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EXPLORING THE REQUIREMENTS OF TOURISM LABOUR MARKET IN ARMENIA

Abstract. *This paper summarizes the arguments and counterarguments within the scientific discussion on the issue of the main skills of employees required in the labour market. Tourism labour market needs skilled specialists with professional knowledge as the advancement of tourism industry depends on skilled workers of the sphere. Systematization literary sources and approaches for solving the problem indicate that different authors have investigated and offered different skills of tourism labour. The main purpose of the research was to analyse job ads of the labour market in Armenia in order to find out the main skills required in the labour market and the connections of different factors of job ads, which influence the development of tourism labour market. For this purpose, 390 job ads were observed. The key results were obtained by using Crosstabulations with Pearson Chi-square, Phi, Cramer's V and Contingency coefficient testing. Findings indicate that statistically significant relations were found between the main factors of jobs: type of the organization, education degree, knowledge of languages, computer skills and salary rate. Besides, the main skills required in labour market were revealed: communication skills, ability to work in a team, high level of responsibility, excellent knowledge of major tourism destinations, organizational skills, and analytical skills. The relevance of the decision of this scientific problem is that tourism industry and touristic needs change very fast, so the requirements of labour market also are changeable and tourism education must be modern and flexible in order to meet the requirements of the labour market. Investigation of the topic in the paper is carried out in the following logical sequence: the main literature was observed, then the job ads were analysed, after which the statistical analyses were done between the main factors of job ads. In the end, some conclusions were done. The object of the research is the tourism labour market and job ads in Armenia. The paper presents the results of an empirical analysis, which showed the main skills that tourism specialists must have in order to be competitive in the tourism industry. The research empirically confirms and theoretically proves that labour market needs new techniques and solutions, so tourism education must be able to meet these requirements. The findings are very good indicators for institutions that prepare specialists, for workers of the tourism industry, and for state organs to improve labour policy in the sphere. The findings have practical significance and based on the results many spheres of science and education may be improved, such as tourism education, labour market organization, labour economics and management. The main approach should be the elaboration of new policies of tourism education and labour development. The private sector and state organs must collaborate in the above-mentioned directions.*

Keywords: tourism labour market, job ads, salary, skills, experience, specialist, Armenia.

Introduction. Tourism is considered to be one of the most rapidly growing branches of the economy in Armenia. In 2017 1.494.779 tourists visited Armenia (18.7% more than last year) (Social-economic situation in the RA in 2017 January-December). In Armenia in 2017 Travel&Tourism directly supported 44,500 jobs (3.9% of total employment) and the total contribution of Travel&Tourism to employment was 14.1% of total employment (162,000 jobs) (Travel & Tourism Economic Impact, Armenia, 2018). According to the Travel&Tourism Competitiveness Report 2017 published by the World Economic Forum, Armenia was the 45th with human resources and labour market index, with the ease of finding skilled employees sub-index was the 123rd, with the ease of hiring foreign labour sub-index was the 8th, with the pay and productivity sub-index was the 60th and with the female participation in labour force (ratio to men) sub-index was on the 81st place (The Travel & Tourism Competitiveness Report, 2017).

Tourism development requires highly skilled specialists in that sphere, who will carry out research, process and implement policy, have a strategic mind, analytical skills, leadership, organizing, planning, decision making, time management skills, professional background. This study intends to investigate the

requirements of the labour market by analysing job ads. The analysis of job ads will show the existing situation and requirements of the tourism industry. Sometimes the conditions of work, salary rate and other things are connected with the type of job. This research aims at revealing connections between the main factors of job requirements in the labour market. The importance and rationale of the research are connected with several points. First of all, it was necessary to find out the main skills which are required from employees to have for the development of the tourism industry. Besides, it was important to analyse labour market ads, in order to explore all the factors that are needed. Based on the results, tourism education should be improved, as the main issue is to prepare professional specialists that will contribute to tourism development in the country. Furthermore, we tried to explore the connections between different factors of job ads, in order to see if there is any relationship between different factors, such as organization type, salary rate, education, knowledge of languages, computer skills. The research showed that the main skills required in the tourism labour market are communication skills, ability to work in a team, high level of responsibility, excellent knowledge of major tourism destinations, organizational skills, and analytical skills. These skills vary from others which are common in literature.

