



INTERNATIONAL CONFERENCE

Employment, Education
and Entrepreneurship

EMPLOYMENT, EDUCATION AND ENTREPRENEURSHIP

14-16 October 2015 Belgrade Serbia

CREATIVE EDUCATION FOR EMPLOYMENT GROWTH





Faculty of Business Economics and Entrepreneurship (BEE) from Belgrade, Serbia
www.vsep.edu.rs

International Research Institute for Social Entrepreneurship & Economic Development (IRISEED),
 Birmingham, United Kingdom
www.iriseed.org

International College of Interdisciplinary Sciences, United States
<http://www.americanschoolofgenealogy.com>

Belgrade Banking Academy, Belgrade, Serbia
<http://www.bba.edu.rs/>

Faculty of Entrepreneurship, University of Tehran, Iran
www.ut.ac

University of Business Engineering and Management, Banja Luka, Bosnia i Hercegovina,
www.univerzitetpim.com

Sofia University, „St.Kliment Ohridski,, Faculty of Philosophy, Sofia, Bulgaria
<http://phls.uni-sofia.bg>

ECSB - European Council for Small Business and Entrepreneurship, School of Economics, University
 of Turku, Finland
www.ecsb.org

jointly organize

**The Fourth International Scientific Conference
 EMPLOYMENT, EDUCATION AND ENTREPRENEURSHIP
 (EEE 2015)**

U N D E R T H E A U S P I C E S O F



Republic of Serbia
**Ministry of Trade, Tourism and
 Telecommunications**



Republic of Serbia
**Ministry of Labour, Employment,
 Veteran and Social Affairs**

EDITORS

Full Professor Radmila Grozdanic, PhD
Assistant Professor Dragica Jovancevic, PhD

INTERNATIONAL SCIENTIFIC COMMITTEE:

Academician Professor Mirjana Radovic Markovic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia (president)

Academician Professor Radmila Grozdanic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Academician Professor Slavko Karavidic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Full Professor Imani Silver Kyaruzi, PhD, Institute of Social Entrepreneurship (IRESEED), Great Britain

Full Professor Ayinla Omolaja Muhammed, PhD, International College of Management and Technology, Nigeria

Full Professor Ugur Demiray, PhD, Anadolu University, Turkey

Full Professor Emine Demiray, PhD, Anadolu University, Turkey

Full Professor Nezameddin Faghih, PhD, Faculty of Entrepreneurship, University of Tehran, Iran

Full Professor Radovan Pejanovic, PhD, University of Novi Sad, Serbia

Full Professor Edita Kastratovic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Full Professor Radojko Lukic, PhD, Faculty of Economics, University of Belgrade, Serbia

Full Professor Hasan Hanic, PhD, Belgrade Banking Academy, Belgrade, Serbia

Full Professor Snezhana Ilieva, PhD, St. Kliment Ohridski University in Sofia, Bulgaria

Full Professor Boufeldja Ghat, PhD, Faculty of Social Sciences Oran University, Oran, Algeria

Full Professor José G. Vargas-Hernández PhD, University Center for Economic and Managerial Sciences, University of Guadalajara, Guadalajara, Jalisco, México

Associate Professor Beatrice Avolio, PhD, Faculty of Entrepreneurship, Centrum Católica, Lima, Peru

Associate Professor Mohammad Reza Zali, PhD, Faculty of Entrepreneurship, University of Tehran, Iran

Associate Professor Neila Holland, PhD, Stratford University, Virginia, USA

Associate Professor Raghu Bir Bista, PhD, Tribhuvan University, Kathmandu, Nepal

Associate Professor Dragana Vojteski - Kljenak, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Associate Professor Milan Krstic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Associate Professor Slavoljub Sljivic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Associate Professor Natasa Tanjevic, PhD, National Bank of Serbia, Belgrade, Serbia

Associate Professor Isiaka Esema, PhD, Prentice Nigeria Ltd, Lagos, Nigeria

Associate Professor Dragan Milosevic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Assistant Professor Reza Mohammadkazemi, PhD, Faculty of Entrepreneurship, University of Tehran, Iran

Assistant Professor Sinisa Miletic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Assistant Professor Almir Pestek, PhD, Faculty of Economics, University of Sarajevo, Bosnia and Herzegovina

Assistant Professor Vera Karadjova, PhD, Faculty of Tourism and Hospitality, Ohrid, Macedonia

Assistant Professor Zélia Breda, PhD, Department of Economics, Management and Industrial Engineering of the University of Aveiro, Aveiro, Portugal

Assistant Professor Carmine D'Arconte, PhD, Faculty of Economics, University of Rome Three, Italy

Assistant Professor Neven Vidakovic, PhD, EFFECTUS University College, for Law and Finance, Croatia

Assistant Professor Vihra Naydenova, PhD, St.Kliment Ohridski University in Sofia, Bulgaria

Assistant Professor Yoana Yankulova, PhD, St.Kliment Ohridski University in Sofia, Bulgaria

Assistant Professor Vladimir Knezevic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Assistant Professor Ana Opacic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Lecturer Vasileus Kallinterakis, PhD, University of Liverpool Management School, Liverpool, Great Britain

Lecturer Dusan Markovic, PhD, Belgrade Business School, Belgrade, Serbia

Lecturer Aidin Salamzadeh, MSc, Faculty of Entrepreneurship, University of Tehran, Iran

ORGANIZING COMMITTEE:

Full Professor Rade Stankovic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Assistant Professor Dusan Cogoljevic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Assistant Professor Dragica Jovancevic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia, president of the Organizing Committee

Assistant Professor Djordje Minkov, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia, PR of the Conference

Assistant Professor Zorana Nikitovic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

Sladjana Vujicic, MA, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

PUBLISHING AND ORGANIZATION

Faculty of Business Economics and Entrepreneurship

8 Mitropolita Petra Street

11000 Belgrade, Serbia

ISBN 978-86-6069-114-1

ISBN 978-1-4951-7658-6

Bar Code Graphics, Inc.

