongoing social, economic society change and the EU institutions pursuit to enable European citizens to adapt to the constantly changing conditions and to live and operate in such environment expediently cause a great attention towards key competences for almost two decades. "The Memorandum on lifelong learning" promulgated by European Commission in 2000 initiated European debate on a comprehensive of lifelong learning strategy in the individual and institutional level, and in the private and public spheres of life. In recommendation of the European Parliament and of The Council „Key competences for lifelong learning – a European reference framework" (2006) competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are defined as such competences, which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The Reference Framework sets out eight key competences: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression (Key competences for

… 2006). The importance of key competences, ways and means for their achievement were established in other European Union's and national documents. The importance of key competences and means for enabling people to develop them are highlighted in Lithuanian legal regulation documents on education and science: for example, Valstybinė švietimo 2013-2022 metų strategija (2014), Lietuvos Respublikos Neformaliojo suaugusiųjų švietimo ir tęstinio mokymosi įstatymas (2016). The importance and peculiarities of key competences were analyzed by Lithuanian scientists. Stoniene, Martinkiene, Šakiene and Romeryte–Šereikiene (2009), Vaščenkiene and Motiejūniene (2012), Tūtlys and Bortkevičienė (2014), Gedvilienė and oth. (2015), Gedvilas (2015), Zubrickienė and Adomaitienė (2016, discuss the classification of key competences, their manifestation and peculiarities. Vaičiūnienė and Liorancaitė-Šukienė (2014) researched the peculiarities of communication in the mother tongue and communication in foreign languages competences. Stancikas (2015) explored the development of Lithuanian adults' cultural awareness. Vaitkevičius (2015) revealed peculiarities of computing and information society technology competence: participants of research have weak skills to use spreadsheets, database systems, have lack of knowledge in legal, ethical and

hygiene standards of working with computer. Tūtlys and Bortkevičienė (2014) carried out a research of entrepreneurial competence revealed Lithuanian population weaknesses and enabled researchers to develop entrepreneurial competence module to improve and develop the missing skills and acquire new skills needed for entrepreneurship. Stanulevičienė's (2014) study of learning to learn points out that Lithuanian adults perceive that learning to learn competence helps current workers, the unemployed and senior citizens in finding jobs, keeping the job, doing a professional career and social life; respondents stressed the importance of taking responsibility for learning. Skarbalienė and Minelgaitė-Snaebjornsson (2017) explored the application of innovative methods for students' leadership development and revealed high demand of students to develop their leadership competences during the studies at the university. Martinkienė (2014) identified the list of 25 managerial competences, which can be developed during the participation in Business Simulation Enterprises. The researchers analyzed particular various competencies and distinguished their dimensions, formulated capability maps and recommendations for the improvement of competences.

During two decades different societies and economies have experienced significant changes, digital and technological innovations as well as labor market and demographic changes, which impact daily life work and leisure. Still according to the 2018 research data all key competences remain relevant (Council Recommendation on Key … 2018). In spite of great attention to key competences for two decades the results of Programme for the International Assessment of Adult Competencies, (PIAAC) (Ką apie Lietuvos gyventojus … 2016) indicate that Lithuanian adults have average level of literacy and there are more adults which have no competences of using information technologies and digital problem solving. Talking about this competence Lithuanian young people's skills are at a lower level than average (Ką apie Lietuvos gyventojus … 2016). Whereas applications of Information Technology are evolving very rapidly, employers want a different application of knowledge and skills (Ivanikovas, Valavičius 2014). "Already 90 % of all jobs require at least some level of digital skills" (Reflection paper on … 2017). Special attention in EU documentation and other surveys of key competences is paid for youth education and their competences (Key competences for … 2006; Ką apie Lietuvos gyventojus … 2016; Council Recommendation on Key … 2018), or on the role of youth work in supporting young people's development of essential life skills that facilitate their successful transition to adulthood, active citizenship and working life (Council Conclusions on … 2017) . Therefore, it is important to investigate whether todays' students (future employees and entrepreneurs) perceive the importance of key competences, and what competences they find actual. It is also expedient to compare the difference between employers and students attitudes, in order to give students information and to encourage them to develop some competence and not ignore it's necessity. This is especially relevant for institutions of higher education in order to compose study programs, which are adequate to labor market

requirements, and achieve satisfaction of their clients, both students and their employers. Therefore, such questions are asked in the research: what is the attitude of students and employers towards key competences and special skills; what competences do those two groups of respondents find relevant in nowadays activity and in the future; do employers and students feel responsibility for development of key competences.

The object of the research – the attitude of employers and students towards key competences.

The purpose of research – to identify the differences of employers and students approach towards the key competences relevant in 21st century labor market.

Research methods. The article presents the quantitative research, which was implemented as a continuation of project for improvement of students' research implementing competences. Research was implemented by questionnaire survey of students and standardized closed interview with employers.

Review of research methodology

The research methodology is based on such provisions:

o Constructivist approach, which emphasizes that education / learning is an active and constructive process;

o Sociocultural approach, stating that the development of competences takes place in the environment of social interaction. Therefore, the above mentioned development is characterized by didactic, organizational cultural and other characteristics.

Two *groups of subjects* participated in the research:

• Students, studying in Klaipeda city high schools. All population is about 7500 students. Sample is 1396 respondents (with probability – 99 percent, error – 3 percent). The representative probabilistic selection of the cluster was used to select the respondents (Kardelis, 2009; May, 2011). The choice of students for the research was determined by age, gender, form of study and course in which the students were studying.

• Employers of Klaipeda city. All population is about 6600 employers. 120 employers participated in research (with probability – 99 percent, error – 12 percent). An objective selection was used to select them. The choice of employers for the research was determined by the size of their company, location, status and type of activity.

The numbers of respondents in both groups were calculated using the formula of the V. I. Paniotto sample volume. The aim of the research and the characteristics of the research populations (i.e., the size and criteria of homogeneity in the research attribute), the accuracy and representativeness of the sought data, the characteristics of questionnaires (Bitinas, Rupšienė, Žydžiūnaitė 2008; Valackienė, Mikėnė 2008; Kardelis 2009) were also taken into account.

Methods of the research: questionnaire survey of students (a pre-prepared questionnaire was used) and standardized closed interview with employers (a pre-prepared standardized questionnaire was used). The pre-prepared questionnaires were composed referring European Union' key competences classification and scientific literature. Both questionnaires contained six

main questions related to key competences and block of demographic questions (employers: type of activity, size, sector; students: age, gender, course). Electronic questionnaire and the invitation – request to participate in the research was sent to 346 organizations, which e-mail addresses were published on the websites. Klaipeda companies were selected using the information platform http://rekvizitai.vz.lt/imone.

Accessibility of the research instrument. Students and employers have filled out research instruments on the website www.apklausa.lt or directly in the instrument form after the contact with researchers.

The duration of the research – June, 2017 – May, 2018.

The control of the quality:
• The internal verification of the research process: 100 percent control (completeness of the questionnaire, consistency of the research);
• The external verification of the research process: research is carried out in accordance with the methodological requirements; the principle of selection of respondents is intact.
• The control of data insertion: checking at least 20% of entered data array.

Ethics of the research. The research follows the principles of ethical research: protection, secrecy (anonymity and confidentiality), benevolence, universality, significance, respect for personal dignity, justice and the right to receive accurate information (Bitinas, Rupšienė, Žydžiūnaitė, 2008; Kardelis 2009; May 2011). The ethics of the research provides commonly acceptable subjects for this research (sample size, sample selection, data collection, generalization, etc.) that led to consideration of alternatives to the whole research process, anticipating their strengths and weaknesses, and choosing the most appropriate research course.

Data analysis. Research data was analyzed using Microsoft Excel program. Opinions of two respondents groups are counted and compared in tables.

Findings of research

Before starting to analyze the results of the research, it is expedient to review the demographic data of respondents. In the research of the importance of the 21st century competencies, 1396 students from Klaipeda high schools participated in the research. The distribution of respondents by age is: 18 years old – 9 percent, 19 years old – 28,4 percent, 20 years old - 36,2 percent, 21 years old – 16,6 percent, 22 years old – 5 percent, 23 years old and more - 4,7 percent. 67,9 percent of respondents were women, whereas 32,1 percent – men. Students distribution by course: first course – 33,7 percent; second course – 42,6 percent; third course – 23,1 percent; fourth course – 0,7 percent.

The distribution of employers' organizations participating in the research by the field of activity varies widely. Most often, the company's activities were named as trade (22,75 percent), logistics and transport services (8,99), manufacturing (15,6), education (13,3), etc. (accounting, sewing, information technology, health care, environmental management, catering, etc.). 82,5 percent

of respondents from the employers' group belong to the private business sector, while 17,5 percent – public sector. Thus, the results obtained reflect not only private but also public sector opinion. Data show that 67.5% of respondents represent small businesses, 20% - medium and 12.5% - large.

First of all, respondents were asked about the importance of key competences in today's labor market. The distribution of respondents' answers is presented in Table 1.

Table 1. The percentage of respondents' opinion on to the importance of key competences in today's labor market

Importance	Employers	Students
Very important	55,0	42,2
Important	35,0	31,6
Neither important nor unimportant	5,0	20,7
Unimportant	2,5	5,5
Absolutely unimportant	2,5	0

The analysis of the importance of key competences in today's labor market assessment (Table 1) has shown that employers value the importance of key competences more than students do. Even 20.7 percent of the respondents in the student group believe that key competences are neither important nor unimportant, and another 5.5 percent think that they are not relevant. Thus, respondents of the student group, in comparison with employers, underestimate the importance of key competences in today's labor market.

The research also sought to identify which skills respondents rated as priorities (see Table 2). It was revealed that respondents from employers' groups almost unanimously accepted both the importance of special skills (45%) and the importance of key competences (42.5%). In addition, even 12.5% of respondents from this group felt that both special and key competences were equally important. Meanwhile, according to respondents of the student group, the special skills acquired by prospective employees are more important for them (55.8%). It can be assumed that students feel that a future employee must come to the labor market with many already acquired special skills. In addition, employers are aware of the specifics of the activities of different companies and believe that if the prospective employee has strong key skills, then they can easily adapt / improve their specific skills. But, as it is indicated in Council Recommendation on Key … (2018) it appears no longer sufficient to equip young people with a fixed set of skills or knowledge; they need to develop resilience, a broad set of competences, and the ability to adapt to change. As such, the need for and value of a lifelong learning perspective, where people acquire new and more relevant competences throughout their lives, is more evident than ever. So, the ability to learn is truly vital.

Table 2. The percentage of respondents' opinion on priorities for specific future worker skills or high-level key competences (percent)

Competences	Employers	Students
Special skills	45,0	55,8
Key competences	42,5	43,1
Special skills and key competences are important in the same way	12,5	1

The following table provides research data on respondents' opinions on current competences relevant to the labor market (Table 3). Respondents were allowed to choose an unlimited number of relevant competences, therefore the total expression is more than 100 percent. According to the research data, first of all, it should be noted that respondents of the students' group, more than respondents of the employers' group, assessed the relevance of the majority of competences. The five most relevant competences of the employers' group are: responsibility, communication in a foreign language, learning to learn, communication in the mother tongue and digital literacy. The five most relevant competences identified by the respondents of the students' group are: communication in a foreign language, communication in the mother tongue, digital literacy, initiative and entrepreneurship, responsibility. Comparing these five, one can conclude that employers are more likely to appreciate future employees' ability to learn, while students find it more relevant to be proactive and entrepreneurial. Also it is worthwhile to note that both groups of respondents believe that the competences of social and civic participation and cultural awareness and expression are least relevant for today's labor market. Council Recommendation on Key … (2018) highlight civic competence and the role of citizenship, shared values and human rights. It is increasingly important to empower individuals to act as responsible, active people able to contribute to peaceful, tolerant, inclusive and secure societies.

Table 3. The percentage of respondents' opinion on the most relevant key competences in today's labor market

Relevance	Employers	Students
Communication in the mother tongue	**60,0**	**89,0**
Communication in a foreign language	**62,5**	**94,2**
Calculation, exact and natural sciences (analysis, solution of problems using mathematical models, etc.)	32,5	35,1
Digital literacy	**60,0**	**89,0**
Learning to learn	**62,5**	45,0
Social and civic participation	25,0	21,5
Initiative and entrepreneurship	55,0	**81,3**
Cultural awareness and expression	35,0	35,1
Responsibility	**82,5**	**62,4**

As the ability to communicate in Lithuanian and foreign languages is actualized in European Union documents, scientific sources and empirical research, respondents were asked what languages are relevant for employment and working in the 21st century labor market. The distribution of respondents' answers is presented in Table 4. Respondents were allowed to select an unlimited number of response options, so their total percentage exceeds 100 percent. A similar distribution of responses can be observed in both groups of respondents: the most important languages are English (97.5% of the respondents in the employers' group, 98% of the respondents in the students' group), Russian (72.5% of the respondents in the employers' group, 48.8% of the respondents in the students' group), German (40.0% of the respondents of the employers' group, 34.3% of the respondents in the students' group). It is noteworthy that respondents of the students' group significantly less appreciated (not appreciated) the relevance of the Russian language in the labor market. Respondents from both groups who chose the answer "other" mostly indicated Chinese (30%) and Scandinavian language groups (20%).

