

# SMARTBUS

Erasmus + KA2 / Cooperation partnerships  
2021-1-SK01-KA220-HED-000023160

April 2022 – August 2024

**Smart Business Skills  
of Tourism University Students  
Applicable on International Labour Market**



**Co-funded by  
the European Union**

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# Participating Organisations

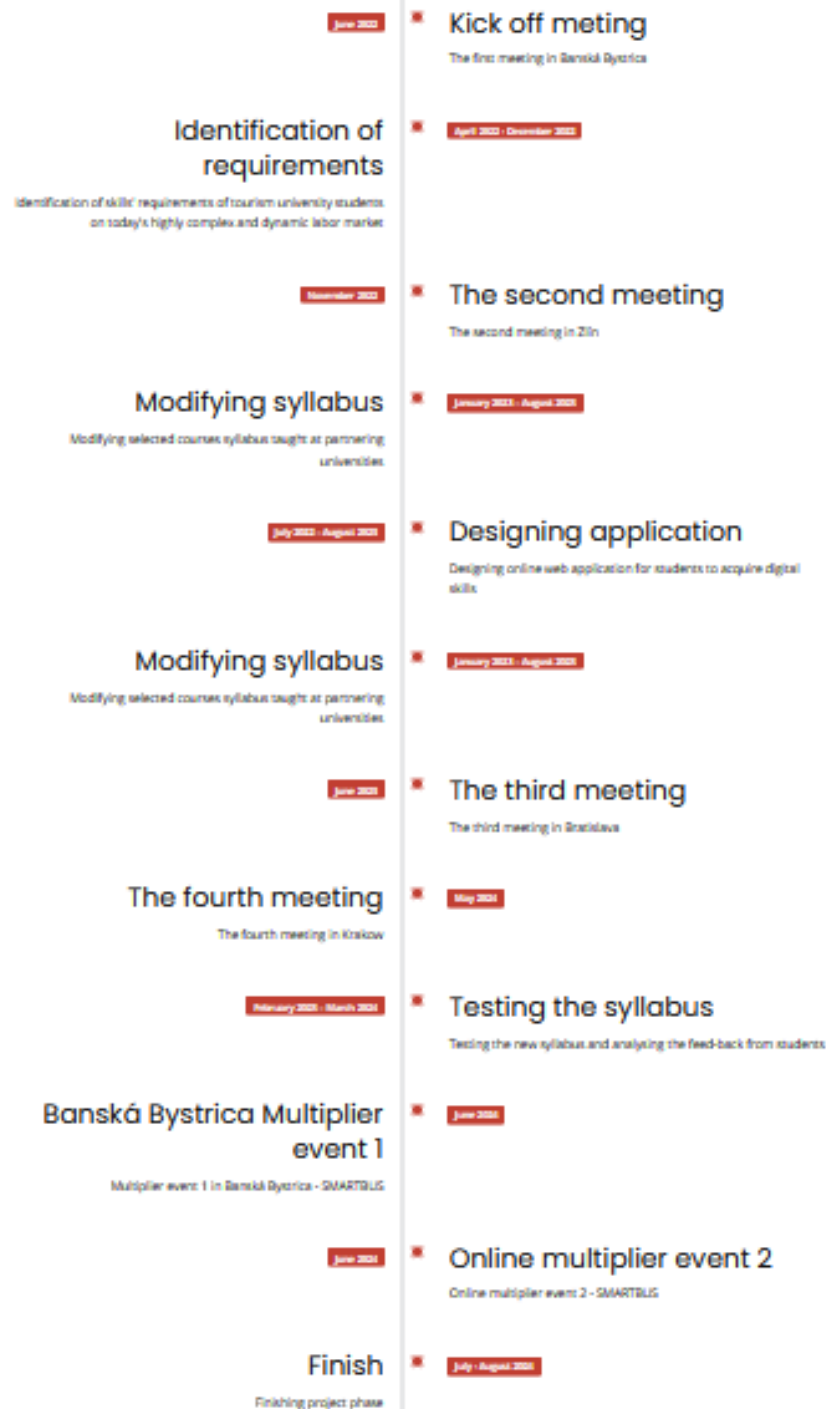


# The aim of the project

- to enhance the business skills of tourism students on the international labour market
- The project focuses on:
  - (1) identification of skills' requirements of tourism university students in today's highly complex and dynamic labour market,
  - (2) modification of selected courses syllabus taught at partnering universities,
  - (3) designing online web application for students to acquire digital skills,
  - (4) testing the new syllabus and analyzing the feedback from students.