875 N. Michigan Ave #2650

Chicago, IL 60611, United States of America

PERSON RESPONSIBLE FOR PUBLISHING

Full Professor Rade Stankovic, PhD, Faculty of Business Economics and Entrepreneurship, Belgrade, Serbia

CIP - Каталогизација у публикацији -
Народна библиотека Србије, Београд

37(082)

005.961:005.914.3(082)

331.5(082)

INTERNATIONAL Conference Employment, Education
and Entrepreneurship (4 ; 2015 ; Beograd)

Creative Education for Employment Growth / [The Fourth
International Conference Employment, Education and
Entrepreneurship [EEE 2015], 14-16

October 2015 Belgrade Serbia ; [organizer Faculty of
Business Economics and Entrepreneurship ; editors
Radmila Grozdanić, Dragica Jovančević]. –

Belgrade : Faculty of Business Economics and
Entrepreneurship ; Chicago : Bar Code Graphics, 2015
(Valjevo : Valjevoprint). - 355 str. : ilustr. ; 24 cm

Tiraž 250. - Str. 11-12: Foreword / editors. - Napomene i
bibliografske

reference uz tekst. - Bibliografija uz svaki rad.

ISBN 978-86-6069-114-1 (FBEE)

ISBN 978-1-4951-7658-6 (BCG)

1. Grozdanić, Radmila [уредник] [аутор додатног текста]

2. Visoka škola

za poslovnu ekonomiju i preduzetništvo (Beograd)

a) образовање - Зборници b) Предузетништво -
Зборници c)

Запошљавање - Зборници

COBISS.SR-ID 218115340

Copyright© 2015

Faculty of Business Economics and Entrepreneurship, Belgrade.

All rights reserved.

Printing 250 copies

CONTENTS

I PART

CREATIVITY IN EDUCATION: NEW EDUCATION PROGRAMS 13

**HOW DOES THE USE OF EXISTING KNOWLEDGE AFFECT
KNOWLEDGE ABSORPTION 14**

NIKOLA RADOVANOVIC PHD

**ERRORS AND ISSUES IN CONSTRUCTION OF A
QUESTIONNAIRE FOR STATISTICAL RESEARCHES 25**

SVETLANA TASIC PHD

**WORK ATTITUDES OF BULGARIAN EMPLOYEES: ETHNIC
AND EDUCATIONAL DIFFERENCES 38**

ERGYUL TAIR PHD

**THE CAPACITY OF PERCEPTION: THE NEED FOR AN
EDUCATIONAL SYSTEM IN SUPPORT OF THE NATIONAL
SECURITY 47**

MIROSLAV STEVANOVIC MSc

DRAGAN DJURDJEVIC PHD

**THE RELEVANT FACTORS OF DESIGNING STUDY
PROGRAMS 57**

ANA SKORUP PHD

MILAN KRSTIC PHD

**VOCATIONAL INTERESTS AND WORK VALUES OF
SECONDARY SCHOOL STUDENTS 70**

SNEZHANA ILIEVA PHD

ELENA ALTIMIRSKA PHD

**SELF-REGULATED LEARNING DURING THE PROFESSIONAL
PREPARATION OF STUDENTS 83**

YOANA YANKULOVA PHD

YAVOR ILIEV

**EDUCATIONAL PROGRAM OF SOCIAL GERONTOLOGY –
INNOVATION AS A RESPONSE TO CHANGE 92**

MARIJA OVSENIK PHD

SLAVISA PEROVIC MSc

HEALTH MANAGEMENT EDUCATION E-LEARNING SYSTEM... 104

ZARKO PAVIC PHD

**STUDENTS' ATTITUDES TOWARDS INTRODUCING SPORT
INTO HIGHER EDUCATION 114**

MILAN DRAGIC PHD

EDITA KASTRATOVIC PHD

<i>CAREER DECISION MAKING OF TALENTED STUDENTS.....</i>	<i>130</i>
SOŃA MICHALKOVÁ	
<i>EDUCATION AS A FACTOR OF THE DEVELOPMENT OF RURAL TOURISM IN THE REPUBLIC OF SERBIA.....</i>	<i>142</i>
RADOVAN PEJANOVIC PHD GORDANA RADOVIC MSC	
<i>PART II</i>	
<i>ENTREPRENEURSHIP EDUCATION.....</i>	<i>155</i>
<i>ENTREPRENEURSHIP EDUCATION THE SUREWAY TO BETTER EMPLOYMENT.....</i>	<i>157</i>
ADEPOJU OLUDARE ISRAEL	
<i>THE ROLE OF EDUCATION IN FOSTERING FEMALE ENTREPRENEURSHIP IN NIGERIA.....</i>	<i>171</i>
PRISCILLA ACHAKPA	
<i>AN IMPACT OF NEW TRAINING SYSTEM ON ENHANCING LEADERS ABILITIES.....</i>	<i>180</i>
NEVENA PETROVIC MSC IVANA MATIC MSC	
<i>INFLUENCE OF TRAINING ON GROWTH OF A LEADER'S COMPETENCIES AND KNOWLEDGE</i>	<i>191</i>
ALEKSANDRA GOLUBOVIC-STOJANOVIC MSC SASA LJUBOJA MA	
<i>RESEARCH ON ENTREPRENEURIAL STUDENTS TENDENCIES</i>	<i>206</i>
EDITA KASTRATOVIC PHD MILAN DRAGIC PHD	
<i>THE IMPORTANCE OF LEARNING FOREIGN LANGUAGES IN THE HIGHER EDUCATION OF ENTREPRENEURS.....</i>	<i>219</i>
ELENA CICKOVSKA PHD	
<i>PART III</i>	
<i>EMPLOYMENT AND EMPLOYEE MOTIVATION</i>	<i>235</i>
<i>COMPANIES INVESTMENTS IN EMPLOYEES AS A FUNCTION OF DEVELOPMENT AND INTENSIFICATION OF COOPERATION WITH HIGHER EDUCATION INSTITUTIONS.....</i>	<i>237</i>
DRAGANA TRIFUNOVIC PHD VUK BEVANDA PHD	
<i>BUILDING SMART ORGANIZATION THROUGH LEARNING AND DEVELOPMENT OF EMPLOYEES.....</i>	<i>256</i>
SNEZANA LAZAREVIC PHD JELENA LUKIC MSC	