Table 4. The percentage of respondents' opinions about relevance of languages in employment / work in the 21st century labor market

Language	Employers	Students
English language	97,5	98
Russian language	72,5	48,8
German language	40,0	34,3
French language	7,5	9,1
Polish language	5,0	10,9

As Council Recommendation on Key Competences for Lifelong learning (2018) indicates "Skills such as creativity, critical thinking, initiative taking and problem solving play an important role in coping with complexity and change in today's society". Respondents were asked what competences will be relevant to the future labor market. Respondents were allowed to choose an unlimited number of relevant competences, therefore the total expression is more than 100 percent. (Table 5). According to the research, respondents from the employers' group identified the following five areas of future competences: cooperation, complex problem solving, critical thinking, negotiation skills, and creativity. The future relevant competences identified by the respondents of the students' group are: creativity, collaboration, complex problem solving, critical thinking, having opinions and decision making. Such relevant future skills, identified by the two groups of respondents, suggest that employers believe that future employees will work in teams / organizations. Meanwhile, the students themselves believe that in the future labor market their opinion and the ability to make decisions, i.e. - their individuality will be more valued. While in the future The Council Recommendation on Key … (2018) highlight creativity, the ability to plan and manage processes, and deal with risk as part of informed decision-making as essential dimensions of entrepreneurship competence.

Table 5. The percentage of respondents' opinion on the most relevant key competences in the future labor market

Competences	Employers	Students
Complex problem solving	**42,5**	**48,5**
Critical thinking	**37,5**	**45,0**
Creativity	**32,5**	**51,5**
Skills necessary to work with people	30,0	21,5
Cooperation	**52,5**	**48,8**
Emotional intelligence	20,0	17,2
Having opinions and decision making	25,0	**45,0**
Attitude to helpfulness / service	10,5	9,1
Negotiation skills	**35,0**	31,0
Cognitive flexibility	20,0	10,9

The answers of the respondents to the question of who is responsible for the development of employees' competences are presented in Table 6. Respondents were allowed to choose an unlimited number of relevant competences, therefore the total expression is more than 100 percent.

Table 6. The percentage of respondents' opinion about the responsibility for the development of key competences of current / future employees

Statement	Employers	Students
Family	**42,5**	**45,2**
High school	32,5	**45,0**
Employer	25,0	38,4
Person himself	**82,5**	**62,9**

According to the results of the research, respondents from the employers' group believe that the person (82.5%) and his family (42.5%) are responsible for the development of key competences. It is noteworthy that the employers themselves agree to improve the key competences of their employees (25%). Comparing the opinion of the students' group, it is obvious that for the improvement of their key competences only 62.9% of the respondents chose the person's responsibility (i.e., almost 20% less than in the group of employers). This group of respondents chose other answers approximately in the same frequency. This data suggest that employers expect responsibility for developing key competencies from employees, while future employees are more willing to share this responsibility with their entire environment (family, high school and employer).

Conclusions

It was found out that 90% of the researched employers and 73.8% students believe that the person's key competences are important and very important. Thus, respondents of a students' group, in comparison with employers, diminish the importance of key competences in today's labor market. Employers equally agreed with the importance of both special skills and key competences. Meanwhile, according to respondents of the students' group, the special skills acquired by them are

more relevant in the labor market. It can be assumed that students feel that a future employee must come to the labor market with a lot of already acquired special skills.

According to the employers' group, the five most relevant competences are: responsibility, communication in a foreign language, learning to learn, communication in the mother tongue and digital literacy. The five most relevant competences identified by the respondents of the students' group are: communication in a foreign language, communication in the mother tongue, digital literacy, initiative and entrepreneurship, responsibility. Comparing these top five ones, it can be concluded that employers are more likely to appreciate future employees' ability to learn, while students find it more relevant to be proactive and entrepreneurial. It is worthwhile to note that both groups of respondents believe that the competences of social and civic participation and cultural awareness and expression are least relevant for today's labor market. Respondents in the students' group more than respondents from the employers' group appreciated the relevance of many competences.

In the labor market, English, Russian and German languages are considered to be the most important ones. It is worthwhile to note that respondents of the students' group have considerably lessened the relevance of the Russian language in the labor market. Respondents from both groups also chose the languages of the Chinese and Scandinavian language groups.

Respondents from the employers' group identified the top five competences in the future: cooperation, complex problem solving, critical thinking, negotiation skills, creativity. The future topical competencies identified by the respondents of the student group are: creativity, cooperation, complex problem solving, critical thinking, having opinion and decision making. Employers believe future employees will work in teams / organizations. Meanwhile, the students themselves believe that in the future labor market their opinion and the ability to make decisions, i.e. - their individuality will be more valued.

According to the results of the research, respondents from the employers' group believe that the person and his family are most responsible for the development of key competences. It is noteworthy that the employers themselves agree to improve the key competences of their employees. Comparing the opinion of respondents of the students' group, even one fifth of respondents in the group of students indicated that the person himself is responsible for the improvement of his/her key competences. This data suggest that employers expect responsibility for developing key competencies from employees, while future employees are more willing to share this responsibility with their entire environment (family, high school, and employer).

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REVIEW OF CONSUMER BEHAVIOUR FROM INTERCULTURAL MARKETING PERSPECTIVE

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Abstract

Small, medium enterprises and multinational companies are the reality of our life and essential elements of the market economy. Logically, the success of the company depends on the decision of consumers. So, the company aims to produce product or service which satisfies the needs of consumers and attract buyers by some advantages in comparison with competitors. However, the most interesting question is which factors influence the decision of consumers toward different products? The factors which influence consumer behaviour can be summarized in economic, social, psychological and cultural factors. Cultural factors have a significant impact on the life of consumers. Culture is a difficult system formulating under the influence of values, beliefs, norms etc. Development of technologies and other external factors make changes in culture - but culture is also changing over time.

The review paper deal with intercultural marketing which is a combination of marketing and culture. The main aim of the paper is summarizing theories related to the culture from a marketing perspective and define importance and connection with consumer behaviour

KEY WORDS: consumer behaviour, theories about culture, culture, and behaviour, international marketing

Introduction

The modern world economy is characterized by the consolidation of goods and services markets. "The process - commonly known as "globalization" – is providing more and more countries with opportunities to enjoy higher standards of living, but at the same time is placing pressure on societies to alter their traditional practices. (These tensions are discussed in Rodrik, 1994)" (Cleveland, Laroche et al. 2013). Globalization decreases the distance between countries and the world becomes smaller. (Giddens 2007) Economic questions related to globalization have been extensively analyzed. Income convergence is an issue that has recently been intensively examined, and current and historical evidence (Williamson 1996) indicates that income differences diminish with the progress of globalization decrease difference on wages and income in the countries which participate in the process. Below shown a part of the Levitt (1983) paper "The Globalization of Markets":
"…different cultural preferences, national tastes and standards, and business institutions are vestiges of the past. Some inheritances die gradually; others prosper and expand into mainstream global preferences. So-called ethnic markets are a good example." (Levitt 1983)
In 1976 J. Jacoby in his paper explained consumer behaviour as "acquisition, consumption, and disposition of goods, services, times and ideas by decision-making units". (Jacoby 1976) The definition given in "Marketing Management" book is not too far from the previous one:
"Consumer behaviour is the study of how individuals, groups, and organizations select, buy, use, and dispose of goods, services, ideas, or experiences to satisfy

their needs and wants". (Kotler and Keller 2012) Definitions of several authors show that consumer behaviour is a multidisciplinary science. Behaviour can be analysed from the psychological or economic field. In the book "Consumer Behaviour: Buying Having and Being" authors consider consumer behaviour as "the study of the processes involved when individuals or groups select, purchase, use, or dispose of products, services, ideas, or experiences to satisfy needs and desires." (Solomon, Russell-Bennett et al. 2013)
Understanding the reasons for consumer behaviour provides more information about how to be successful in the market. It could change the behaviour of entrepreneurs. But practice which is successful in one country may be unsuccessful in the other one. So, a lot of factors influence the final decision.
Nowadays, authors explain that culture is one of three factors (others are: social and personal factors) which influence the buying decision. (Kotler and Keller 2012) From the psychological side, culture can be explained as one of the most powerful factors. Moreover, authors showed that cultural factors had "the broadest and deepest influence" (Kotler and Keller 2012) to consumer behaviour. Consumer behaviour is the result of some decisions and factors related to culture. Values, heroes, rituals, and symbols which could change the behaviour of consumers are manifestations of culture. (Hofstede, Hofstede et al. 2010) It means that "Culture shapes what general goals consumers have, and how they respond to prices, brand images, and advertising elements. Culture also influences the processing strategies and thinking styles of consumers". (Shavitt and Cho 2016)

Theories About Culture Influenced by Consumer Behaviour

Culture is the part of our life. One of the most popular definitions of culture was given by Hofstede: "Culture is the collective programming of the mind, the interactive aggregate of common characteristics that influence a human's group response to the environment." (Hofstede 1980) The other definition for analyzing culture in detail is: "By culture, we mean a set of meanings or information that is non-genetically transmitted from one individual to another, which is more or less shared within a population and endures for some generations." (Kashima and Gelfand 2012) *Both definitions explain that culture is a* *common thing which is formulated and accepted as a way of interaction in some geographic areas.*

It means that culture is the collection of generally accepted reactions, general rules or set of norms about personal behaviour in a society.

A pure culture is not existing; culture is the category which changes with the influence of some factors. In history, the migration process and trade between countries affected the culture of neighbor countries too. Nowadays countries have trade relationships not only with neighbors but also with other countries all over the world. (Levitt 1983) Globalization and online-trade or general consumption should also be added to the list of factors. It means that a lot of different categories have an impact on culture. Overall, "cultural phenomena are subject to change" (Venkatesh 1995), and the expansion of theories about culture results in "viewing cultures in evolutionary perspective". (Keesing 1974)

Table 1. Theories about a culture which are influenced by consumer behaviour

Authors	Names of theories connected with Consumer Behaviour	Core ideas
Kluckhohn and Strodtbeck, (1961); Rokeach (1973); Yankelovic (1981) Sheth et al. (1991)	**Theories about human /consumer choice values**	Value has a significant role in consumer behaviour.
Hofstede (1980)	**Dimensions of Culture**	Main variables/dimensions to explain each culture and behaviour.
Fiske (1992)	**Behaviour patterns in culture**	Main patterns to explain behaviour and consumption in each culture.
Triandis (1994) and Gelfand (1998)	**Individualism and Collectivism**	Level of integration to the groups in different cultures.
Markus & Kitayama (1991)	**Sense of Self**	Influence of culture on the relationship between members of the group.

Source: own editing, 2018

Theories Related to Human Values and Consumption Values

"Values are objects, ideas or beliefs which are cherished." (Vernon 1968) Vernon explained in his work about "Values, value definitions, and symbolic interaction" using the definition of Jack H. Curtis, Social Psychology. It means that values are characteristics or things which are better to have. Some values are considered to be economic (social position or money). Moreover, being beautiful, loyal, open-minded and smart are also values. But 'value' term is wider than shown below. The results of personal actions are closely linked with values. Values are "responsible for the selection and maintenance of the ends or goals toward which human beings strive and, at the same time, regulate the methods and manner in which this striving takes place". (Vinson, Scott et al. 1977) Values and beliefs determine the individual. This is why theories about human values help to find explanation and prediction of individual behaviour. (Rokeach 1973, Yankelovich 1981) Some authors try to make the connection between theories about human values and consumer behaviour even they create some models of behaviour. (Carman 1978, Gutman 1982)

Human values show direction. Values, roles, interests, and activities define each person. (Carman 1978) If it will be analyzed deeply, scientists will have more open or detailed view about consumers. Rokeach in value survey (RVS) explained two sets of values: 18 terminals and 18 instrumentals. (Rokeach 1973) Some of these values such as honesty and courage, peace and wisdom are recognized all over the world. (Hills 2002) But values can be more or less important in different cultures or geographical locations. Moreover, due to the difference of cultures and values in the same situation even unusual solutions can be preferred by individuals. (Kluckhohn and Strodtbeck 1961) Differences create difficulties to use values in practical research. (Beatty, Kahle et al. 1985)

From the other side, the review of literature gives us information about "three mutually dependent and at least partially consistent levels of abstraction". There are Global Values, Domain-Specific Values, and Evaluations of Product Attributes. (Vinson, Scott et al. 1977) **Global values** are generally accepted values/believes within a system.

Domain-Specific Values should be explained by reflection of beliefs to action in economic (consumption) social and religious spheres.

Evaluations of Product Attributes mean attributes of products which consumers desire to have.

The Theory of Consumption Values tries to explain why consumers decided to buy a product or not. One of the advantages of the theory that it can be used for a wide range of products. From consumer behaviour point, five values are affecting the decision. The consumption values are matching with the elements of the models of scientists such as Maslow and Katz. (Sheth, Newman, & Gross, 1991)
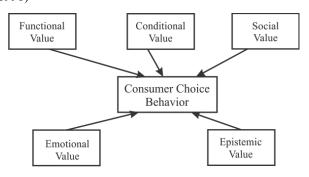

Fig. 1. The five values are influencing consumer choice. (Sheth et al. 1991) p 160.