Besides, we found out associations between the requirement of education and type of organizations, salary rate and education, education and knowledge of languages, type of the organization and computer skills. Mostly tour agencies and hotel facilities have required educated labour, with fluent English and Russian knowledge, with having computer literacy, knowledge of MS Office, Internet, Amadeus and ability to work on social networks. As for the salary rate, it depends on the education degree. The findings already let us draw some conclusions about the needs of the labour market, which is a very good indicator for institutions that prepare specialists, and also for workers who want to be employed in the tourism industry.

Literature Review. The analysis of tourism labour markets is problematic due to the diversity of the tourism industry (Ladkin, 2005). Defining tourism employment is therefore difficult. A comprehensive list of tourism sectors includes transport, travel agencies and tour operators, conventions and events, retail, environment management, health and spa tourism, relevant government offices, NGOs, and educational establishments (Leiper, 2004; Richardson et al., 2004; Riley et al., 2002). However, not all those employed in these sectors can be classified as tourism employees, as accountants, historians, educationalists and others play vital roles within these sectors (Ayres, 2006).

The processes of new economy, migration, globalization, the implementation of new technology combine to create notions of a flexible labour market (Veijola, S., & Jokinen, E., 2008). According to Veijola (2009), future tourism experts should be multidisciplinary educated which would foster a greater understanding of all issues rather than to operate each to their own. Thus, tourism labour clearly has a role to play in future economies and societies (Ladkin, 2011).

Tourism industry development needs employees with specific skills. According to Bennett, Dunne and Carre's employers want flexible, proactive, adaptive and transformable employees (Bennett et al., 2000). Fuller, Munro and Rainbird mention time management, organizing and multitasking skills, which, according to them are often facilitated by group work (Fuller et al., 2004). Busby and Gibson mention the need for teamwork, presentations and information technology skills (Busby et al., 2010). Bailey and Sinclair mention that employees need to be independent and creative and work with minimum supervision (Bailey, T., 1997; Sinclair, K.E., 1997). Saayman and Geldenhuys mention the following skills: computer, arithmetic, telephone, business writing, listening, language, negotiation, presentation, leadership and social, organizational, interpersonal, research, ethical and social responsibility, and cultural sensitivity skills (Saayman, M., & Geldenhuys, S., 2003). Meriot has conducted research in the French hotel and catering industry and has mentioned technical skills, personal relations and communication and organization and management skills (Meriot, 2002).

Another research was done in Canada by Marion Joppe, and as a result skill gaps have been shown to be most severe for the following: information technology skills; literacy and numeracy;

communication/presentation skills; customer handling/service; problem-solving and critical analysis; leadership skills; financial management and cost control; project management (Joppe, 2005). Mistilis & Daniele argue the case that there is a new category of tourism work emerging as a result of the information revolution, requiring creative and information processing skills of an entirely different order to those traditionally associated with the sector (Mistilis et al., 2000). Noon & Blyton (1995) consider skills in terms of personal attributes, job requirements and the setting of work. Certain companies consider experience to be more important than a degree-level qualification (Pacock et al., 2002; Earle-Malleson, 2009). Skills shortages in hospitality are increasingly seen in terms of generic rather than specific technical competencies. Studies of employer expectations of graduates note demand for communications, people management and problem-solving, as the priority in both the US and Europe (Tas, 1988; Baum, 1990; Christou, 1997; 2000). The characteristics and the organization of the hospitality industry are subject to changes, as businesses respond to fashion and trend imperatives in the consumer marketplace (Warhurst et al., 2000).

Methodology and research methods. For the analysis of the labour market, the announcements of the sphere were observed during May-June 2017, and from December 2017 till January 2018. Sixteen job sites (careercenter.am, jobfinder.am, tanger.am, ashxatanq.am, job.am, hr.am, jobs.am, list.am, igind.am, ijob.am, csc.am, noorhospitality.am, trip2.am, jobex.am, ashxatanqner.com, staff.am) were observed, and as a result 390 tourism-related announcements were separated from 15,000 announcements. After formulating a database, the key results were obtained by using Crosstabulations with Pearson Chi-square, Phi, Cramer's V and Contingency coefficient testing (setting significance level $\alpha = 0.05$). The value of the Chi-Square statistic provides a test of whether or not there is a statistical relationship between the variables in the cross-classification table. Phi is a measure of association which adjusts the chi-square statistic by the sample size. Contingency coefficient adjusts for different sample sizes. Cramer's V corrects for the problem that measures of association for tables of the different dimension may be difficult to compare directly.