<i>EMPLOYMENT IN THE REPUBLIC OF SERBIA-CRITICAL REVIEW.....</i>	269
ALEKSANDAR GAJIC PHD RADICA PAVLOVIC PHD	
<i>COMPARATIVE ANALYSIS OF WORK MOTIVATION – WHAT MOTIVATES CURRENT AND WHAT FUTURE EMPLOYEES?</i>	281
VLATKA RUZIC PHD MIRELA SPEHAR	
<i>THE TAX SYSTEM AND TAX POLICY IN THE FUNCTION OF ECONOMIC DEVELOPMENT AND EMPLOYMENT</i>	295
DEJAN KARAVELIC MSC ZORAN KARAVELIC PHD	
<i>PART IV</i>	
<i>LEGAL ASPECTS OF EMPLOYEE</i>	309
<i>CIVIL SERVICE EMPLOYMENT AND CURRENT LIMITS IN RESPECT OF EMPLOYMENT</i>	311
ZIVANKA MILADINOVIC MA DJORDJE SPASOJEVIC	
<i>PROHIBITION OF DISCRIMINATION AND PREVENTION OF ABUSE AT WORK AS A RIGHT AND OBLIGATION SERBIAN LEGISLATION</i>	326
VLADIMIR KOZAR PHD VESNA BILBIJA MSC	
<i>CURRENT ASPECTS OF THE PRINCIPLE OF PROTECTION OF EMPLOYEES WITH SPECIAL REFERENCE TO PROTECTION FROM ABUSE AT WORK.....</i>	341
NATASA TANJEVIC PHD ZORAN RADULOVIC PHD	

THE IMPORTANCE OF LEARNING FOREIGN LANGUAGES IN THE HIGHER EDUCATION OF ENTREPRENEURS

Elena Cickovska PhD²⁸

ABSTRACT

The process of international networking is related to an increased international market competition. The price and the quality of products and services are not enough in order to be competitive on the global market. Some other completely different factors have become important as well. Foreign language competences are among the crucial aspects for economic development, achievement, maintaining and expanding foreign trade, because, as researches presented in this paper show, they are directly proportional to the export performance.

The needs of the market for specific foreign language skills, apart from English as a lingua franca, are further researched as part of my doctoral dissertation and presented in this paper. The results show that the needs of the market are not fully met. The enterprises genuinely need highly educated staff with foreign language skills - not only English, but the languages of current and future business partners.

The main factor for increasing competitiveness, for increasing export and for economic growth is the ability of entrepreneurs, which should, in turn, be developed by the higher education as a crucial factor. According to the analyses and results shown in the paper, there are no effective relations between the education and the economy. .

Higher education has a social responsibility and in order to be able to achieve its purpose, the gap between the studies and the professional life (i.e. the labour market) has to be bridged, by a structured exchange and cooperation between the employers and the educational institutions.

In order to establish a dynamic coordination between the needs of the enterprises and the higher education in terms of foreign language competences, specific activities are also listed in the paper as measures to improve the language education of future entrepreneurs.

Key words: *Market Needs, Foreign Languages, Higher Education, Research, Coordination*

JEL Classification: *I25, J24*

UDC: *81'243:159.953.5*

005.961:005.914.3:37

²⁸Elena Cickovska, Faculty of tourism and hospitality, University "Sv. Kliment Ohridski – Bitola, Ohrid, Republic of Macedonia, elenacickovska@yahoo.de

INTRODUCTION

Economic development depends on the ability to enter and endure the international market and to communicate with old and new business partners. The globalisation has brought new possibilities, but also new requirements from the enterprises i.e. the employees, in terms of intercultural affinities and good communication skills, as basic requirements to be able to compete on the international market.

We are aware that insufficient knowledge of foreign languages has a negative influence on international business contacts, on foreign trade, especially on export, because it is almost impossible to develop, sustain and expand business contacts without a knowledge of foreign languages. This is especially the case with smaller countries whose language is spoken by a small number of speakers.

Speaking foreign languages and speaking the language of the business partner increases the chances for competitiveness, entering the international market, economy development and development of the country.

Nowadays, in European countries and worldwide, the importance of languages is increasing on many levels. However, despite the constantly increasing awareness of the importance of foreign languages and intercultural knowledge in the professional life, it is not yet sufficiently developed.

Higher education has a social responsibility and in order to be able to meet its goals, the gap between the studies and the professional life i.e. the labour market has to be bridged, by a structured exchange and cooperation between the employers and the educational institutions. The employers are indirect users of higher education services. The knowledge, the skills and the competences acquired in the higher education need to be appropriate and relevant for practical use.

In Europe and in the Balkan countries there is a gap between the needs in the professional and the academic life of students and graduates from all professions, who are the leading force of the social and the economic development of their country and of the European integration and, on the other hand, their knowledge and competences developed by higher education. That the connection has not been established is evident in terms of the knowledge of foreign languages, which is one of the key components for the development of economic welfare. The main factor for increasing competitiveness, for increasing export and for economic growth is the ability of entrepreneurs, which is, in turn, developed by the higher education as a crucial factor. In order to develop an employable and competitive workforce for the domestic and the European market, superior and portable qualifications have to be developed, as well as key competences that go beyond a particular profession. Foreign language competences are in the foundations of those qualifications.

Communication in foreign languages is one of the eight key competences defined in the European Framework for Key Competences, essential in today's knowledge society for personal development and employability (Key Competences, 2006).

The labour market, the employers and the enterprises genuinely need highly educated staff with foreign language skills - not only English, but the languages of current and future business partners. The needs of the market are researched as part of the doctoral dissertation and will be presented in this paper. It is proven in the dissertation that the needs of the market are not entirely met - in other words, the graduates do not meet the requirements i.e. the education, especially the higher education, does not provide the desired results.

THE IMPORTANCE OF USING THE LANGUAGE OF THE BUSINESS PARTNER

The process of international networking is related to an increased international market competition. In order to stay competitive on the global market, enterprises make constant efforts to increase productivity and to create highly qualified jobs. Foreign languages are necessary for an international implementation of business strategies. This does not relate only to international companies, but to small and medium enterprises which are presently more and more involved into the importance and the chances of international business.

The question that arises, among other things, is what do foreign language skills imply? Is it enough to know and speak English as a lingua franca, or is it needed to speak other foreign languages as well?