<https://smartbuss.eu/index.html>

# Timetable



# 1.) Identification of skills' requirements of tourism university students by employers

The selection of skills, competencies, and knowledge is based on:

- Previous surveys  
(Wang, 2009; Carlisle et al., 2021; Zaragoza-Sáez et al., 2022)
- Studies focused on education in tourism  
(Popely et al., 2021)
- Perspectives on future work and development skills in the tourism sector  
(UNWTO, 2019; European Commission, 2023)
- Employer requirements in the tourism industry as published when seeking workers

# 1.) Identification of skills' requirements of tourism university students by employers

Category	Skills, knowledge and competences
<b>Soft (20)</b>	creative problem-solving, flexibility, adaptability, proactive approach to work, innovativeness, critical thinking, customer orientation, empathy, emotional intelligence, communication (face to face, online, phone, e-mail), team work, diversity, cultural awareness, ethical conduct and respect, being part of positive work environment, ability to speak foreign languages, skills related to disabilities and appropriate infrastructure, market overview, overview of trends and actual situation, hospitality, willingness to help
<b>Hard (14)</b>	online marketing, website management, social media skills, content development, skills to monitor online reviews, (big) data analytics, artificial intelligence and robotic skills, applying digital hardware (e.g., augmented and virtual reality skills), eCRM and loyalty programmes, management of different hardware/devices (computers, tablets, mobiles, Wifi), desktop publishing (for designing brochures, catalogues), office software skills (e.g., MS Word, Excel, Adobe), descriptive data analysis (statistics), tourism information system skills (e.g., hospitality PMS, GIS, GDS)
<b>Sustainability (9)</b>	understanding of sustainability principles, ability to promote environmentally friendly activities and products, ability to work with local producers, internal sustainability management, skills helping to improve the sustainability of suppliers, ability to motivate customers to make more sustainable choices, ability to deal with host-guest interactions and communities, ability to make and implement a sustainability mission statement, policy and action plan, skills related to awareness of local customs (e.g., food, arts, language, crafts)