Discussion. We have analysed 390 tourism-related ads based on the following factors: type of the work, type of organization, the required education, work experience, age, gender, salary level, working hours, basic responsibilities, required skills, computer skills, knowledge of languages. Thus, 48.2% of 390 announcements were made by travel agencies, 40.3% by hotels, 5.6% by catering facilities, 2.6% – others, and 3.3% – not specified. The type of the work of the 24.4% of the announcements was the hotel administrator (reception staff), 15.4% – tour manager, 9.2% – outgoing tour manager, 7.4% – incoming tour manager, 6.2% – airline sales specialist, 5.4% – manager, 3.6% – guides. In addition to these, there were also marketing manager, project manager, sales assistant, spa manager, financial manager, specialist of medical tourism, tourism advisor, restaurant business specialist, waitress, booklet distributor, data analyst, etc. 17.4% of the ads required higher education, 80.3% of the ads has not mentioned anything about required education. Most of the announcements (39.7%) did not mention the required work experience, 3.1% did not require work experience, 25.4% required work experience, 11.3% considered working experience desirable, 7.9% wanted at least 1-year experience, 6.4% wanted 2 years of experience. Most of the announcements (84.6%) did not mention the gender of workers, 2.1% wanted the male, 11.8% – females, 1.5% – without restriction.

The majority of announcements (80.5%) did not mention the required age of the employees, 7.7% wanted up to 40 years old, 4.1% – from 25-40 years old employees. 58.7% of the announcements did not mention the rate of the salaries, the salary rate of 10.3% was 80.001-120.000 AMD, the salary rate of 7.2% was 120.001-200.000 AMD, the salary rate of 5.6% was 60.001-80.000 AMD. 61.8% of the announcements did not indicate working hours, 26.9% were on a full-time job, and 8.5% had 24 hours' work with 1 or 2 days at home. The total number of all the responsibilities mentioned in the announcements was around 400. Most mentioned responsibilities were as follows (Table 1).

Table 1. Key responsibilities required in tourism announcements

№	Responsibilities	Frequency	Percent
1.	Warm welcoming of guests, welcome guests at the reception desk, show the room, accommodate guests	46	11.8
2.	Customer involvement, service, consulting, contact with customers, directing and clarifying their issues and requirements	42	10.8
3.	Answer phone calls, reservations	32	8.2
4.	Make trip packages	30	7.7
5.	Carry out other tasks of the administration, other administrative works	24	6.2
6.	Negotiate with partner firms, correspondence with partners	22	5.6
7.	Accept payments	14	3.6
8.	Make reservations	14	3.6
9.	Consider complaints, considerations, respond as soon as possible	13	3.3
10.	Find new partners and sign contracts	12	3.1
11.	Preparation and presentation of internal reports to management	11	2.9
12.	Implement market research	10	2.6
13.	Guest accommodation (document acceptance, registration, room allocation)	9	2.3
14.	Follow the cleanliness of the rooms	7	1.8
15.	Organization and control of restaurant work and customer service quality	7	1.8
16.	Planning, organizing and supervising restaurant staff and their working hours	7	1.9

Sources: compiled by the author.

Apart from the main responsibilities in tourism announcements, there were also other more than 150 requirements. Most commonly encountered were: communication skills (13.1%), high level of responsibility (9.2%), teamwork ability (10.8%), excellent knowledge of major tourism destinations (7.2%), organizational skills (5.6%), good-looking (5.4%) (Table 2).

Table 2. Other requirements stated in tourism announcements

Other requirements	Frequency	%	Other requirements	Frequency	%
Communication skills (written, verbal)	51	13.1	Flexibility, flexible thinking	10	2.6
Ability to work in a team	42	10.8	Active, cheerful and hard-working	10	2.6
High level of responsibility	36	9.2	Organizational skills	22	5.6
Excellent knowledge of major tourism destinations	28	7.2	The ability to communicate with a strict customer	10	2.6
To be organized	13	3.3	The ability to work under pressure	10	2.6
Analytical skills, strategic mind	17	4.3	The ability to pay more attention to the details	9	2.3
Good-looking	21	5.4	Friendly	16	4.1
The ability to make quick decisions, make independent decisions	9	2.4	The skill of compiling and selling tour packages	8	2.1
Responsible, kind	11	2.9	Literate speech and communication culture	8	2.1
Interpersonal skills	11	2.9	The ability to work in a shorter time frame and to perform tasks on time and effectively	6	1.5
The ability to learn quickly and to navigate	8	2.1			

Sources: compiled by the author.