It is clear that around 70% of international contacts in the world are performed in English, but it is particularly because of the dominance of the English language and due to language reasons that orders are lost and there are deficits in exports and foreign trade.

The price and the quality of the products and the services are not the only deciding factors for being competitive in global Europe, neither is the adherence to the legal and technical standards of the European Union, but some other completely different factors have become important as well, summarised by Robert Picht (Picht, 1987, pp. 1) in the following words:

"In an international competition which is getting harsher and harsher, success can be achieved only by someone who is able to understand and apply culture and the affects of customers, partners and rivals, and to transfer them into his own personal interests."

Someone who masters the language of his business partner is best prepared to achieve his one interests.

„It is typical for the decision-making process to successfully transform the customer's needs into a buying decision. Therefore it is of the utmost importance that the seller brings the needs of the customer as closer to a decision as he is able to. This process mainly consists of mental changes in the customer, whether he carries them out to the seller in a verbal or a nonverbal form. From a psycholinguistic point of view, many mental processes, particularly those that relate to the mechanisms of motivation (the ones we are dealing with when needs are transformed into decisions), are performed in the native language." (Rehbein, 1995, pp. 97)

Not knowing the language of the business partner becomes a factor which hinders the relations and clashes with the economic interests.

"The complexity of the factors that lead to business success means that the manager can never know whether the using the language of the customer has made the contract possible, or had it been something else; however he does know that if he loses the contract, not using the language of the customer had its share in the failure." (Ager et al., 1980, pp. 24).

Results of European researches show a link between successful foreign trade and foreign languages, specifically between export and using the language of the export market instead of English as a lingua franca.

A Danish research (Ronhof, 2010, pp. 64) shows that 4 out of 10 firms that use standardisation, which means the use of English as a lingua franca, have communication problems due to a partner's lack of knowledge of English. The following table shows the countries with which the exemplary Danish companies had communication problems.

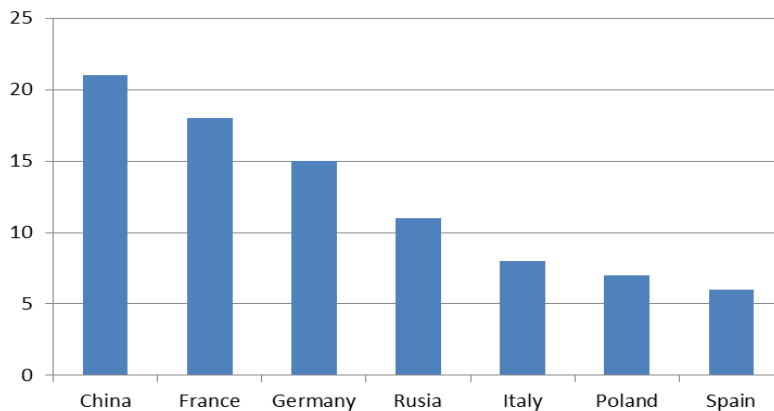


Figure 1: Countries with which Danish companies have experienced problems in the communication in English - per cent

Source: Ronhof, 2010, pp. 64

What is surprising is that there are problems with the largest export markets in Europe, France and Germany, despite them being considered as closer in terms of culture, compared to the big cultural differences with Asian countries.

Results from Reuter and Minkkinen (Reuter, Minkkinen, 2002, pp. 56) also show that the use of German in business contacts with Germany is successful, when investigating the link between the use of the German language in written communication and the percentage of trade with German-speaking countries in Finland's total turnover. The percentage of trade with German-speaking countries in the total turnover is in relation to the use of the German language in written communication in the research. If the percentage lies above 25%, the use of the German language is increased by about 24%.

The most suitable example that demonstrates how important it is to speak other foreign languages (apart from English) for a country's foreign trade in total are the results of researches conducted in countries where English is a native language.

A United Kingdom research from 2004 (ELAN, 2006, pp. 13) shows that export performance is 77% higher in enterprises which give great importance to using the language of the customer. They have an average year profit increase of € 440,000, and those who do not adapt have a decrease of € 75,000. The 2004 UK research shows the direct connection between the enterprises' attitude towards the knowledge of the language of the export market and the export profits.

The situation is similar in Ireland, according to a research report from 2008, on determining the foreign language skills and needs in 1000 Irish SMEs as part of the subproject 2: “Languages for enhanced opportunities on the European labour market”, part of the project TNP3-D (2008, pp. 5). In the conclusion of the research it is stated that many enterprises are unaware of the meaning and the importance of intercultural competences and foreign languages competences. One would assume that, because of the Irish economy's need to export, there would be awareness of the need for foreign language skills. Still, many enterprises do not recognize the fact that they are losing opportunities because they use English as the only language of communication.

The report of the research called the “PIMLICO Project” conducted in small and medium enterprises from EU member state, on language management strategies and best practice in European SMEs suggests that European enterprises are still losing deals as a result of language and cultural barriers and that enterprises using the language of the export market increase their turnover. 41% of the exemplar enterprises have a turnover increased by 25% as a direct result of using language management strategies in the export, while an additional 35% of the enterprises state having a turnover increase of 16% to 25% because of the same reason. In the conclusion of the research it is stated that „the economic impact of a language management strategy on an enterprise's export performance is indisputable” (PIMLICO Report, 2011, pp. 57).

Table 1: Reasons mentioned by EU enterprises that have experienced losses (actual or estimated) due to lack of foreign language skills

Reasons	n	%
Lack of staff speaking foreign languages	117	63%
Enquiries / requests for information or quotations not followed up	19	10%
Lack of confidence	15	8%
Phone/switchboard problems	8	4%
Problems with agents/distributors	8	4%
Errors in translating/interpreting	7	4%
Inability to capitalise on opportunities	5	3%
Exhibitions/trade fairs	4	2%
Lack of cultural affinity	2	1%
Total	185	100%

Source: ELAN, 2006, pp. 22

Knowing and using the language of the business partner is an advantage not only because of the reduced risk of misunderstanding when using English as a lingua franca, but also because of the positive psycholinguistic and psychological effect. The mental process of motivation is performed in the native language so that the process of transforming the needs into decisions in business communication can be best influenced through the native language of the business partner. People are more open to talk and to make personal contacts in business meetings if the person they are talking to shows great interest by knowing their native language and communicating in it. The supply on the globalised market is increasingly equalised in terms of quality and price, so that knowing the language of the business partner can be a deciding factor for a successful deal, which makes it of high economic importance.