Briefly explanation of values:

Functional value – identified as main drives or consumer decision. It can include characteristics/attributes (Ferber, 1973) of the product as being safe, durable and cost-effective. (Sheth et al., 1991) p. 160

Social value - activated more in decisions connected with products which can create the opinion about the owner. For example, clothes, shoes, cars.

Emotional value – the value of product or service which linked with feeling, memory and activate the emotional response.

Conditional value – a value which depends on the situation. For example, holiday cards, wedding gifts.

Epistemic value – value to learn/explore more about product or service.

Empirical results: According to the paper theory was tested in more than 200 applications in the terms "use versus do not use". Interview and questionnaire surveys were implemented. Moreover, results show "excellent predictive validity". (Sheth et al., 1991) p. 168

The theories related to values shows its importance in the prediction of a decision. According to the theory of human values, domain-specific values and evaluation of product attributes are more interesting. Domain-specific values are the kind of "bridges" (Vinson, Scott, et al. 1977) between global values and evaluations of product attributes. According to the theory of consumption values, domain-specific values can be explained as emotional and social values and, the evaluation of product Attributes as functional and epistemic values. Consequently, the second theory is more focused on consumers.

Behaviour Patterns in Culture

The culture concept comes down to behaviour patterns associated with a particular group of people, that is "customs" or to a people's "way of life". Fiske in his work defined four different patterns of social behaviour between cultures which explained in Table 2. (Fiske 1992) The theory explains four relation models which are used in different cultures to create accepted behaviour. Problems, aims, main purposes in nations can be explained by four patterns. Persons use accepted models for building a relationship with others in one of the four models. As explained in work (Fiske 1992) "theory explains social life as a process of seeking, making, sustaining, repairing, adjusting, judging, construing, and sanctioning relationships."

Other authors explained the relationship between not only by market price and culture but also with goods and culture. "...goods allow individuals to discriminate visually among culturally specified categories by encoding these categories in the form of a set of material distinctions". (McCracken 1986)

Mostly from consumer behaviour the last pattern is essential, and it is the most valuable from consumer behaviour point. It means that understanding and attitude regarding market price differ from culture to culture. For example, in some countries, people try to build a long-term relationship based on trust and confidence. In other countries, the most vital value is money and as explained below if the price suits they are the friends. The company cannot be successful if the pattern of the culture will not be considered. The level of importance of price and trust must be taken into account too.

Table 2. The Applications of Behaviour Patterns in Culture

Behaviour patterns	Explanations
Communal sharing *(CS)*	The relationship between groups of people which share something common. For example, blood. (Alan Page Fiske, 1991; Alan P Fiske, 1992) Close kinship relations are one of the essential components of CS. Rituals (ceremonial meals or religious rituals) are the essential parts of sustaining group life. Consequently, we talk about families, which have general rules, traditions, rituals, etc.
Authority ranking *(AR)*	Relationship-based (between authorities and subordinates) on asymmetry among the individuals in a hierarchical social dimension. It can be explained as "relationship between a general and a soldier "(Triandis, 1994) and characterized in linear ordering. Authorities have some opportunities, prestige, and power, but subordinates often have protection and kind of care from a higher rank. Authorities try to be well informed about the actions of subordinates.

Equality matching (EM)	Relationships are based on equality of individuals. Best example "social behaviour between totally equal friends. You go through the door first this time, and I go through it next time. Taking turns, dividing equally, one person one vote, are some of the typical behaviours." (Triandis, 1994)
Market pricing (MP)	"Relationships are based on a model of proportionality in social relationships" (Alan P Fiske, 1992). Peoples are rational. Various information influences individuals' decision such as inflation, income, salary, economic stability, etc. It means that people consider the utility of the product and they analyze to buy or not to buy the item. "You pay and you get some goods. If it pays to be your friend, I will be your friend. If it costs too much, goodbye."(Triandis, 1994)

Source: own editing, 2018

Collectivism and Individualism

"Individualism on the one side versus its opposite, collectivism, is the degree to which individuals are integrated into groups". (Hofstede 1994) The above-explained behaviour patterns can be found in each culture. However, in different cultures, different patterns have more or less power. It can also be analyzed in homogenous or heterogeneous cultures. In heterogeneous cultures, there are more groups to which person can join. It is the free decision of an individual, and in these conditions the cultural pattern is individualism. (Triandis and Gelfand 1998) It is interesting to note that the USA and European countries are the most individualistic countries in the world. As Triandis mentioned in his work that, citizens of developed countries are more individualistic.

In homogenous cultures there are few groups only, individuals usually must join the group which is bounded with family and close friends. A person is not free in his/her decision; group expectations are the most important. Therefore, the cultural pattern is collectivism. It means that in homogenous cultures there are formally accepted norms of behaviour for different conditions. In these countries, elders are more respected (Greenfield 2000) and the boundaries of individual behaviour is clear. (Triandis 1994)

Later, Triandis and others expanded the knowledge about collectivism and individualism and included new terminology. They argue that "both individualism and collectivism may be horizontal (emphasizing equality) or vertical (emphasizing hierarchy) and that this is a viable and important distinction". (Gudykunst, Singelis et al. 1998) It means that horizontal and vertical social relationships can be explained by various sides of individualism and collectivism. Consequently, horizontal patterns explain that one person pretty much acts like others, vertical patterns explain hierarchies, and each person is unique. (Gudykunst, Singelis et al. 1998)

Some scientists have a critical opinion about the theory. This opinion can be proved by an argument " ... many diverse cultural differences in decision making could be explained regarding a single cultural disposition, such as individualism-collectivism. For this reason, the dispositional approach has attracted many advocates. Yet, the existing evidence for the dispositional view falls

short." (Briley, Morris, & Simonson, 2000) p.159 The mentioned criticism of the theory could be accepted, but for international marketing, scientists are more interested in the advantages of cultural dimensions. (Smith, Dugan, & Trompenaars, 1996)

In individualistic cultures, it is better to differentiate products and marketing campaigns and advertisement playing an important role. In collectivist cultures, the value is not a product. Value is a relationship between seller and buyer. In this situation, a personal relationship is more valuable. So, people decide to buy products from their friends. In cultures, it is essential not to lose the face, and companies should consider this difference.

The Sense of Self and Culture

People interact in different ways if they grow up in a collectivist/individualist culture. Some authors divide two construals: Independent and Interdependent (Markus and Kitayama 1991).

Independent view of self. In heterogeneous cultures, people are more independent. Understanding of self, thoughts, realizing goals, comes from culture, and freedom gives them more chance to develop in fields which they are interested. Figure 1 shows the relations between self and other people in society.

Fig. 2. Limits of the Company's activity
Source: Markus & Kitayama, 1991

Interdependent view of self. Non-Western countries and homogenous cultures can be characterized by more interdependence between people. (Kondo 1982) These cultures characterized with more connectedness and dependence of people. In these cultures, people identify themselves as a part of society/group, and any interaction in a group mostly depends on how a person understands or analyze thoughts, feelings, and actions of others in the relationship.

The theory shows a significant impact of culture on consumption. It means that in heterogeneous cultures, the decision of consumers about consumption of any good depends on their mindset. By contrast, in homogenous cultures, a group to which a person belongs has a huge impact on the decision of consumers. It means that if somebody in the group has a negative review of a product, the probability of other person buying the same or different product of the company likely will be reduced.

Hofstede Dimensions of Cultures

Hofstede (1980) has some studies among the workers of IBM. The workers of IBM came from 66 different countries, and national differences allowed him to learn more about the difference between cultures. (Van Raaij 1997) The empirical and eclectic analysis was used to differentiate cultures.

In the first paper, only four dimensions of culture were explained. They are power distance, uncertainty avoidance, individualism/collectivism, and masculinity /femininity. At the end of the 1980s with Michael Harris Bond added fifth dimension 'Long-Term versus Short-Term Orientation' to Hofstede's model. (Hofstede and Bond 1988, Hofstede 1991, Hofstede and Hofstede 2001) Later, at the beginning of the 2000s, research with Michael Minkov (in which they use World Values Survey) allowed them to explain the 5th dimension and after they added one more dimension to the model. (Minkov 2007, Hofstede, Hofstede, et al. 2010) Originally Hofstede's work was considered to apply in human resources management but, the importance of the work in business and marketing increasing from day to day. The dimensions of the culture let scientists go deeper into cross-cultural research by comparing different cultures and adopting new instruments. (Lu, Rose, & Blodgett, 1999) Importance of the research can be proven by Table 3. (Soares et al., 2007) She reviewed the

literature and summarized the result regarding culture and consumer behaviour in one table. Moreover, in 2011 G. Hofstede and De Mooij published paper "Cross-Cultural Consumer Behaviour: A Review of Research Findings" in Journal of International Consumer Marketing, where they explained the connection between dimensions of culture and consumer behaviour.

A lot of different methods used to analyze cultures by using Hofstede's dimensions. From 1987 to 1997 1,101 citations were made to the Hofstede's works. (Sivakumar & Nakata, 2001) Mainly scientists use belongingness to the different nation as a dummy variable. (Dawar & Parker, 1994; Soares, 2004) Moreover, scientists use a different aggregation of values (direct and indirect values) to measure the culture.

The theory also has some limitations. Firstly, scientists do not ensure the meaning of the dimensions in different cultures. Are the dimensions understood in the same way? Information collected from 1967 to 1973. Additionally, in the other research in 1984, changes were found, and the results were not similar. (Hoppe, 1992) As mentioned before, the research focused on the work-related values and in the other fields results can differ. It means that from the context of consumer behaviour or any other field, dimensions can be classified differently. Some scientist argues that the dimensions related to masculinity/feminity can be time or context specific. (Steenkamp, 2001)

Table 3. Application of the theory to consumer behaviour

Dimensions	The explanation is given by Hofstede	Application to Consumer Behaviour
Power distance (large/low)	Power distribution; equality level, egalitarianism; the level of hierarchy emphasis	In some cultures, with large power distance, global brands are tools for showing "place in a social hierarchy" and gaining respect. (De Mooij & Hofstede, 2011)
Uncertainty avoidance	Level of feeling threatened by uncertainty, ambiguous, risky situations.	In cultures with low uncertainty avoidance, people are more active, while cultures with high uncertainty avoidance they pay attention to the cleanness of products.
Individualism ~ collectivism	Level of independence versus belongingness to the group; Loyalty group	During the sales process, in individualistic cultures, persons want to receive goods as fast as possible. However, in collectivistic cultures building relationship has a more significant place.
Masculinity ~ femininity	The degree of competition between people versus caring for each other.	Masculine cultures are characterized by achievement and success, while in a feminine society caring quality of life is essential. In feminine cultures, roles are overlapping, and housework is divided between husband and wife. However, in masculine cultures, husbands are missing from this kind of works.
Long-Term *versus* Short-Term Orientation	Time orientation in people's focus: future, present, and past	Long-term orientation means considering some values during the work or communication, such as being thrift, respectful, etc.
Indulgence *opposite to* Restraint	Related to the gratification against the control of main human desires linked to enjoying life.	Mostly in indulgent societies, people are well-educated, and the birth rate is high. In these nations individuals have a life control, they are more positive and friendly. Leisure time is essential. (Hofstede, Hofstede, & Minkov, 2010)

Source: own editing, 2018

Table 4. Impact of Hofstede's dimensions in international marketing and consumer behaviour
Source:(Soares, Farhangmehr, & Shoham, 2007)

	Individualism	*Uncertainty avoidance*	*Power distance*	*Masculinity*	*Long-term orientation*
Innovativeness	X	X	X	X	X
Service performance	X		X	X	
Advertising appeals	X	X	X		
Information exchange behaviour		X	X		
Sex role portrays				X	

Cross-Cultural Consumer Behaviour Framework

The discussed model of A. Manrai and L. Manrai (1996) adapted for cross-cultural consumer behaviour by De Mooij & Hofstede, 2011. "Cross-cultural work represents an extension to at least two or, increasingly, many countries … cross-cultural psychology, the aim is to uncover universal, species-wide constructs that are common to all human beings
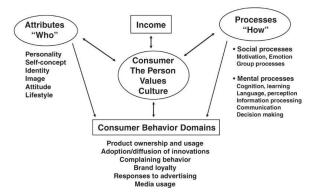

Fig. 3. Cross-Cultural Consumer Behaviour Framework
Source: (De Mooij & Hofstede, 2011)

The first element is called Attributes or who?. This element connected with personality, self-concept images. Others as attitudes, image, and lifestyle are the results of the self-concept and personality. This element tries to understand or learn the individual, his/her personality. So

and those constructs that are specific to a particular society." . (Stankov & Lee, 2009) As we know cross-cultural theories have a more emic approach, authors summarize, exclude some variables.

The model adopted by De Mooij and Hofstede in 2011. It defines three main elements which connected with individual and last one which link to product use and external influences.

main focus is on the consumer, the or to answer of the question Who?.