Besides, there were also time management, leadership, research, negotiation skills, initiative, creativity. Under computer skills were mentioned the ability to work on social networks (4.9%), computer literacy (4.6%), as well as knowing MS office, Gabriel, Amadeus programs. Other requirements for computer skills include: Amadeus, PHP, Java, Trio-Soft, HTML5, CSS3, Opera PMS, Amazon Web Services (EC2, VPC, elastic load balancing, CloudFront, Route53, etc.), Cloudflare, Twilio, Pingdom, Jenkins Continuous Integration tool, LAMP setup & development, GIT, SCRUM, Scripting Automation, PMS, POS, Key card, PBX, Voice mail, Android SDK, VMware, KVM virtual machines, RouterOS, WiFi roaming services and programs, statistical analysis of data. Most of the announcements required knowledge of English (51.3%) and Russian (45.6%). Other languages were Persian, Arabic, German, French, Spanish, Italian, Dutch, and Chinese.

Results. The following questions were raised during the above-mentioned analysis, for answering them some hypotheses were derived – Is there any relationship between the type of organizations and education required?

NH 1 (null hypothesis): There is a significant relationship between the type of organizations and education required.

AH 1 (alternative hypothesis): There is no significant relationship between the type of organizations and education required (table 3).

Table 3. Organization and education cross tabulation

Indicator		Education					Total	
		Higher Education		NS	Secondary	Vocational		
		desirable	mandatory					
Organization	Catering facilities	Count	1	3	18	0	0	22
		% within Organization	4.5%	13.6%	81.8%	0.0%	0.0%	100.0%
		% within Education	20.0%	4.5%	5.7%	0.0%	0.0%	5.6%
	Hotel facility	% of Total	0.3%	0.8%	4.6%	0.0%	0.0%	5.6%
		Count	4	22	130	0	1	157
		% within Organization	2.5%	14.0%	82.8%	0.0%	0.6%	100.0%
	Not specified	% within Education	80.0%	32.8%	41.4%	0.0%	50.0%	40.3%
		% of Total	1.0%	5.6%	33.3%	0.0%	0.3%	40.3%
		Count	0	0	13	0	0	13
	Other	% within Organization	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
		% within Education	0.0%	0.0%	4.1%	0.0%	0.0%	3.3%
		% of Total	0.0%	0.0%	3.3%	0.0%	0.0%	3.3%
	Tour agency	Count	0	5	5	0	0	10
		% within Organization	0.0%	50.0%	50.0%	0.0%	0.0%	100.0%
		% within Education	0.0%	7.5%	1.6%	0.0%	0.0%	2.6%
Total	% of Total	0.0%	1.3%	1.3%	0.0%	0.0%	2.6%	
	Count	0	37	148	2	1	188	
	% within Organization	0.0%	19.7%	78.7%	1.1%	0.5%	100.0%	
Total	% within Education	0.0%	55.2%	47.1%	100.0%	50.0%	48.2%	
	% of Total	0.0%	9.5%	37.9%	0.5%	0.3%	48.2%	
	Count	5	67	314	2	2	390	
Total	% within Organization	1.3%	17.2%	80.5%	0.5%	0.5%	100.0%	
	% within Education	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	1.3%	17.2%	80.5%	0.5%	0.5%	100.0%	

Note: NS – Not specified.

Sources: compiled by the author.

As the significance is 0.173, so the null hypothesis is accepted (table 3). The cross tabulation shows that most tour agencies and hotels required higher education. At the same time, a great part has not mentioned if they require or not, and the table shows that again tour agencies and hotels have not mentioned that. The second question – Is there any relationship between the required education and salary rate?

NH2: There is a significant relationship between the required education and salary rate.

AH2: There is no significant relationship between required education and salary rate (table 4).