UNMET NEEDS OF THE MARKET FOR FOREIGN LANGUAGE SKILLS

Communicative action is the foundation of all work processes and represents a big part of the professional action, making professional competence impossible to be imagined without communicative competence. As work is more and more organised internationally, foreign language skills and profession-oriented communicative competences in a foreign language become increasingly indispensable for more and more employees. Intercultural communicative competence in a foreign language, along with the other key competences, is an inseparable element of professional competence of higher education graduates (Kuhn, 2007, pp. 51-52).

Researches conducted in Europe and in SMEs in the Republic of Macedonia about the needs to speak German and the current conditions (Cickovska, 2013) show that the needs of the market, of the employers and accordingly of the graduates are not met.

In November 2010 the Eurobarometer on EU employers' perception of graduate employability, ordered by the European Commission, was published, exploring the key competences that employers need the higher education graduates to have. The research is conducted in all 27 EU member states and Norway, Iceland, Croatia and Turkey, among enterprises that have more than 50 employees.

Almost all key competences and skills listed in the survey - such as teamwork or computer literacy - were considered very important or important by the respondents when recruiting higher education graduates. One of them are foreign language skills. (Eurobarometer, 2010, pp. 5)

The results prove unmet needs and lack of foreign languages skills with higher education graduates from all disciplines, i.e. of non-philological faculties: 96% of the respondents require communication skills, 67% of them consider foreign language skills very important or important for employment in their companies. Almost 50% of the companies with considerable international businesses identified foreign language skills as the most important skill for the future.

Employers are most dissatisfied by the lack of foreign language skills. According to them, the graduates' skills do not fulfil the requirements.

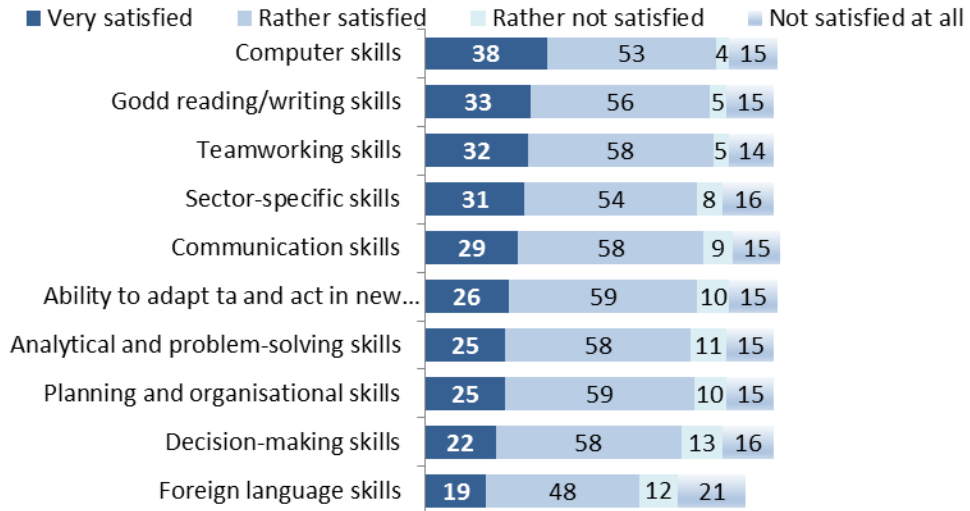


Figure 2: Satisfaction percentage in EU enterprises by higher education graduates in relation to their skills

Source: Eurobarometer, 2010, pp. 25

Another 2006 EU research, presented on Figure 3, shows which languages have unmet needs on the European market.

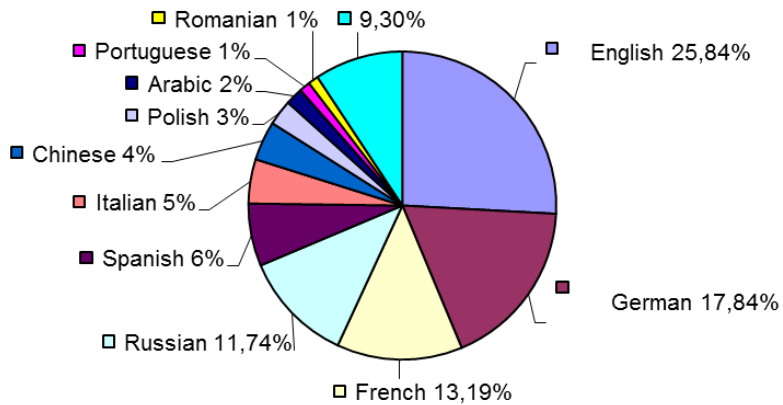


Figure 3: Languages which EU companies should learn

Source: ELAN, 2006, pp.36

In order to examine the need for knowledge of German language in Macedonian export and its coverage, an empirical research was conducted in small and medium enterprises with production in the Republic of Macedonia (Cickovska, 2013). The directly proportional link between the knowledge of the language of the export market

and the export performance, i.e. the importance of using the language of the export market for the development of a country's economy, is proven by theoretical research with documentation analysis from other surveys in Europe as part of the dissertation (Cickovska, 2013). Therefore, the empirical research suggests that there are needs for German language competences in all small and medium enterprises in the Republic of Macedonia that export or plan to export to German-speaking countries.

The research takes into account the small and medium enterprises because they represent the largest employment market and have genuine needs for foreign language skills, which they cannot finance themselves. Big companies not only have the resources to train their employees, but also can send them on training in the country whose language they need, or can even afford to employ people whose native language is that of the export market.

All small and medium enterprises in the Republic of Macedonia use English in contacts with business partners, mostly for negotiations, company presentations, product presentations and professional technical conversation. According to surveys in Europe, enterprises are losing deals as a result of using English with business partners from German-speaking countries. The enterprises are aware of the unmet needs for knowledge of German (figure 4), so as a result of the lack of adequate knowledge of the German language they are forced to use English.