The second element is Processes or How?. It connected with an affective system which is responsible for emotions and cognitive system which deal with learning perception memory, early practices, etc. So it is dealing with everything which has some weight on the final decision of the consumer.

The third essential element is income; sometimes the element is more important than the others. Income defines social status; income creates an image; income improves or worsens personality. Before mentioned three elements combine in consumer (with the consideration of values and culture). Moreover, each of the first two elements also separately influences on consumer decision.

Last – the fourth element is Consumer Behaviour Domains. It includes marketing sources of influence and notions about the product, its features, and usage.

Conclusion

Culture can be explained as a combination of unwritten rules and norms. The mentioned unwritten rules are connected with values, cultural dimensions, behaviour patterns, and personality. The summarized review gives clear understanding that shown elements are more essential from a marketing perspective. Limitation of below-mentioned theories is the time period when they were developing and difficulties to make researches in this field. Theories developed mainly until 1990 and partly 2000.

Theories mentioned before are proposed to explain culture from different aspects that are all important nowadays for companies. Dimensions of culture explain some reasons for personal behaviour and generalize 6 main attributes of culture. Behaviour patterns focus on the behaviour of individuals in different societies. Collectivism and individualism show alternative sides of relations between people. The sense of self can be understood and explained even by individualism and collectivism terms. All of these theories give us an overall image of behaviour from a cultural aspect.

However, the rapid development of technologies changed the world in a short time and created a different environment. It caused the necessity of developing Cross-Cultural Consumer Behaviour. This topic was the answer of scientists to the environmental changes created by the technological boom.

Taking into account the current boom of technology and globalization of markets, it is essential to discuss intercultural marketing. Theories mentioned before are all important nowadays for companies, because companies are able to sell products not only in domestic market but all over the world as well. Globalization is an advantage for companies, as some authors argue that it creates one general culture. From the other side, every society has some values as explained before, domain-specific values which are formulated and accepted during a long period of time and they will definitely change in a short period of time under the influence of globalization.

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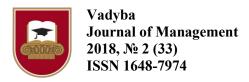Rokeach, M. (1973). *The nature of human values*, Free press.

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Social sciences

THE FUTURE CHALLENGE OF ACCESSIBLE TOURISM IN THE EUROPEAN UNION

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Abstract

The tourism industry is going through continuous change and development. Novel impacts, trends and innovative solutions all play significant role in the development of the industry, but the general growth within the sector is affected by other external factors, too. One of these external factors is the re-definition of new or even older tourism trends. The change of trends and fashions is just as cyclical in the tourism industry as everywhere else. The sector of European accessible tourism is among the newly re-defined areas, with and increasing attention towards the field. As of today, the terminology of accessible tourism had widened significantly; the terms used in the sector were re-defined in order to be able to contribute to the mental accessibility of the whole society. The importance of this re-defined segment is foreseen to increase in the near future, as - due to various reasons and at different levels -, one out of every 5 people in the EU belongs to the demographic group of people with special needs. Furthermore, the classification latency of the tourism sector can be even greater. The total number of people in the group of tourists with special needs is far bigger and more sophisticated than indicated by the statistical data. For tourism stakeholders, the issue of hereditary or acquired disabilities is a key factor, as well as the question of non-visible impairments – an important difference that the current databases keep no track of.

The current research – based on the results of a previous research – focuses on a special segment within accessible tourism: namely the characteristics of para-athletes and their tourism-related habits and preferences. Due to the currently ongoing transformation processes, European accessibility represents a dynamically widening market segment, including tourism as well. The employment of specially skilled workforce has become of key importance for accessible tourism in the EU; and not only because the professionally trained staff increases the quality of services but also because the availability of special supplementary services are the basis of the further development of the whole tourism industry.

KEY WORDS: accessibility, European accessibility, accessible tourism, European Union

Introduction

The tourism industry is transforming through continuous innovation. New types and forms of tourism, new trends and destinations emerge, resulting in the overall growth of the industry. As of today, within the global processes of tourism, the European Union represents one of the most important tourism destinations in the world. When looking into the details, we can see that novel technologies and special innovations are developed in close connection with some special destination or consumer groups. (Zsarnoczky, 2016a).

Tourism processes had become extremely versatile in the European Union. One of the emerging types of tourism is accessible tourism, including a very complex service area (Buhalis et al, 2011). Accessible tourism is a niche segment, where all participants have high expectations. Tourism designers, developers and investors need to answer the needs of a proactive consumer segment, both in the already existing and future destinations. According to Németh et al. (2018), innovative solutions, local economy and social co-operation are the key drivers of development today.

To establish successful new tourism destinations, in-depth knowledge of the specific tourism field is required from the experts involved. The complex demand side of accessible tourism today consist not only of disabled people, but different groups of senior people, single parent families, para-athletes and people who prefer safe tourism; all of whom are in demand for sustainable and high quality services (Zsarnoczky, 2017).

According to UNTWO, the world's population is far more affected by disabilities than it had been thought before. At least 15% of the global population is involved somehow, which accounts for at least 1 billion people (UNWTO, 2013). As this ratio is a newly introduced number, it is important to understand it properly. Disability is the umbrella term for impairments, activity limitations and participation restrictions, referring to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).

Disabilities have many forms; and in some cases, the term is not clearly defined. Based on the above mentioned definition, we can say that accessible tourism as a market is extremely versatile, and its demand side is also many-sided. The term disability not only refers to reduced mobility, visual impairment, hearing impairment, developmental disabilities, mental disabilities, learning disabilities or long-term health related disabilities: people with prostheses, allergies or other sensitivities, invisible disabilities and even the elderly all belong to this group. It is also important to note that among elderly people, the possibility of developing some form of disability is increasing with age; an additional factor to be considered by all stakeholders within the market (Zsarnoczky, 2016b).

People living with disabilities consume within the same economic segments as other demographic groups; moreover, they tend to spend excessively in some areas with special significance. Based on the analysis of the available European statistical databases (EUSTAT, 2017), within the member states, there is no significant difference in the spatial distribution and main characteristics of disabilities. However, the data also suggest that with regards to the level of development, there are significant differences in the level of available accessible services: although the compulsory European directives are met in the member countries, the theories are put into practice with different effectiveness.

Despite the fact that the mandatory elements of accessibility are available at most of the tourism destinations, there is still room for development when it comes to demand-optimised service packages that include accommodation, hotel services, conference- and wellness offers and special complimentary programmes.

Research method

The current research in this study focuses on accessible tourism, a relatively less-researched area in the European Union. The secondary research revealed that the whole research field had gone through a significant change during the last 3-5 years. Previously, accessibility was a term mostly related to people living with disabilities and their special needs; whilst lately, in the more recent literature, the terminology has been re-defined as a collective term, resulting in a much wider target group, described in the introduction of our study. Within the frameworks of the research, the examination focused on the tourism-related significance of accessibility, and the relation between people living with disabilities and tourism processes. The primary research consisted of interviews with experts and para-athletes who were participating in a summer training camp, and their accompanying relatives. The results of the research offer a novel perspective on the topic of accessibility, revealing new research fields and ideas for accessibility experts, and can contribute to more targeted development and investment possibilities for accessible tourism experts and stakeholders.

General environment of accessible tourism

Accessible tourism is still in a beginning phase in the European Union. The EU introduced the definition of accessible tourism only in 2015 and started setting up the related terminology at the same time. The experts of the EU are still working on the introduction of the field, as accessible tourism not only represents a new segment in tourism, but also requires a whole new approach from the stakeholders.

As of today, accessible tourism services are mainly available only in some specially designed segments of mass tourism. There are still few service providers that would be able to welcome a larger cohort of tourist with special needs at the same time. There is a vast difference between partially and fully accessible tourism spaces. In order to provide full accessibility for every guest with special needs, tourism spaces should be developed with the idea of universal design in mind from the very beginning, and it is also essential that the special demands of future guest should be prioritized during the whole implementation process. Just as 'conventional' tourism spaces are designed for the masses, accessible tourism facilities should be created bearing in mind the diversity of unique needs.

For the long term sustainability of tourism locations, the good relationship between local people, local businesses and tourist is essential, and it can also guarantee the quality of services. With an open attitude towards discussion, service providers can benefit a lot from the direct feedback coming from their guests. As accessible tourism is in many ways different from other forms of hospitality, special attention needs to be taken to the demands of the visitors. Guest with special needs demand a lot more attention and information. This type of tourism especially requires specially trained staff, with the right kind of know-how and experience. Should a destination specialize in accessible tourism, it is also important to inform other prospective visitors about this priority.

In accessible tourism, it is essential that the special needs of tourists are answered appropriately. The basic demands of tourist with special needs are basically the same as the requirements of average guests; however, they usually need special attention in some aspects. For example, they often need more detailed information, through the right communication channels. Another difference is that tourist with special needs usually travel with companion, and the length of their stay is generally longer than the average.

According to group theory, the primary challenges of accessible tourism are no different from any other kinds of tourism. Tourism as an industry need to cut back on harmful emissions, increase the use of renewable energy resources and try to optimize its exploitation of resources. Based on a different approach, accessible tourism is nothing more than an additional segment of the demand side that will require further resources. At this point, the future and sustainability of accessible tourism raises an important question: whether we should develop the whole tourism industry with the special needs of each individual tourist in mind, or should we rather continue the current trends, where a calculation-based ratio of services are developed and available for guests with special needs. In case of the latter scenario, not all of the tourism spaces would fit the needs of accessibility, but some of the already existing places would be turned into accessible destinations. With the latter, the need for further resources would be eliminated, and the utilization level of the existing places could be optimized.

Results

Accessible tourism is a complex activity, where accessibility ensure the availability of services for the whole society. The general objective of accessible tourism is that all people – regardless of their situation and possibilities – can have access to all tourism services in all tourism destinations.

To reach the concept of full accessibility, the easiest solution is the implementation of a universal design

planning concept (Darcy et al., 2009, Buhalis et al, 2012). The demographic group of disabled people is not homogenous, but includes several smaller groups with different characteristics. To understand these differences, it is important to clarify that disabilities are defined either as congenital impairments, caused by genetics, or different circumstances during birth; or acquired disabilities that result from external impacts or diseases after birth. These two groups can have significantly different consumer demands, based on their special needs. In the case of customers with acquired disabilities, with a positive attitude, a well-trained tourism staff can create a flexible two-way communication, where the parties can fully understand each other, and the demands of the customers are fully met. However, in the case of people with congenital impairments, the staff working in accessible tourism need to have special skills and competences in order to be able to provide unique and tailor-made solutions when needed.

From the viewpoint of the service provider side of accessible tourism, further challenge is posed by the fact that not all types of impairments are recognisable visually. Tourism employees primarily recognise visible impairments of vision, mobility, hearing, speech, or developmental or mental disabilities. Non-visible impairments like surgical removals or prostheses are only recognisable for expert of professionals. According to accessible tourism professionals, the number of people with hidden and visible disabilities are around the same, and therefore, the whole group of disabled people accounts for a lot more that the size of the group of people living with visible impairments.

In Europe, several accessible tourism central coordination organisations are actively helping the disabled people, and their work represents very important added values in the accessible tourism industry as well. The most important organisations that operate in co-ordination with the aim to support accessible tourism are the European Network for Accessible Tourism (ENAT), the One-Stop-Shop for Accessible Tourism in Europe (OSSATE) and the Spanish ONCE Foundation (Once Foundation for the Social Inclusion of Persons with Disabilities). Of course, several other useful organisations are active in the European accessible tourism sector, but they mainly work together with local professional or tourism organisations. Furthermore, numerous specialised tourism websites and information databases on local programmes are also available for tourists with disabilities.

One of the most successful websites is the Europe for All[1] portal that offers practical guidelines, descriptions and personal reviews. Another popular site is Pantou [2], an initiative by the European Commission, which collects the offers of travel services and destinations with accessibility services in the whole area of the EU. The European Union takes particular care to provide a wide availability of accessible information systems (AIS) at accessible destinations (EC, 2014). During the development and implementation of AIS tourism systems, great emphasis is put on the uniform standardisation of signs and pictograms, and as for digital and ICT platforms, the harmonisation of mobile applications, visual signs, fonts and colours is also in line with global communication standards.

Unique and one-time global events are of great importance for the tourism industry, because they generate significant income for the whole sector. In accessible tourism, the most important global events are Paralympic Games, its preparation events and training camps. Besides the competing athletes, trainers, other staff members and fans also participate at these events. In many cases, the competitors are accompanied by their whole families, who support the efforts of para-athletes, generating even more income for the tourism service providers. Every destination should aim for becoming a brand and ensure that the visitors are left with positive experiences that will motivate them to re-visit the safe environment. According to the demands of travellers, safety has become one of the top priorities in the decision making process about travel destinations (Péter et al., 2018; Ernszt et al., 2018).

Prior to our recent study, a previous research had been carried out on health tourism and accessible tourism possibilities in the Mátra Mountains. The main findings were that regardless of their generation characteristics, tourist are attracted by the peaceful rural environment, and the vicinity of nature (Zsarnoczky, 2018). The attractiveness of the Mátra region is given by not only its natural surroundings, but the available health tourism, wellness and rehabilitation services. The Mátra region is a dynamically developing health tourism region (Zsarnoczky, 2015); however, the overall availability of accessible tourism services are still very low.