Table 4. Education and salary cross tabulation

		Salary											Total	
		AMD			Competitive	Fixed + percentage	High	NS	Over 200 AMD	AW	TR	Up to 60AMD		
		120-200	60-80	80-120										
Education	HE – desirable	Count	0	0	0	0	0	0	5	0	0	0	0	5
		% within Education	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	0.0	100
		% within Salary	0.0	0.0	0.0	0.0	0.0	0.0	2.2	0.0	0.0	0.0	0.0	1.3
		% of Total	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	0.0	0.0	1.3
	HE – mandatory	Count	3	1	5	3	0	1	50	0	3	1	0	67
		% within Education	4.5	1.5	7.5	4.5	0.0	1.5	74.6	0.0	4.5	1.5	0.0	100
		% within Salary	11.1	4.2	12.8	37.5	0.0	11.1	21.7	0.0	30.0	14.3	0.0	17.2
		% of Total	0.8	0.3	1.3	0.8	0.0	0.3	12.8	0.0	0.8	0.3	0.0	17.2
	NS	Count	24	23	34	5	17	8	171	8	7	6	11	314
		% within Education	7.6	7.3	10.8	1.6	5.4	2.5	54.5	2.5	2.2	1.9	3.5	100
		% within Salary	88.9	95.8	87.2	62.5	100	88.9	74.3	100	70.0	85.7	100	80.5
		% of Total	6.2	5.9	8.7	1.3	4.4	2.1	43.8	2.1	1.8	1.5	2.8	80.5
	Secondary	Count	0	0	0	0	0	0	2	0	0	0	0	2
		% within Education	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	0.0	100
		% within Salary	0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.5%
		% of Total	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.5%
	Vocational	Count	0	0	0	0	0	0	2	0	0	0	0	2
		% within Education	0.0	0.0	0.0	0.0	0.0	0.0	100	0.0	0.0	0.0	0.0	100
% within Salary		0.0	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.5	
% of Total		0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.5	
Total	Count	27	24	39	8	17	9	230	8	10	7	11	390	
	% within Education	6.9	6.2	100	2.1	4.4	2.3	59.0	2.1	2.6	1.8	2.8	100	
	% within Salary	100	100	100	100	100	100	100	100	100	100	100	100	
	% of Total	6.9	6.2	100	2.1	4.4	2.3	59.0	2.1	2.6%	1.8	2.8	100	

Note: AW – The wages are interconnected with previous work experience and professional; NS– Not specified; TR –Transactional, for example, depending on the number of tourists; HE – Higher education. Sources: compiled by the author.

The significance is 0.954, so the null hypothesis is accepted (table 4). The cross tabulation shows the connection between the education that was not specified and different salary rates. The table also shows the relationship between higher education and the salary rate. Based on this we may resume, that the rates of salaries are mainly high if employees have an educational degree.

The third question – Is there any relationship between the salary rate and work experience?

NH 3: There is a significant relationship between the salary rate and work experience.
 AH 3: There is no significant relationship between salary rate and work experience.
 The testing results show that Pearson Chi-Square value is 169.660, the significance level is less than 0.005, so null hypothesis is rejected, thus there is no significant relationship between salary rate and work experience (that is why we don't place the cross-tabulation table 5).

Table 5. Chi-square tests and symmetric measures

Hypothesis	Parameters	Value	Approx. Sig.
Organization & Education	Pearson Chi-Square	21.139	.173
	Phi	.233	.173
	Cramer's V	.116	.173
	Contingency Coefficient	.227	.173
Education & Salary	Pearson Chi-Square	26.207	.954
	Phi	.259	.954
	Cramer's V	.130	.954
	Contingency Coefficient	.251	.954
Education & Knowledge of languages	Pearson Chi-Square	33.561	.992
	Phi	.293	.992
	Cramer's V	.147	.992
	Contingency Coefficient	.281	.992
Organization type & computer skills	Pearson Chi-Square	67.010	.005
	Phi	.415	.005
	Cramer's V	.207	.005
	Contingency Coefficient	.383	.005

Sources: compiled by the author.

The fourth question – Is there any relationship between the type of organizations and knowledge of languages?

NH 4: There is a significant relationship between the type of organizations and knowledge of languages.

AH 4: There is no significant relationship between the type of organizations and knowledge of languages.

The testing results show that Pearson Chi-Square value is 158.022, the significance level is less than 0.005 and the null hypothesis is rejected (that is why we don't place the cross-tabulation table here, but it shows that most tour agencies and hotels require knowledge of English and Russian).

The fifth question – Is there any relationship between education and knowledge of languages?