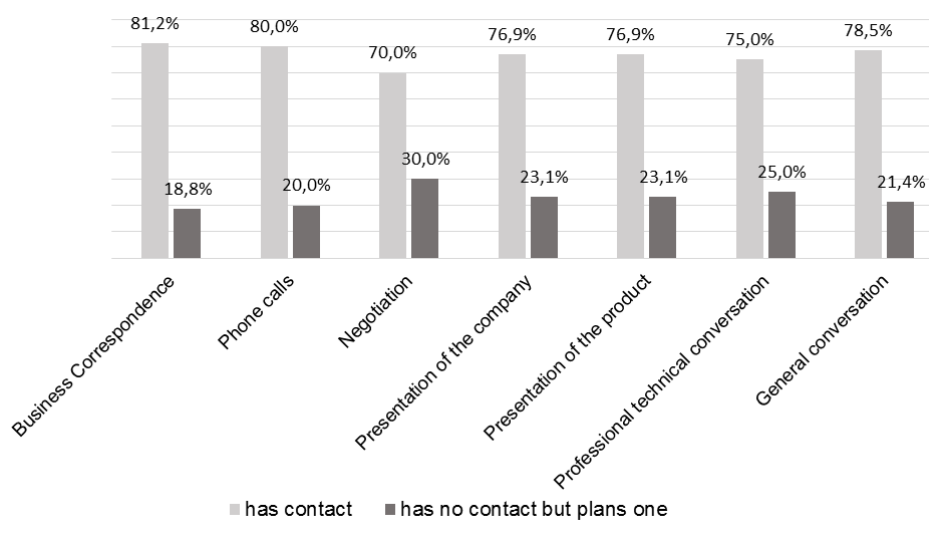


Figure 4: Needs of German language skills in SMEs in the Republic of Macedonia by situations according to their opinion

Source: Cickovska, 2013, pp. 134

Still their opinion that English is enough is very high, as can be seen in figure 5. They are aware of their need of German language skills but unaware of the impact of using German in communication with business partners from German speaking countries.

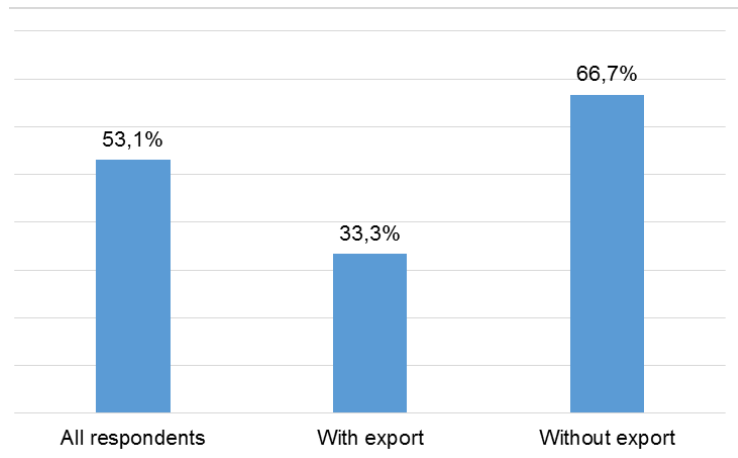


Figure 5: Opinion of SMEs from the Republic of Macedonia on using English with business partners from German speaking countries: English is enough

Source: Cickovska, 2013, pp. 132

The perception of the SMEs in the Republic of Macedonia shows the same results as the requirements for a more serious approach to learning foreign languages in the European Higher Education Area. 81.3% of them think foreign languages should be obligatory in the education process and 78.1% believe that there is a need for German to be taught at universities.

The need for foreign language skills and communication competences, not only in English as a lingua franca, in order to meet of the need for work mobility and competitiveness of enterprises in Europe and in the Republic of Macedonia are far from being achieved.

FOREIGN LANGUAGES IN THE HIGHER EDUCATION - A REQUIREMENT TO MEET THE NEEDS OF THE MARKET

The development of highly trained employable workforce for the needs of the international market is a vision of the Industrial Policy and of higher education. Each country seeks to develop an employable and competitive workforce for the national and the European market. The fundamental factor for an increase in competitiveness, especially for smaller countries, for an export increase and economic growth is the capability of the workforce, and a fundamental factor to develop the capability is higher education. Higher education should take into account the needs of the enterprises, the needs of the market, and the needs of the graduates. According to the analyses of education management, there are no effective relations between the education and the economy or business, which leads to the result that the education does not meet the needs of the market.

The dialogue about the link between the educations system and the labour market is still a formal one. For example, according to conclusions in the Industrial Policy of

the Republic of Macedonia, it still does not match the business needs in the country despite the efforts for a continuous education related to the needs of the economy, stated in the Programme for Development of the Higher Education in the Republic of Macedonia or in other strategic documents, for example in the University "St. Kliment Ohridski"'s Programme for cooperation with the economy. The situation is similar in Europe as well - according to the research from 2010, European enterprises, with employers from 27 countries, seek improvements of the key competences of the higher education graduates by internship, as an integral part of higher education, by curricula more fitting to the needs of the enterprises, and by the incorporation of practical experience into the curricula. In the plan projected in the Programme for Development of the Higher Education in the Republic of Macedonia an agenda is set to create and implement study programmes and curricula in a dynamic dialogue with the labour market, but there is still a significant gap between the workforce's qualifications and the market demands.

The usage of foreign languages implies knowing them as well as being able to improve them. In the higher education one cannot expect that the knowledge from the school days is enough to be able to use the language after graduating if there has been a break in the usage and the learning of the language during the higher education studies. Successful language learning depends on its continuous using and improving. If there is no continuity in the usage of foreign languages during higher education studies, if skills for lifelong learning of foreign languages are developed to be able to meet new specific needs in future professional life of the highly educated workforce, there is no way to develop the competences needed to connect with the world which needs those educational services. Continuity is particularly necessary in using foreign languages for subsequent success.