The location of data collection and research for our study was the Matra Resort [3] complex, located in the Northern-Mátra mountains in Hungary. The Matra Resort complex is a Hungarian best practice for accessible tourism: the professional development and preparation of the project began in 2011. The success of Mátra Resort is also indicated by the fact that it is the first Hungarian tourism service provider that is full member of ENAT, Pantue and Europe for All.

The Matra Resort initiative is implemented together by the Municipality of Parádsasvár and local tourism service providers. The project not only focuses on accessible tourism facilities, but also participates in the organisation and implementation of local programmes and international professional conferences. The available statistics of the Matra Resort – Au Naturel guesthouses clearly show that since the opening of the facilities in 2015, the number of tourist with special needs are increasing (Fig. 1.). Whilst the number of tourists is increasing in the destinations, the number of tourist with special needs duplicate by the year, clearly indicating the financial return of investments.

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[1] http://www.europeforall.com
[2] https://pantou.org

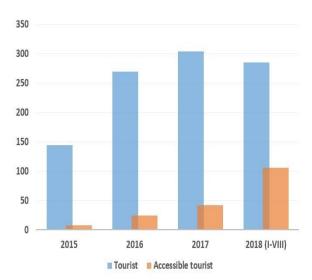[3] Matra Resort http://matraresort.com

Fig. 1. Dynamics of tourist/accessible tourist arrivals
Source: Matra Resort – Au Naturel
Guesthouses database

Within the frameworks of the questionnaire survey, the results of the previous questionnaires and interviews – taken with tourist with special needs – were compared to the surveys conducted among para-athletes.

The comparison indicated that the opinion of tourists with special needs is quite similar (Zsarnoczky, 2017):

- the availability of door-to-door transportation is a priority for them,
- accessibility is just as important for them as the quality of the accommodation,
- they demand accessible attractions at the accommodation facility,
- they are in demand for easily understandable information while at the destination,
- they demand equal treatment and component staff,
- they tend to travel regardless of the seasons, but the cost-value rate is important for them,
- they prefer the vicinity of nature and safe environment,
- they rely on the experience of others when arranging their travel,
- they usually travel with friends, relatives or other accompanying persons,
- they like shopping local products.

In general, the para-athletes agreed with the above mentioned statements, and added some new data and information to the previously collected findings. The total number of respondents were 46, out of which 20 were registered para-athletes; the other 26 persons were trainers, accompanying persons, family members or other helpers. This ratio clearly shows that para-athletes travel with at least plus 1 person. One of the most important finding of the research was that para-athletes and their accompanying persons define themselves as tourists with special needs, regardless of the fact whether they have any impairments or not.

The additional statements of para-athletes are:
- they like group tourism activities;
- they do not necessarily expect unique or exceptional treatment;
- they seek active forms of relaxation;
- they are willing to try out local medical and/or health products;
- they are open to participate in programmes not specially designed for tourist with special needs;
- the length of their stay is usually 1-2 days longer than the average (note: as found out later, when answering this question, para-athletes meant the length of the training camps and not their individual travels);
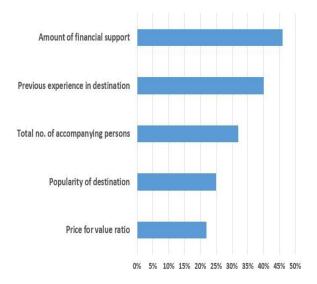- they definitely like to re-visit places where they had good experiences.

Fig. 2. Key factors in choice of destination of para-athletes (N=20)
Source: Own source at Matra Resort

During the processing of the surveys, one of the main findings was about the choice of destination. When analysing the results, we need to take into account the travel possibilities of para-athletes (note: in the previous study, we did not examine whether the travels of the respondents travelled at their own expenses or had other external financial funding). Para-athletes usually finance the costs of their travels from supporting funds, tenders or other resources. It is also important to note that during their decision-making process, they take into account other available services and co-financing (sponsoring) options or discounts offered by the destination. This factor clearly indicates that in the field of accessible tourism, there are some special elements of decision making, based on external reasons. However, these co-financing options are not determining when para-athletes arrange their other (private) travels.

Conclusions

The high quality of the tourism industry is a priority in the European Union, and within the sector, accessible tourism represents an area of key importance. Although

related to the whole tourism industry, the intensity of accessible tourism is relatively low at the moment, the statistical data show an increasing tendency in the sector both in terms of accessible destinations and services.

People with disabilities represent a significant demographic group in the EU and together with the disabled people outside the EU, they account for an important target market in tourism. They have the same motivations when it comes to relaxation and quality leisure time to be spent at reliable tourism service providers, hence, the complex physical and mental accessibility of tourism destinations is necessary. In accessible tourism, income is not only generated by the visitors, but also by the people accompanying them, and their travels are less dependent on the seasons and they usually spend more time at the destination than the average.

The most important challenge for tourism service providers is the sufficient training of their staff. Tourists with special needs like to return to destinations where they had good experiences and participate in 'returning guest' programmes, as a safe and friendly environment is a priority leisure time element. Investors of accessible tourism need today have to take into account multiple factors like universal design solutions or door to door transportation options. Beyond the physical accessibility of the destinations, there is also a great need for social accessibility, which basically means breaking down the mental barriers of local people towards people with special needs. The already existing and operating best practices clearly show that the professional tourism planning brings fort positive results, setting a good example for other tourism service providers as well. Accessible tourism is facing great opportunities in the European Union, and the results of the developments will be beneficial for the whole society.

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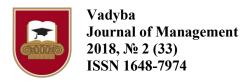
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PREPARATION OF THE PROFESSIONAL BACHELOR'S THESIS IN PORT TECHNOLOGY AND MANAGEMENT: ANTHROPOLOGICAL WAY TO SUCCESS

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Abstract
The object of the research is a preparation of the thesis in port technology and management. The purpose is to conduct a theoretically heuristic investigation of combined possibilities regarding personalistic and business relationships between undergraduates and their scientific supervisors from the anthropological point of view in order to achieve a better motivation of the students to prepare the thesis. The type of the research is theoretically descriptive. The main method of the research is heuristic analysis of the preparation of the thesis in accordance with the entirety of the personality and his/her basic natural ontological values. The basic methodological principles are such as existentialism, humanism and constructivism. The guidance, based on subsidiary andragogical didactics, can help overcome cognitive dissonance, hermeneutics of suspicion, academic schizophrenia and learned helplessness of an undergraduate, and reveal his/her natural creative potential.
KEYWORDS: port, technology, management, thesis, anthropology.

Introduction

The relevance of the research. The problems, we focus on, from the anthropological and partially - psychoanalytic and gestalt-psychological point of view, are noticed as a psychoeducational casuistry during the preparation of the professional bachelor's thesis in the area of port technology and management, i.e. in study programmes of higher education, such as Marine transport logistics technology, Port and shipping finance, and Port and shipping management.

The preparation of the thesis in higher education is a traditional way of academic self-presentation and representation of a higher school, in this case - of the maritime academy. The result of this process must be a strictly methodological science and should not become only a massive academic ideology.

Andragogical didactics in higher education has to do with adult people who were influenced by a lot of positive and negative factors of their personal, educational and/or professional life, often characterized by reckless socio-technological activities and so-called *hermeneutics of suspicion*. The dependence of students on telephones and their pictures, as well as higher education based on a technology, screen and standard promote less creativity, which requires personal independence, originality and the ability to act differently than it was before.

The author of this article has noticed that the majority of students do not like creative tasks and would like to perform only those tasks that can be done quickly, superficially and without creative relationships with them and themselves. Such a situation does not allow to implement academic self-creation of the personality of a student with regard to the development of his/her creative

and critical thinking that is required by the Bologna Process and that is necessary for the preparation of a thesis.

Thus, andragogical didactics becomes a corrective one by organizing the internalization of students' academic self-concept and their scientific identification regarding its psychological - cognitive (including ontological essence and meaning), emotional, aspirational and behavioral - mechanisms from the hodegetical point of view. The corrective andragogical didactics is characterized by numerous conflicts, but it remains as an epistemological level of higher education because of the desired results of acquiring the necessary competencies.

In accordance with psychoeducational casuistry during the preparation of a thesis, this article includes consideration of two main factors as follows:

- An internal factor that is academic motivation of undergraduates (sometimes unusual one) and their demotivation to take part in scientific processes when they should prepare a thesis;

- An external factor is the ability of constructive communication and cooperation between undergraduates and their scientific supervisors according to the current supportive and enabling academic leadership in student-centered EU higher education regarding free natural expression of the personality, characterized by his/her ontological integrity in a postmodern way of life, which is increasingly defined by so-called *economy of exclusion*.

On the one hand, autocratic relationships based on the restriction and frequent control of students and of their teachers do not allow to reveal the creative potential of the personality by preparing a thesis.

On the other hand, the Finnish model of education, which is not based on control but on trust, is famously

emphasized. Instead of control, competition, stress, standardized testing, screen-based schools and loosened teacher qualifications, it is offered to try warmth, collaboration and highly professionalized, teacher-led encouragement and assessment (Doyle 2016).

Personalistic communication between undergraduates and their supervisors is especially important because it is a very practical tool for solving the problem of cognitive dissonance, which is experienced through the preparation of a thesis. Undergraduates are in the situation between both - "how it is" and "how it should be".

Their thesis must meet the requirements, i.e. their individual approach, methodological and methodical requirements according to port technology and/or its management, the approach of supervisors, a possible approach of reviewers and members of the commission for the defense of theses at the department or faculty. There are things that need to be discussed, understood and implemented. This requires a proper psychological climate of communication, sensitivity and subtlety in order to carefully consider all possible nuances, possible questions, as well as to learn to cope with personal fears.

Researchers often analyze the problems of communication between teachers and students in terms of their academic motivation (Wilson, Stadler, Schwartz et al. 2009; Tijūnėlienė 2012; Rekis 2013; Šumskaitė 2014; Jatkauskienė, Andriekienė, Trakšelys 2015; Norvilienė 2015; Urhahne 2015; Doyle 2016; Hu, Rijst, Veen et al. 2016; Ruzek, Hafen, Allen et al. 2016; Kairys, Liniauskaitė, Brazdeikienė et al. 2017; Pelayo, Mallari, Capili 2017; Henry, Thorsen 2018 etc.).

Various perspectives of a teacher as a scientist, lecturer and psychologist for his/her students, of empowering students to take part in activities of the higher school, of the evaluation of studies quality, of global changes in higher education, of academic motivation structure, of didactics in higher education, of didactic competencies in teachers activity, of behavior of a teacher as a mediator, of teacher's emotional support, of the impact of a handshake, and of holistic education are considered by mentioned scientists.

For innovative consideration of scientific and practical problems of the preparation of a thesis in port technology and management, from the anthropological point of view, as an epistemological measure we have chosen the entirety of the personality and the basic ontological values, on which human communication is naturally based.

The preparation of a thesis is scientific but first of all - human activity, the nature of which is oriented toward the desire to find a scientific and practically applicable truth, to act well and enjoy the thesis prepared correctly from the methodical point of view. This joy is also relevant at the psychotherapeutic level.

Now it is appropriate to discuss the common features emphasizing the basic approach to the personality in accordance with the anthropological attitude towards the natural humane valuable aspirations. An empirical study of correlations between scientific supervisors and academic motivation of their undergraduates could be in the perspective of future research.

The object of the research is a preparation of the thesis in port technology and management.

The subject is an entirety of the personality, and the basic natural ontological values regarding the preparation of a thesis, considered anthropologically.

The purpose of the research is to conduct a theoretically heuristic investigation of combined possibilities regarding personalistic and business relationships between undergraduates and their scientific supervisors from the anthropological point of view in order to achieve a better motivation of the students to prepare the thesis in port technology and management.

The type of the research is theoretically descriptive.

The main method is heuristic analysis of the preparation of a thesis in accordance with the entirety of the personality and his/her basic natural ontological values.

The basic methodological principles of the research are as follows:

- Existentialism, which emphasizes an undergraduate's hidden fear or too much defensive desire to write the thesis and to become enriched by his/her scientific supervisor. Existentialism offers the opportunity to insight freedom of the personality and his/her existential independence, possible natural nobility and rich hidden inner culture, at least at the motivational level. Undergraduates and their supervisors are not only people but also experienced and somehow enriched individuals with their life stories, existential aspirations and with not only physical feelings but also noble ones.

- Humanism first of all declares the personality as a highest value in the world. This epistemological principle emphasizes the undergraduates and their scientific supervisors not as human animals but as subjective and free personalities with respect for them and their respect to each other. Undergraduates should be encouraged by their scientific supervisors through supportive leadership, so that human nature as a creative potential could be revealed to create products, such as the thesis in port technology and management when sincere support for undergraduates is provided by their supervisors.