NH 5: There is a significant relationship between education and knowledge of languages.

AH 5: There is no significant relationship between education and knowledge of languages (table 5).

The significance level is high, so the null hypothesis is accepted, and there is a relationship between languages and education, mostly requiring English and Russian.

The sixth – question Is there any relationship between the organization type and computer skills required?

NH 6: There is a significant relationship between the organization type and computer skills required.

AH 6: There is no significant relationship between the organization type and computer skills required (table 5).

The significance level is 0.005, we may consider that the relationship exists, and the null hypothesis is accepted. The hotels mostly require computer literacy, MS Office and Internet knowledge. Tour agencies, in addition to this, require the ability to work with social networks, also Amadeus program.

Conclusions. The main findings let us draw some conclusions. At first, we may conclude that there is an association between the requirement of education and type of organizations: mostly tour agencies and hotel facilities have required educated labour. Besides, there is an association between salary rate and education, so the rate depends on the education degree.

Association was found between education and knowledge of languages as well. Labour force with higher education was required mostly to know fluent English and Russian. And the association between type of the organization and computer skills shows that for tour agencies, hotel facilities the mostly required skills were computer literacy, knowledge of MS Office, Internet, Amadeus and ability to work on social networks. So, based on the analysis we may resume, that the common requirements are education, knowledge of languages and computer, and depending on these factors the salary rate is defined.

The main skills required in the tourism labour market were the following: communication skills, ability to work in a team, high level of responsibility, excellent knowledge of major tourism destinations, organizational skills, and analytical skills. So, universities must provide practical tourism education, in order for the students and graduates to have all the required skills to be able to work in the tourism industry.

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Дослідження вимог ринку праці туристичної галузі Вірменії

У статті проаналізовано основні передумови формування сучасних навичок працівників на ринку праці у відповідності до вимог та викликів розвитку туристичної галузі. На основі систематизації наукових досліджень автором визначено, що не дивлячись на значний науковий доробок за даним напрямом, універсальний підхід до визначення необхідних професійних навичок працівників туристичної галузі відсутній. Основною метою дослідження є систематизація необхідних базових професійних навичок для працівників туристичного ринку Вірменії. У рамках дослідження автором проаналізовано наявні оголошення про роботу в туристичній сфері, а також визначено систему факторів, що впливають на розвиток ринку праці туристичної галузі Вірменії. Дослідження здійснено в наступній логічній послідовності: огляд наявних наукових праць за визначеною тематикою, аналіз оголошень про роботу, статистичний аналіз основних факторів-вимог, зазначених в оголошеннях про роботу, висновки та інтерпретація отриманих емпіричних результатів дослідження. Об'єктом дослідження обрано ринок праці в туристичній галузі і наявні оголошення про роботу в Вірменії. Інформаційну базу дослідження сформовано з 390 оголошень. Для аналізу даних автором застосовано статистичні методи, а саме: кростабуляція з використанням критерію Пірсона χ^2 -квадрат, Фішера, V-критерію Крамера та коефіцієнта коінтеграції. За результатами досліджень визначено, що статистично значимими виявились взаємозв'язки між факторами – вимоги до кандидатів на роботу, тип організації, рівень освіти, знання мов, навички роботи з комп'ютером і рівень заробітної плати. На основі проведеного аналізу виявлено, що затребуваними навичками на ринку праці туристичної галузі є наступні: комунікативні навички, вміння працювати в команді, високий рівень відповідальності, відмінне знання основних туристичних напрямків, організаційні та аналітичні навички. У статті наголошено, що швидкий розвиток туристичної галузі та потреб туристів обумовлює появу нових вимог до працівників відповідно до ринку праці туристичної галузі. У зв'язку з цим, туристична освіта повинна бути сучасною та гнучкою, а також відповідати новим стандартам туристичної галузі. Результати дослідження мають практичне значення і можуть бути прийняті до впровадження в різних сферах науки і освіти, зокрема для підвищення якості туристичної освіти, ефективності організації ринку праці. Враховуючи отримані результати, автором визначено, що необхідним є розробка нової освітньої політики в галузі туризму та розвитку ринку праці. При цьому у статті наголошено, що приватний та державний сектори повинні бути залучені до даного процесу.

Ключові слова: ринок праці, туризм, оголошення про роботу, зарплата, навички, досвід, фахівець.

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