According to research on the higher education conditions in the Republic of Macedonia it was determined that a dynamic relation has not been established between the needs of the market for German language and the study programmes and the curricula of the non-philological faculties. On average, the offer for German language is 1 to 2 semesters in first cycle degree programmes, usually at the beginning of the studies. In the second and the third cycle programmes there are no foreign languages at all, in spite of the demand for promotion, motivation and support of learning foreign languages at every level in the new documents for development of a unique Higher Education Area. The National Programme for Development of the Education requires training for using a foreign language, which requires continuous use, constant improving and lifelong learning. The Decree for the National Framework for Higher Education Qualifications describes the competences for rapid, unrestrained and secure access to various sources and knowledge and communication skills, for science and economics with descriptors for all three levels, and the knowledge of foreign languages is a requirement for possession of those skills. German as a second language of the European market, a language of the market to which the Republic of Macedonia aspires, is one that underlies the competences set out in the Decree descriptors. However the offer of German language in the study programs is insufficient.

After reviewing the curricula and the changes that have occurred over the years, no strategies could be noticed for determining the offer for foreign languages at the universities, neither specifically for German language.

Visible examples of how all university modules are equated in relation to the offer for foreign languages and how they play a lesser role in study programmes can be seen from the offers at the faculties of economics. The offer for foreign languages is the same at all faculties of economics from all universities in the Republic of Macedonia, for all modules - furthermore, the modules Accounting, Finance and Auditing and International Economics and Business at the University "St. Kliment Ohridski" - Bitola are treated as equal, by having a mandatory class of foreign language or an optional class of German in 3 odd semesters; the modules Accounting and Auditing and Foreign Trade are treated as equal by having an optional foreign language class in the 2nd and 3rd semester at the University of Skopje; and the modules Financial Management, Health Management and International Economics at the University of Stip are treated as equal as there is a mandatory foreign language class in all semesters starting from the third one for the four-year studies. It can be seen from these examples that the faculty with the longest tradition in the state has the least serious offer for foreign languages, which means that at the Faculty of Economics one can get a degree in foreign trade without learning any foreign language, that is, without having any foreign language competences.

It can be concluded that there is no strategy to determine a class load or an offer to learn German language at non-philological faculties in the Republic of Macedonia, that the needs of the students for foreign languages competences, needed for academic mobilities, are not taken into account, neither are the needs of the market nor the demands of EU about foreign languages.

According to a SWOT analysis, weaknesses in terms of competitiveness of the Macedonian industry include weak negotiating power, higher education inappropriate to business needs and problems related to running a business, particularly in connection with the conclusion of business contracts, enforcing them etc (IP, 2009, pp. 20-21). Unfulfilled cooperation is one of the reasons for the unmet needs of the market.

Similar to other signatory countries to the Bologna Declaration, at the older universities in Macedonia which have existed before the introduction of the Bologna process there is a decrease in the offer of foreign languages in general and thus a decrease in the offer of German as a foreign language at the non-philological faculties. The class load being drastically shortened was partly due to the decrease in the number of classes and the necessity of creating space for others predominantly vocational subjects.

That is also happening in other European and Balkan countries. A collection of papers published in 2009 in Italy (Levy-Hillerich, Serena, 2009) contains reports on the state of teaching German at non-philological faculties in Europe; in Belarus, France, Greece, Italy, Croatia, Lithuania, Macedonia, Poland, Romania, Russia, Serbia, Slovakia, Slovenia, Czech Republic, Ukraine and Hungary. The reports show that the situations are similar in nearly all European countries in terms of the low offer of German language at the non-philological faculties, and the need to plan an academic-oriented and market-oriented education.

In order to take into account the competences required for vocational work of the higher education graduating workforce, in accordance with the standards set by the employers, and to implement appropriate educational outputs relevant to the labour market, it is necessary that the curricula are developed in cooperation with the market and based on research of the needs of the market, such as the one on the needs of the Macedonian market for German language skills partly presented in this paper.

SUGGESTED ACTIVITIES FOR THE ESTABLISHMENT OF A DYNAMIC COOPERATION BETWEEN HIGHER EDUCATION AND THE NEEDS OF THE MARKET

In order to establish a dynamic cooperation between the higher education and the needs of the market, it is required to develop a language policy and a higher education language policy in through which the following activities could be implemented in an organized and coordinated manner, as measures for improving the language education of university students from all professions and modules:

„Language policies in higher education need to match the changes to the language environment and the social and political climate in order to encourage mobility and employment opportunities in line with the Bologna reforms (Cercles, 2011, pp. 3).“ Through the establishment of a higher education language policy in Macedonia, the following activities which we suggest could be implemented in an organized and coordinated manner as measures for improving the language education of university students:

- Providing and encouraging investments for foreign language skills development in higher education and the economy;
- Promoting the importance and the necessity of foreign languages to all citizens, the economy and the higher education;
- Encouraging and supporting cooperation between higher educational institutions and the economy in order to develop adequate foreign language skills;
- Encouraging and supporting the development of language policies in universities;
- Defining reference points to lead the universities to develop and implement their own; specific language policies (according to Nancy declaration 2006 Preamble point 5) in cooperation with the economy;
- Establishing an interuniversity body for coordination and support of activities for the development of appropriate foreign language competences in higher education and for cooperation with the economic sector, which would consist of people on leading positions in universities, representatives from the Economic Chambers, representatives from the economic sectors, experts on foreign languages in higher education, foreign language teachers and students;
- Supporting and initiating projects to secure the development of adequate foreign language skills;
- Supporting empirical research and analyses of the needs for foreign languages

In line with the higher education language policy, activities should be organised at an interuniversity level in cooperation with the economic sector, such as:

- Supporting and providing systematic consultation and cooperation of key concerned parties to determine the needs and the guidelines for the development of adequate foreign language skills;

- Organising meetings of the higher educational institutions and the economy in order to collectively define a strategy to establish and define the needs, the states and changes of foreign language skills of graduates;
- Defining a common catalogue of descriptors to establish a common language between the needs of the economy, the objectives and the outcomes in higher education by adapting the existing European instruments;
- Securing approval from business entities for cooperation with higher educational institutions, such as providing internships for students at jobs with international contacts;
- Organizing training and informative sessions in cooperation with the Economic Chambers with the aim of informing employers and employees about the European instruments for transparent presentation of language skills, such as the European Language Portfolio and the language portfolio, encouraging their use and encouraging employers to record the knowledge of employees and the needs of the enterprise;
- Organizing coordinated meetings of foreign language teachers and representatives from the economy with international business contacts with the purpose of:
 - exchanging views, goals and content of foreign language curricula in higher education
 - defining case studies of real-life situations with jobs and business contacts in teaching foreign languages in higher education
 - forming a database of authentic teaching materials from companies operating on the international market;