- Constructivism emphasizes subjective academic relationships between undergraduates and their scientific supervisors as a complex of intellectual constructs and their complements to each other. Free personalities at the humanistic level share their port technological and managerial ideas and insights in discussions, so that they could achieve the result of their high-quality scientific research in the preparation of the thesis. Constructivism, as a methodological principle of individual communication and andragogical cooperation, is a result of the mentioned existentialistic and humanistic concepts of a free, creative and respectful personality.

Results of the study

The educational meeting of undergraduates and their scientific supervisors is characterized by the gift of entering another person's world, who has a different experience of his/her life. This difference is more important when we would distinguish between Y, X and Z generations, which in part differ in motivation, why and how to prepare the thesis.

However, it is not appropriate to emphasize the difference between these generations too much because

the young age of undergraduates can play the most important role here. Human nature has not changed since the emergence of the infantile Z generation. We noticed the problem, that some undergraduates value their independence too much, do not trust their scientific supervisors and write their thesis without methodical system of the maritime academy. Undergraduates, who do not believe in scientific sense, do not trust the academic methodical system and especially the words of their supervisors, cannot achieve the high quality of their graduate work.

Mistrust in higher education is also related to various psycho-economic, educational and institutional problems, met by students and teachers. These problems of hermeneutics of suspicion and academic schizophrenia are associated with so-called *learned helplessness*. A person is naturally active, lively, energetic and completely devoted.

However, some undergraduates are distrusted, defensively aggressive in psychoanalytic sense, and have too much self-confidence.

Their learned helplessness in life does not allow them to accept another person and to believe him/her. Such an undergraduate is afraid to be enriched and he/she defends himself/herself from valuable information but at the same time he/she half-consciously waits for the appropriate attention and communication from his/her scientific supervisor.

The appropriate attention, based on anthropology, psychoanalysis and especially encouraging gestalt-psychology because it basically allows a person to adequately recognize the entirety of the personality and to develop the necessary his/her self-esteem, can help an undergraduate reveal his/her creative powers for the motivated and productive preparation of the thesis.

On the one hand, natural personalistic communication between undergraduates and their scientific supervisors is required because of the scientific need to look at the preparation of the thesis as if from the side, considering the fundamental questions - "why do this?", and only then - "how to do this?", i.e. what kind of methods and tools should be used in the research.

However, on the other hand, undergraduates need human, natural and fairly open conversations in order to systemize their thoughts about the scientific field, in which they are interesting, but they also experience creative tension because the field is new for them.

Therefore, communication between undergraduates and their scientific supervisors is relevant at the psychotherapeutic level mentioned in the introduction of this article.

Moreover, there is a serious problem of perception of the nature of student's motivation and the anthropologically andragogical basis for its development. As a rule, education politicians and bureaucrats of education institutions do not correspond to education science and anachronistically emphasize the manipulative development of student's motivation (this is similar to "birching pedagogy" of the Middle Ages).

However, since the 20th century the science of education has been oriented towards constructivism because of personalism and democracy declared in the education system.

Not a teacher tells the student what kind of scientific truth to look for (according to the behavioristic methodology) but they both share the constructs of their ideas and insights (mentioned sharing of constructs gave the name *constructivism* to this type of educational methodology), and seek the truth together in accordance with their roles.

The biblical principle proclaimed by rabbis (this Hebrew word etymologically means *teacher*) and later - by Christian missionaries, is this: "So take care how you listen; anyone who has, will be given more; anyone who has not, will be deprived even of what he thinks he has" (Lk 8, 18).

The main principle of the ancient Greek philosophers (especially the Socrates tradition and the Plato Academy) and of Jewish pedagogy and monastic colleges in the Middle Ages is to allow and encourage students to ask questions. This allows a student to develop his/her natural cognitive activity, which determines his/her motivation.

There are not incompetent students but they are distracted and angry because they are confused. They experience inner conflicts and stress because they cannot integrate their personal life, based on intellectual and practical activities.

As a rule, the organizers of higher education do not emphasize that the professional bachelor's thesis does not end in itself. The purpose of preparing a thesis is a new quality of the student's personality, arising from his/her natural interests in some areas (in port technology and management in this case), from the scientific search for answers to the questions, and from creative tension, which is ultimately crowned by the joy of his/her own accomplished scientific work that stimulates his/her self-esteem.

Here, the minimum required motivation of an undergraduate to prepare the thesis is most important. Students who are physically and mentally healthy, of course, are always characterized at least by the minimum of necessary motivation.

Furthermore, actors and participants in higher education are under pressure of international and local political, business economic and legislative regulations (as well as the rules of modern academic ethics, which is unfortunately more characterized by punitive intervention than by educative prevention), so, it seems we forget the basic anthropological things, such as:

- Human nature and its free expression;
- Natural human (especially - social) needs and natural cognitive interests;
- Efforts of constructive communication and harmonious cooperation in terms of a noble result.

Consideration of such anthropological things can help find a way to improve communication and constructive collaboration between different undergraduates and their scientific supervisors in different areas of scientific research.

There is a very big problem, how to convince the national and international experts of higher education and the workers of the Ministry of education and science of Lithuania Republic, that The Constitution of the Republic of Lithuania (Article 42) attracts teachers with the words "teaching shall be free". It means unrestricted. Freedom

is a basic value and a natural need of the personality, especially who participates in creation processes.

Thus, the restrictions made by these experts also violate the smooth interaction between the various groups in higher education, including undergraduates and their scientific supervisors.

Such problems exist much more. Students often narrowly perceive the usefulness of preparing a thesis and of participating in higher education at all. Concepts of a valuable enrichment of the personality are almost excluded from the political system of the EU higher education (Duoblienė 2010; Aleksandravičius 2015). The ability to conduct research in the field of port technology and management, preparing the thesis, is an academic value but the word "value" or "a personality" became rare in (post)modern higher maritime schools, especially in northwestern Europe.

However, the so-called *student-centered learning* is emphasized by the documents of the Bologna Process. So, the experience, needs and values of a student are the most important here. It is appropriate to reasonably meet the academic needs of undergraduates, as well as specific issues regarding the personality and his/her mentality and culture (Hu, Rijst, Veen et al. 2016).

Moreover, studies, oriented to practice in colleges and academies and even in universities, are more characterized by teachers who have practical experience, e.g., in the marine business, but do not have a scientific basis.

On the one hand, these invaluable professionals form a targeted core of business people in each higher school focused on practice, but on the other hand, they, as a rule, do not have the basic sociocultural knowledge required by the didactic practice of higher education.

Nevertheless, perhaps these business professionals are sometimes better by:
- Helping their undergraduates apply the tools of port technological research necessary for the thesis;
- Looking at scientific theories from a narrow practical point of view;
- Being able to see the possibilities for a particular practical application of the thesis in the marine business process.

Scientists are usually better, helping their undergraduates:
- To combine the theoretical part of the thesis with the empirical one;
- To choose various scientific methods, as well as the fundamental ones, such as thesis-antithesis-synthesis for analysis of theories;
- To apply socially responsible principles to the research;
- To prepare the thesis in accordance with formal methodical requirements of the scientific work, such as the correct quotation or description of scientific sources.

It is purposeful to seek opportunities of symbiosis between business professionals and scientists from the point of view of constructivism, combining scientific and practical skills, so that their students could acquire research abilities.

Thus, in any case it is appropriate to perceive that higher education in human society is primarily a sociocultural phenomenon, and to recall the principle of quasi-Enlightenment - "back to nature", namely - to return to human nature, characterized by:
- The entirety of the personality;
- The whole system of his/her needs.

A person, from the anthropological point of view, is an entire human being, characterized by his/her natural physical, psychological and spiritual dimensions, and it is not enough to recognize and emphasize only one or two of them. The internalization of academic self-concept requires the activity of all personal dimensions, i.e. cognitive, emotional, aspirational and practical ones.

There are two main types of thinking we need in relationships:
- Superficial thinking that is useful in relation to physical things, such as marine and port technology and its management techniques. However, we are talking about these things with students who are people but not things. It is appropriate to use elegant methodologies, methods and techniques for the research that are worthy and consistent with the student's personality.
- Deep thinking that we use in dealing with people as human beings in order to reveal the natural creative potential of students in the process of preparing a thesis on the management of marine and port technology, as well as personnel management. The main condition to reveal the natural creative potential is a free and subjective self-expression of an undergraduate.

The experience of life shows that human nature is more oriented to art, including sport and game, than to science based on strictly analytical and synthetic thinking concerning an insight into tendencies and laws of investigating phenomena. In order to develop scientific motivation of an undergraduate, his/her personality cannot feel that his/her scientific supervisor communicates with him/her as a thing, i.e. superficially, insincerely or manipulatively.

However, all students are entire human beings with the same human nature when they are healthy, and they need not only business relationships but also personalistic ones for their first serious scientific work in life. Personalistic communication can also highlight and help ensure the integrity between personal life of an undergraduate (before and during the preparation of a thesis) and his/her participation in scientific processes.

The essence of scientific work expresses the spirit of the author who and whose life was enriched. The preparation of a thesis is unusual for an undergraduate but it can become not strange for his/her human nature and self-concept. A valuable didactic combination of the superficial business dimension with a deeply personalistic one in communication is necessary in scientific discussions for the human creation of scientific work.

Anthropologically based natural ontological values and main valuable aspirations of the personality are truth, goodness and beauty. They are most important values for higher education:
- Truth helps understand and develop the reality of life. Scientific truth in the field of port technology and management helps discover and appropriately develop technological and managerial solutions.
- Goodness manifests, e.g., an implementation of social values. Goodness in science is expressed through

the proper application of purposeful methods and tools of research.

- Beauty, first of all, refers to the order in accordance with the meaning of the Greek word *cosmos* in aesthetics. Beauty in science, regarding preparation of a thesis, refers to the formal methodical requirements of the maritime academy and their implementation. All this helps create the personality of an undergraduate enriched by research skills.

The sequence of basic natural ontological values is not random:

- Beauty cannot be empty and must be based on truth and goodness;

- Goodness is not necessarily beautiful but it must be true. So, the truth is at the beginning.

The preparation of a thesis, in accordance with the basic natural ontological values, should be supported by scientific supervisors who are characterized by good anthropological self-awareness and successful personal academic experience.

Their subsidiary guidance (Hoffner 1997) for the entire personality of an undergraduate mostly corresponds to the anthropological requirements in higher education, in this case - the maritime one. Anthropological truth about the personality brings the preparation of a thesis to the subsidiary relationships between undergraduates and their supervisors:

- Personalism helps ensure the appropriate attitude towards the respectful subjectivity of another human being;

- Solidarity helps apply supportive leadership from the side of scientific supervisors;

- Subsidiarity, as didactics "help for self-help", keeps the appropriate distance, allow the undergraduate to be independent by learning and choosing personal paths by creating the thesis and revealing his/her natural creative potential.

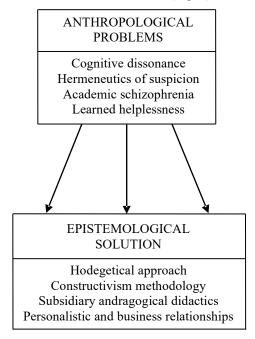The mentioned problems of preparing a thesis and the direction of their solution are shown (Fig. 1).

Fig. 1. Anthropological problems of preparing a thesis and their epistemological solution

The guidance, based on the hodegetical approach regarding its psychological cognitive (concerning the ontological essence and meaning), emotional, aspirational and behavioral mechanisms, and constructivism methodology and subsidiary andragogical didactics, applying a combination of personalistic and business relationships, can help overcome cognitive dissonance, hermeneutics of suspicion, academic schizophrenia and learned helplessness of an undergraduate and reveal his/her natural creative potential.

The personal experience of the author of this article is related to the successful guidance of the undergraduates when they prepare a thesis. Because they are adults, it is very convenient to apply the *locus nascendi* epistemology, which is based anthropologically:

- Who is an undergraduate?
- What kind of life does he/she live?
- What special values make him/her happy?
- What is his/her life story?
- How does he/she create his/her professionalism?

These are some questions that were discussed indirectly at the very beginning. They help know more about the real treasure of Lithuania, i.e. the remarkable personality of an undergraduate, and start a very hard work - the preparation of a thesis.

The author of this article, as a scientific supervisor, noticed that undergraduates love their personal experience and share it:

- Some students like to photograph the sea and the seaport from an early age;

- One student came to the maritime academy because she, being a painter, desired to see how the waves break down;

- Another student shared her professional experience working on an oil platform, seeing a storm or watching on the monitor the sharks that came to the platform;

- Some students share their family traditions for work in the port and on board;

- Sometimes at least the conversation in the native dialect allows an undergraduate to feel good, as in a home environment, etc.

All this helps create a positive psychological climate for business communication preparing a thesis:

- On the one hand, it encourages an undergraduate to take part in scientific activities;

- On the other hand, it can also motivate a scientific supervisor to do his/her job, as well as to perceive the personality of his/her undergraduate and to help him/her in a subsidiary manner to choose the suitable path for creating a thesis.

Educational technologies based on anthropological sustainability can help to express the social nature of the personality in order to achieve the scientific and practical goal of academic cooperation between the students and their supervisors in changing society.

Conclusions

The combination of business relationships between scientific supervisors and their undergraduates, with the personalistic one in student-centered learning, is necessary from the anthropological point of view of locus nascendi epistemology, in order to increase the student's

motivation by preparing the professional bachelor's thesis.

If the behavioristic superficial business relationship, which is usual by managing marine and port technology, is applied without constructivist personalistic communication with students, it relates to cognitive dissonance, hermeneutics of suspicion, academic schizophrenia and learned helplessness, and does not allow to reveal the natural potential of the personality, which is necessary in order to prepare a thesis in good quality, right on a scientific level and methodically beautiful.

The appropriate hodegetical attention, energy and time given by scientific supervisors to their undergraduates, creating personalistic relationships, regarding very useful maritime experience and marine symbolism, can help reveal the entire personality of a student, freely develop natural - but defensively blocked - his/her powers, sincere aspirations and required activities, properly preparing the thesis in port technology and management.

The results of this study can be applied in training future skilled seaport workers at the anthropologically constructivist level, from the didactic point of view of the subsidiary andragogical guidance for young people who tend to become more and more standardized, entertaining and pragmatic but also less and less scientifically conscious, less naturally self-creative, especially in accordance with the rejection of moral authorities in their life, and less inventive in respect of social responsibility and of reliable solidity in the long-term personal and professional perspective of the academic youth.
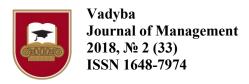
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CHALLENGES OF MIGRANTS' INTEGRATION INTO LABOR MARKET OF EUROPEAN UNION

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Abstract

This article presents some of the challenges faced by migrants integrating into the labor market of the European Union (EU). The study was conducted in Lithuania, Romania, Cyprus, Spain, Finland, which participated in the project "Raising inclusion to the labor market of refugees, asylum-seekers and migrants, on the basis of entrepreneurial competencies development". Migration is part of the labor market of the modern economy and is closely linked to the globalization process. Migration and mobility are part of European labor market initiatives in EU policies. The authors of this article focus on the integration of migrants into the labor market and the problems/challenges faced by migrants and employers in the five countries studied. Migration has inevitably been touched by almost all EU countries; more or less all countries in the study face the challenges of integrating migrants into the labor market. Therefore, it is important that these things be gradually integrated into labor market and educational policy plans. Migration in the international labor market is considered to be natural, not only because the movement is part of our lives, but also for many economic, social and cultural reasons.

KEY WORDS: migrant, integration, challenges, labour market, entrepreneurial

Introduction

One key feature of the processes of globalization and economic restructuring altering local economic development prospects and development trajectories across advanced economies of the world is the increase in international migration (Green et al., 2009).

It is claimed that global environmental change could drive anywhere from 50 to almost 700 million people to migrate by 2050. These claims contradict the complexity of the multi-causal relationship between coupled social–ecological systems and human mobility, yet they have fuelled the debate about "environmentally induced migration". Empirical evidence, notably from a 23-case study supported by the European Commission, confirms that currently environmental factors are one of many variables driving migration (Warner, 2010).

The integration of migrants and their active participation in the labor market is amongst the most important questions in the European Union (EU). It is high on the public agenda, often covered in the news and also the concern of public. Integration process is important not only because of the economic aspect but also for promoting social cohesion. However, integration process has not been without challenges. One of the main obstacles to integration is migrants' higher unemployment rates and lower incomes than native born (OECD1/European Union 2015). There are many reasons for this, for example, lower education levels and locals' discriminative attitude towards migrants. Many countries also have problems with recognizing education and qualifications acquired outside the EU. These obstacles have to be eliminated in order to have employment level up to 75% until 2020 as EU aims.

This article is based on research report of the international Erasmus+ Project called "RIECE" (acronym for "Raising Inclusion into the Labour Market of refugees, asylum-seekers and migrants, on the base of entrepreneurial competencies development"). The project involves 5 countries where the study was conducted: Lithuania, Romania, Cyprus, Spain, Finland. RIECE Project will create a new training program for refugees and asylum seekers as well as other migrants.

To succeed in this task, it is important first to identify the needs of the target group as well as to hear employers' opinion about which challenges are the most important when employing migrants and how these have been overcome and how they should be approached in the future.

Goal of the research - to identify challenges and provide measures for migrants' effective integration into the international labour market. Moreover, it was clarified, how well these challenges and problems are identified in different groups of people in participating countries.

Methods of research. This has been done with qualitative and quantitative research in the beginning of the project.

Review of literature

About 150 million persons live outside their home countries; in many states, legal application of human rights norms to non-citizens is inadequate or seriously deficient, especially regarding irregular migrants. Extensive hostility against, abuse of and violence towards migrants and other non-nationals has become much more visible worldwide in recent years (Taran, 2002).

Immigrant receiving countries are constantly looking for better ways to attract the most talented individuals to

fill labour shortages in the high skilled sector and low skilled workers that may allow for the provision of services at a lower cost (Vargas-Silva, 2012).

Europe's demographic situation is characterized by longevity and low fertility. This leads to the aging of domestic population and eventually its decline in workforce. Given the high levels of employment already reached by skilled EU-nationals, recruitment of migrants from third world countries is increasingly appearing as the main way of responding to the growing demand for medium and high skilled labour. At the same time, Europe experiences a continuing demand for low skilled labour. In this context Europe has to consider pro-active migration policies and measures to help identify future labour and skills gaps. And Europe should develop a genuine interest in becoming both more attractive for highly skilled migrants as well as more inclusive towards all employable migrants (Münz, 2007).

Differences across destination countries in immigrants' unemployment rates, as well as the gap in native working population, are expected to result from diverging states of national economies and country-specific policies regarding immigrants' labour market access (Fleischmann, Dronkers, 2010).

The concept of migration covers any movement of people – within a country or crossing its borders; long or short term; voluntary or coercive; search for work or unemployment; legal and illegal; migration to change the political, social, economic, cultural or other environment. Migration is changing the lives of people and states. To the population it's an opportunity to improve their living conditions by changing their place of residence and/or work, and immigrant countries are the source of new labour (Janusauskas et al., 2009).

There is an increasing number of migrant laborers, who want to fulfil their plans abroad or to achieve their goals there. A new country may be an opportunity for them to become what they want to be, do what they want to do and to have their dreams come true. If they can integrate, they might even feel at home in a foreign country. Migrants have real hope that they can expect more abroad. New atmosphere, challenges, and novelty could also act as a motivating factor. To decide to work abroad is not easy. To leave home country is a step by step process. Their lives would change. After evaluating their current situation and future prospects, they eventually come to a conclusion that elsewhere they might be able to achieve their plans, earn enough money to live a better life. If we live in a challenging environment, we also do more to ensure such compliances (Jozsa, Vinogradov, 2017).

Immigration, as a complex phenomenon, provides not only economic benefits, but also involves additional costs, such as social benefits for immigrant families, social integration costs for immigrants, worsening criminogenic situations, and the cost of investing in personal wealth and health security measures and other similar costs. Migration is a dynamic process that has a significant impact on the economic and social environment in the European Union (Janusauskas et al., 2009).

Integration to a new country is a multidimensional and complex process. Ruhs and Anderson (2010) wrote that migrants who are working illegally may gain economic benefits by working in a certain occupation but at the cost of greater insecurity of residence; while migrants intending a short term stay may be much more concerned with maximising economic benefits than with social integration. In practice, different migrants not only have different options, but will attach different weights to security of residence, economic improvement, and social integration.

OECD/European Union (2015) separate 11 different factors contributing to the integration process. The participation in the labour market is a key to become a part of the host country. The job quality is also important, as migrants tend to have lower-status jobs than native-born. Third factor is cognitive skills, which are important determinants in the economic as well as social integration. Household income is a factor, which determines many socio-economical outcomes. Housing, health status and health care, civic engagement and social cohesion – the latter including also integrations' two-way process nature – are factors to integration process as well. Besides these factors, contextual factors have a remarkable influence into integration outcomes. They are shaped by socio-demographic characteristics such as age and gender. Another important factor is defining characteristics of immigrant population: what kind of lacking migrants may have related to the knowledge of the host society compared to the native-born. This gap tends to disappear during the stay depending also on language skills. Third contextual factor consists of household and family structures as home environment has an impact on children's schooling. Because of this multidimensionality, the integration processes' succession and challenges vary greatly from country to country as immigrant populations differ in their size, length of residence, age, education level, language and predominant entry categories. The integration policies play an important role as well. Many challenges are common in all countries but not all (OECD/European Union, 2015).

It is well-known that there is considerable variation in the economic performance of immigrant populations in different EU countries. This is mainly caused by the heterogeneous conditions of entry to the EU states, which strongly influence the distribution of socioeconomic characteristics of the immigrant population, as well as by differences in country-specific strategies to promote the integration of the existing immigrant population (Büchel, Frick, 2005) .

However, the new environment can create new problems for them as well, such as integration, language difficulties, and cultural differences (cultural shock). Sometimes they realize that their plans failed. The integration into labour market has few challenges as cultural shock (Jozsa, 2015): 1. *The beginning of the relationship:* this is a new situation, the period of the comparison; everything is new and full of expectations. It's almost a euphoric condition. 2. *The real culture shock:* the cultural differences are more and more emerging and feeling of uncertainty increases. "What am I doing here? Are you sure you want this? Do I want it for me? "Everything is doubtful. 3. *The superficial adaptation:* the emigrants want to survive, and the feeling of being lost increases. "I have to integrate!" 4. *The period of depression and isolation:* people struggle and lack self-

confidence. 5. *Learning and integration:* they understand and learn differences between cultures and they begin to integrate. 6. *Autonomy and independence:* they have enough self-confidence, understand the local people and connect and meet them who represent their own culture.

Immigration has been and will be a main feature of European societies and social structures. The social integration of migrants has become a key element in the system integration of European societies. Using or not using the potential that immigration entails will also have a strong influence on the competitiveness of Europe in the world. The topic of education and migration will thus be relevant in the context of economic development, social cohesion and the stabilization of democratic cultures (Heckmann, 2008).

Proponents of human capital theory suggest that skill has a key role in employment prospects for international migrants – workers engage in a remunerated activity in a State where they are not a national – because the more skilled the worker, the greater is his/her productivity, thus the more productive worker enjoys a better job and mobility in the labour market. Critics argue that a policy emphasis on migrants' skill level tends to simplify the employment and broader socio-cultural challenges migrants face (Syed, J., 2008).

Research Methodology

As the term "migrant" might be defined very differently, it is important to clarify what definition we use in this report. In the research, immigrants are defined as the foreign-born population, no matter what their status or their country of origin. The definition is based on the purpose of the project: the training material is aimed to all migrants, no matter their status.

The *research questions* are: 1. What challenges do migrants experience when integrating to the international labour market? 2. What challenges do employers experience when hiring migrants? 3. What kind of coping/problem-solving methods do migrants have? 4. How do cultural surroundings (in workplaces and otherwise) affect to the situation?

The study will provide comparative data about the specific conditions of migrants' integration challenges in the partner countries in correlation with the social, cultural and economic circumstances. It will reveal the level of awareness on migrants' integration challenges and coping measures of each target groups in the project countries - migrants', employers and social workers. The research is done with three separate sets of questionnaires which have been targeted to migrants, social workers and employers. Questionnaires designed for migrants and social workers consists questions, which aim to identify challenges and provide measures for migrants' effective integration into the labour market.

The project was conducted in 2018. The sampling chosen for the study was: 150 migrants (30 from each partner country), 150 employers (30 from each country) and 50 social workers (10 from each country). Each partner was independently responsible of collecting the required amount of answers. Competences migrant should achieve if they want to integrate into the labour market.

With questionnaires, the project acquired information about preferences, needs and challenges related to migrants' employment. The project partners assessed the questionnaires before using them. With many questions on the same type, the answers supported each other, which improved the validity. The questions were clear and easy to answer. Each question consisted of several answers so that everyone could find a suitable option and the respondent could specify his answer verbally in several questions. The scale in the answering options was logical. These aspects make it more reliable. On the other hand, the small samples and random choosing of the respondents weakens both the validity and reliability. Respondents not necessarily represent the "average" migrant, employer or social worker in the participating countries.

Data Analysis and Results

Comparison of the partner countries. In relation to this report and its outcomes, it is important to take into account the numbers of immigrants' and their employment situation in participating countries. When comparing the RIECE partners, the unemployment rates amongst the whole population in the end of the year 2017 was in Lithuania 7,1 %, Finland 8,7 %, Romania 4,6 %, Cyprus 11,3 % and Spain 16,4 %.
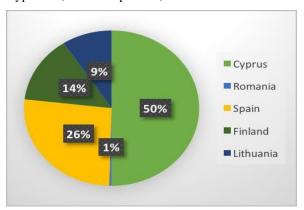

Fig. 1. Immigrants (%) of all population
Source: Authors' calculations based on survey data
(2018)

If we compare that to the whole population (2017), it turns out that Cyprus (population of 854.8 thousand) has the highest percentage (23.3%) of immigrants. Spain's (population of 46.5 millions) percentage is second highest (12.9%). Finland's (population of 5.5 millions) were immigrants 6.3%, Lithuania's (population of 2.8 millions) immigrants were 4.5%. In Romania (population of 22.3 millions) the percentage is the smallest, only 0.2% (Eurostat, 2017).