CONCLUSION

International cooperation is no longer limited to professionals trained in international trade (and in the Republic of Macedonia not even the university curricula for the modules on international trade have a constant offer of foreign languages). The new dimension of international trade makes a shift from pure export to international cooperation. There is no longer only a movement of products, the willingness to encourage and maintain cooperation with business partners is required, and so is the coordination, the resolution of problems and so on. Communication is not limited only to professional messages but is also oriented towards communicative relationships (Beneke, 2001, pp. 1). This means that almost all people from different fields and holding different positions should be ready for the international market. This need is increased by today's unsustainability i.e. frequent variability of the employment and the field of work. For these reasons, all students must be prepared to communicate in at least one foreign language besides English.

A conclusion that is 20 years old, and yet still not practiced: "Only if the transfer of foreign languages is perceived as a real task of higher education, if they provide professional structures of organisation and comparable profiles of university certificates, the students can be offered what Europe and professional future will require and that is: command of foreign languages in word and deed as a result of goal-oriented and practically usable foreign language education, adequate to higher education standards." (AKS Resolution, 1996, pp. 2)

Investing in the development of foreign language skills would have economic advantages and would positively influence the productivity and the success of SMEs and the country's economic development. There should be widespread awareness of the needs for activities to develop high-quality foreign language skills, with the intention of reaching political stakeholders at national, regional and institutional levels in the educational and economic sector (ELAN, 2006, pp. 70-72).

The general and the professional education should support the development of key competences so that all young people will acquire competences for further education and professional life. Adult training and education should offer real opportunities for development, improvement and actualisation of their own key competences throughout life (Joint Progress, 2010, pp. 5).

LITERATURE

1. Ager, D., Clavering E., Calleymore J. (1980). Foreign languages in industry, commerce and education: The Aston experience. Birmingham: BPress.
2. AKS Resolution (1996). Zur Fremdsprachenausbildung an den Hochschulen. Bayreuth. <http://www.aks-web.de/app/download/5783482889/Resolutionen+des+AKS.pdf> (21.04.2015)
3. Beneke, J. (2001). Hard facts und soft skills: Systematische Ansätze für eine ganzheitliche Globalisierung. In CultureScan 1/1. <http://www.unihildesheim.de/~beneke/culturescan/1Beneke.pdf> (14.03.2012)
4. Cercles (2011). Position Statement on Language Policy in Higher Education in Europe. Guidelines for Institutions in Higher Education. European Confederation of Language Centres in Higher Education.
5. Cickovska, E. (2013). Pazarno orientiran nastava po germanski jazik vo visokoto obrazovanie na Republika Makedonija, Sostojbi, potrebi i predlozi. (Market oriented teaching of German in the higher education of the Republic of Macedonia, Conditions, needs and suggestions. Dissertation, University Sts. Cyril and Methodius, Skopje, Faculty of Philology "Blaze Koneski", Skopje.
6. ELAN (2006). Effects on the European Economy of Shortages of Foreign Language Skills in Enterprise. EK. http://ec.europa.eu/languages/policy/strategic-framework/documents/elan_en.pdf (26.04.2015)
7. Eurobarometer – EB (2010). Employers' perception of graduate employability, Analytical report. Flash Eurobarometer 304.
8. European Commission. IP (2009). Industriska politika na Republika Makedonija 2009-2020. Skopje: Ministerstvo za Ekonomija.
9. Joint Progress report of the Council and the Commission on the implementation of the 'Education & Training 2010' work program Key competences. Brussels: Council of the European Union, 2010 5394/10. <http://register.consilium.europa.eu/pdf/en/10/st05/st05394.en10.pdf> (30.04.2014).
10. Key competences for lifelong learning – European Reference Framework. (2006). Official Journal of the European Union Nr. L 394, 30.12. http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf (27.11.2013)

11. Kuhn, Ch. (2007). Fremdsprachen berufsorientiert lernen und lehren, Kommunikative Anforderungen der Arbeitswelt und Konzepte für den Unterricht und die Lehrausbildung am Beispiel der Deutschen als Fremdsprache. Dissertation. Fridrich-Schiller-Universität, Jena.
12. Levy-Hillerich, D., Serena, S. (Ed.) (2009). Studienbegleitender Deutschunterricht in Europa, Rückblick und Ausblick, Versuch einer Standortbestimmung. Rome: Aracne editrice.
- 13 Picht, R. (1987). Deutsch für die Wirtschaft, Fragen zur Überprüfung einer Strategie. Jahrbuch Deutsch als Fremdsprache, 13: 1-12.
14. PIMLICO Report (2011). On Language Management Strategies and Best Practice in European SMEs. The PIMLICO Project - Promoting, Implementing, Mapping Language and Intercultural Communication Strategies. European Commission.
15. Rehbein, J. (1995). International sales talk. In: Ehrlich K., Wagner J. (ed.), The discourse of business negotiation. Berlin: Mouton de Gruyter, pp. 67-102.
16. Reuter, E., Minkkinen, E. (2002). Interkulturelle Wirtschaftskommunikation zwischen Finnland und den deutschsprachigen Ländern: Bestandsaufnahme, Probleme, Lösungen, In: Reuter, E., Piitulainen M.-L. (ed.), Internationale Wirtschaftskommunikation auf Deutsch, Die deutsche Sprache in Handel zwischen den nordischen und den deutschsprachigen Ländern. Frankfurt am Main: Peter Lang, pp. 49-57.
17. Ronhof, Ch. (2010). Linguistic condition in Danish industries, In: Stickel Gerhard (ed.), Language use in business and commerce in Europe. Frankfurt am Main: Peter Lang, pp. 64.
18. TNP3-D (2008). Fremdsprachenkenntnisse für bessere Berufsaussichten auf dem europäischen Arbeitsmarkt. Synthesebericht „West“ (Unterprojekt 2). http://www.tnp3-d.org/docs/tnp3d_sr_sp2_west_de_2.pdf (14.09.2013)