Background factors of migrants

Migrant respondents in Spain and Cyprus were less educated than migrants in Lithuania and Romania. The most educated migrants were in Finland. Migrants in Romania had more difficulties with acknowledging their degree than migrants in Lithuania and Spain. Migrants in Finland had least difficulties and migrants in Cyprus had the most difficulties. The acknowledgement of the degree was related to the education: the migrants with less

education had more difficulties. The acknowledgement of the degree was also related to gender: men had more difficulties than women did.

The migrants in Cyprus were mostly men and less educated so this is probably the reason they had the difficulties with acknowledging their degree.

This bond with gender is an interesting result as difficulties in recognition of a degree is usually connected to higher education. Each country has its own recognition procedures although in EU there is a mutual recognition of professional qualifications amongst member countries (regulated by European Union directive 2005/36/EC).

The largest group of responded immigrants (47 %) in Finland came to the country because of a Finnish spouse. This might indicate to family reunifications. In Lithuania, most of the migrants came to study (59 %) and in Spain, most of them came to work (68 %). In Cyprus, most of the migrants came to work (44 %) but also 23 % came as refugees. In Romania 45 % of the migrants came to work and 27 % to study. The basis on why migrant came to a country is related to the acknowledgement of the degree: the asylum-seekers had most difficulties at the acknowledgement of the degree; the migrants who came because of a local spouse had no difficulties.

All responded migrants felt they had integrated to the country quite well. The highest score is in Spain and the lowest in Cyprus. Women felt more integrated than men did. Generally, the older the migrant, the more integrated he or she felt. Interestingly, the time spent in the country didn't generally correlate with the integration i.e. migrants don´t feel any more integrated as the time passes. Only in Spain, the feeling of integration grew according to the time spent in Spain. The migrants in the fields of Education felt most integrated. Other circumstances in the migrants' background were not related to the integration.

Background of the employers

Most of the responded employers in all countries were from private sector. Finnish employers were mainly from the health and social sector (38 %) or from trade (24 %) and Lithuanian employers were mainly from catering (50 %) and logistics (20 %). Spanish employers were mainly from other sector (39 %) or from education (18 %). Cypriot employers were mainly from trade (45 %), education (24 %) or other (28 %). Romanian employers were distributed in many fields.

Most of the companies were small: 1-9 employees (38 %) or 10-49 employees (35 %) companies. Cyprus had bigger employers. Most of them (73 %) had only 1-9 migrants in the company. In Cyprus 31 % of the employers and in Spain 27 % of the employers have 10-49 migrants in the company. In Finland 28 % of the employers had no migrants employed.

Background of the social workers

Social workers' average work experience was 7,4 years. The social workers in Finland were least experienced (average 5,1) and the social workers in Romania most experienced (average 8,8 years). Most of the social workers had a bachelor´s degree but there was great distribution in education. The most educated social workers are in Finland where 80 % of the social workers had masters´ degree (this is also a qualification requirement). The least educated are the social workers in

Spain where 50 % of the social workers had completed vocational school (or similar).

Most of the social workers who answered the questionnaire worked with migrant customers daily (28 %) or weekly (28 %). In Cyprus 85 % of the social workers worked with them daily. In Finland and in Cyprus the social workers' migrant customers had most commonly come to the country as asylum-seekers, in Spain to work and in Lithuania and in Romania to study.

When speaking of RIECE partner countries, Finland belongs along with other Scandinavian countries to destination countries with significant recent and humanitarian migration. In these countries, humanitarian immigrants with their families have been a significant source of immigration. Both ends of the educational spectrum are overrepresented. These humanitarian migrants tend to struggle to integrate and adapt to the labour market quite poorly, even when integration policies in these countries are strong and immigrants well accessed to the public service.

Cyprus and Spain belong to new destinations with many recent labour immigrants. In Spain, as in most of the other southern European countries, immigrants tend to be low educated. In these countries, there has been a flux of labour migrants, who have come to work in low-skilled jobs during the 2000s global economic crisis. After the 2008 economical fall, the immigrants' unemployment rate has raised significantly as before it was even lower than among the native-born. Cyprus belongs to a group of new destination countries with many recent highly educated migrants amongst with other islands Malta, Ireland and Iceland. The situation of immigrants varies greatly in this group; however, they tend to have better socio-economical background than migrants in South-European countries do. The challenge is that educated migrants tend to be over-qualified for the labour market. Most new EU countries, including Lithuania, belong to group where countries with migrant population is shaped by border changes and/or national minorities. In these countries, foreign-born migrants are the result of border changes in the aftermath of Soviet Union and the fall of the Iron Curtain. Recent migration levels have not been high. Romania is labelled as emerging destination country with small immigrant population. As a result, the information on many factors related to migration is in many cases non-existent. However, the situation is changing and the numbers of migrants are growing (OECD/European Union, 2015).

When asked how migrants had tried to solve problems related to their employment, the most common response was that they were studying or had studied more. This may of course cover a wide variety of courses and themes from language courses to acquiring a new degree. Studying was especially important in Finland, whereas in Spain the most popular option was to seek help from the employment office or some other institution. In Cyprus, the most common answer was to talk to management or superior.

From the employers point of the view they had most problems with migrants applying jobs but not having the experience needed (30 %), the qualifications (28 %) or skills (28 %) needed. These problems may naturally indicate to same things as skills develop with experience

and may also be related to acquiring qualifications. However, when employers pointed the biggest problem when employing migrants, it was migrants not applying their jobs (42 % of the employers think so). Only 3 % of the employers' don´t want to employ migrants.

The migrants themselves thought that the best solution for employment problems would be to learn new skills otherwise than studying a new degree (46 % of the migrant respondents think so).

In questionnaire there was a question related to the skills needed when considering employment in the country in question. Migrants and social workers thought that the native language skills is the most important skill. The next important are specific (job-related) skills. From the employer's point of view the specific (job-related) skills were most important and the native language skills come second. This may indicate that employers hire only migrants with necessary language skills.

There were some differences between countries in question. The native language skills had the most importance in Finland and in Lithuania. In Romania, migrants thought the native language skills have more importance than employers or social workers do.

Table 1. Perceived problems and challenges with aforementioned skills by answer groups

Have you / Do you migrant workers/customers have problems or challenges with these skills?	Migrants	Employers	Social workers
	Total (N=201)	Total (N=151)	Total (N=53)
I/They haven't got problem or challenges with these skills	11 %	56 %	60 %
Finnish/Lithuanian/Spanish/Greek/Romanian language skills	**43 %**	17 %	34 %
Other language skills	17 %	23 %	**38 %**
Learning skills	24 %	10 %	25 %
Networking skills	12 %	21 %	**40 %**
People skills, "soft skills"	14 %	11 %	19 %
IT skills	7 %	7 %	17 %
Entrepreneurial skills	11 %	**48 %**	**40 %**
Specific (job-related) skills	15 %	13 %	4 %
Other	0 %	3 %	2 %

Source: Authors' calculations based on survey data (2018)

Specific (job-related) skills had the most importance in Lithuania, in all of the groups, although they were important in all the countries except Cyprus. Learning skills had more importance in Finland, Romania and Lithuania. People skills ("soft skills") were also more important in Lithuania and in Finland than in other countries. Besides country-specific appreciations, these may relate to respondents' different employment fields.

Migrants did have problems with these aforementioned skills. There were many differences in the skills needed between the countries. In Finland, Lithuania and Romania migrants themselves thought they had mostly problems with native language.

Still the employers didn't feel this way, i.e. probably, they had employed only migrants with the needed language skills as stated before. However, this is a

skill the migrants should learn more about at least in these three countries.

Especially in Finland and in Romania the social workers felt their migrant customers had problems with other language skills as well. At least in Finland this may indicate to the need to know Swedish, Finland's another native language, in some positions, or then the importance of English language. There were other differences in answer groups' opinions as well. For example, in Lithuania and in Spain social workers and employers thought their migrant customers have problems with networking skills. However, migrants themselves didn´t share this vision: in Lithuania none thought this way, in Spain only fifth. Another example were entrepreneurial skills: most of the employers and social workers in Spain, Lithuania and in Finland thought migrants have problems in those skills but migrants themselves in these countries didn´t think so.

Differences between these opinions may relate to the aforementioned differences between responded migrants, employed migrants and those who need social services. It may also indicate that social workers and employers may not be that aware of the migrants' integration challenges. Notable to RIECE project however, is that networking is a skill the respondents think migrants should learn more about at least in Spain, Lithuania and in Finland and entrepreneurial skills in all countries except Cyprus.

Table 2. Respondents' experiences about migrants' problems and challenges with working culture by answer group

	Migrants	Employers	Social workers
	Total (N=201)	Total (N=151)	Total (N=53)
I/I/They haven't experienced any problems	32 %	47 %	13 %
working hours	**19 %**	**19 %**	**25 %**
Dressing	11 %	9 %	13 %
Religion	12 %	9 %	15 %
working methods	**23 %**	**27 %**	**72 %**
too outgoing	7 %	1 %	6 %
too introverted	4 %	5 %	6 %
lack of initiative	6 %	19 %	11 %
too much initiative	8 %	4 %	8 %
interaction with co-workers or customers	15 %	**22 %**	**30 %**
co-workers' or customers' attitudes	9 %	**20 %**	**34 %**
Other	2 %	6 %	4 %

Source: Authors' calculations based on survey data (2018)

Migrants would like to learn these skills mainly by attending to an appropriate course. Most of the migrants in Finland and in Lithuania would like to do so. In addition, one third of the migrants in Cyprus and in Romania and one fifth of the migrants in Spain would like to learn the skills like this.

Employers mainly encouraged migrants to attend to appropriate courses or allow migrants to learn the skills needed by practising them at work. The employers in Spain and in Romania also encouraged migrant workers to learn the skills by themselves on Internet or from

books. In Spain 42 % of the employers notified that they don´t hire migrants who have skill deficits.

Migrants' possible problems with local working cultures were asked from all target groups. Most of the social workers in Finland thought that their migrant customers had problems with working methods, interaction with co-workers or customers and with co-workers' or customers' attitudes. Migrants themselves or the employers in Finland didn't see much problems. In Lithuania, migrants had some problems with working hours and methods, lack of initiative and co-workers' or customers' attitudes.

In Spain, migrants had most problems with working hours and methods, interaction with co-workers or customers and with co-workers' or customers' attitudes. Some migrants experienced problems with too much initiative but Spanish employers think that lack of initiative is more pressing problem. Social workers and employers in Cyprus thought that migrants have problems with working methods but migrants themselves don´t think so on average. In Romania, migrants had mainly problems with working methods. Employers and social workers also thought that migrants have problems with lack of initiative.

These differences might again be explained with the differences between those migrants employers had employed, responded migrants and social workers' customers, but they might also tell something about the lack of awareness about migrants' problems in working life (RIECE, 2018).

Conclusions

Based on the questionnaires, one could say that migrants experience varying problems and challenges with employment. First, there are several deficits in migrants' skill needed in labour market.

- Networking skills is a theme that majority of respondents in Lithuania, Spain and Finland feel that migrants should know more about.
- Learning skills are considered to be lacking especially in Finland and in Romania (social workers' opinion) and in Cyprus (migrants themselves).
- The importance of entrepreneurial skills come up especially from the employers' questionnaire. This is important because based on the questionnaire there seems to be quite a few migrant entrepreneurs in other participating countries than Cyprus. Moreover, the entrepreneurial attitude is needed not only when starting your own business but also in other jobs as well. This theme is covered in curriculum but participating countries might give a special focus to it.
- The importance of language skills (native and otherwise) is clear.
- This is also consistent to the challenges employers experience when hiring migrants. Based on the questionnaire results, employers have most problems with job-applying migrants not having the experience (30%), qualifications (28%) or skills (28%) needed.
- Employers thought the biggest single problem is that migrants do not apply to their jobs (42%).

- Secondly, there are some problems with recognising a foreign degree.
- The problem-solving methods of migrants vary. The most common answers to the question related to solving employment-related problems indicate that migrants try to enhance their careers with studying more (25%), going to an internship or similar (24%), talking to management (24%) and seeking help from the employment office (23%).
- The opinion about migrants' learning needs differ between countries and target groups:
- The requirement and needs of labour market are considered important in all countries. Especially the social workers (75%) and employers (67%) think this is a theme worth focusing on.
- Native working culture is on average considered the secondly important topic. 51% of employers regard that this would be useful for migrants to learn more. According to the questionnaire, the most common problem were the working methods (41% from all the respondents saw this as a problem). Also, interaction with co-workers or customers (22%), co-workers' or customers' attitudes (21%) and working hours (21%) had caused problems.
- Entrepreneurship comes third: 38% from all the respondents think this is a useful topic to migrants. Social workers (45%) are more inclined to think this way than migrants and employers.
- Nearly third (30%) from all of the respondents consider that migrants should also know more about the local culture. The most common problem was other peoples' attitudes.

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Literatūros sąrašo sudarymo pavyzdžiai
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