# 1.) Identification of skills' requirements of tourism university students by employers



Hotels



Restaurants



Travel agencies



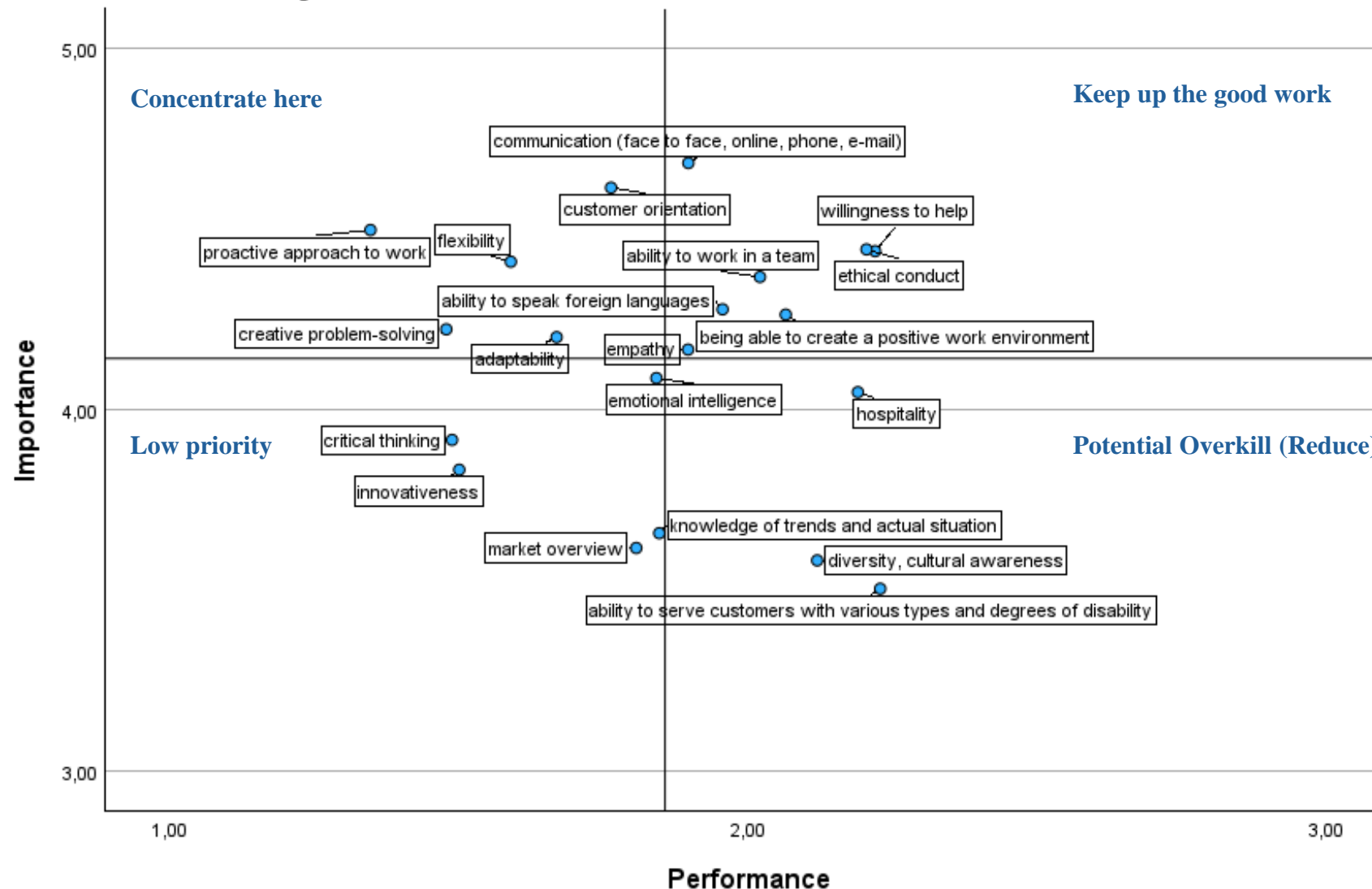
Management organizations

- Slovakia (74)
- Czech Republic (59)
- Poland (50)
- Hungary (18)



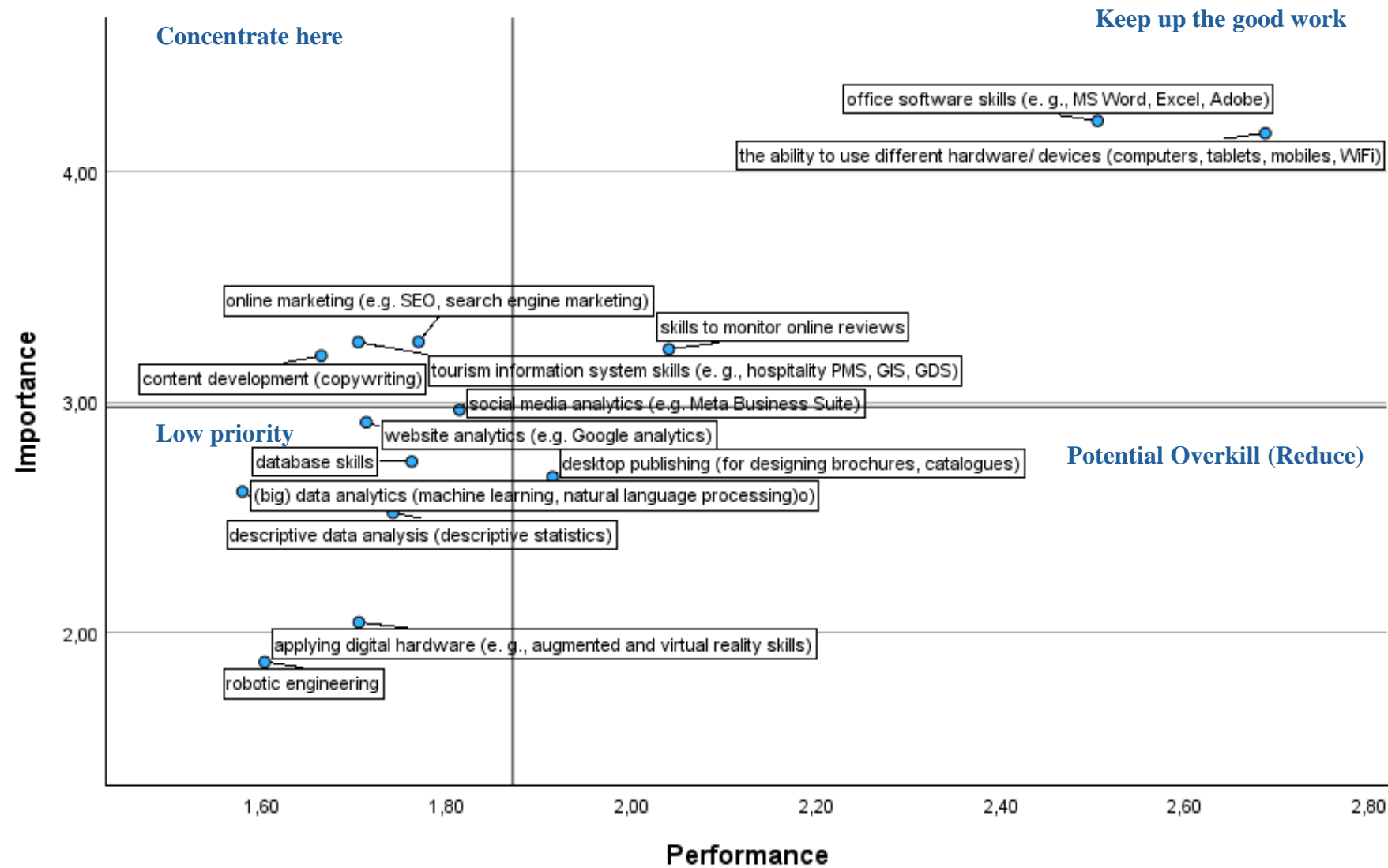
# 1.) Identification of skills' requirements of tourism university students by employers

## Soft skills, knowledge, competences



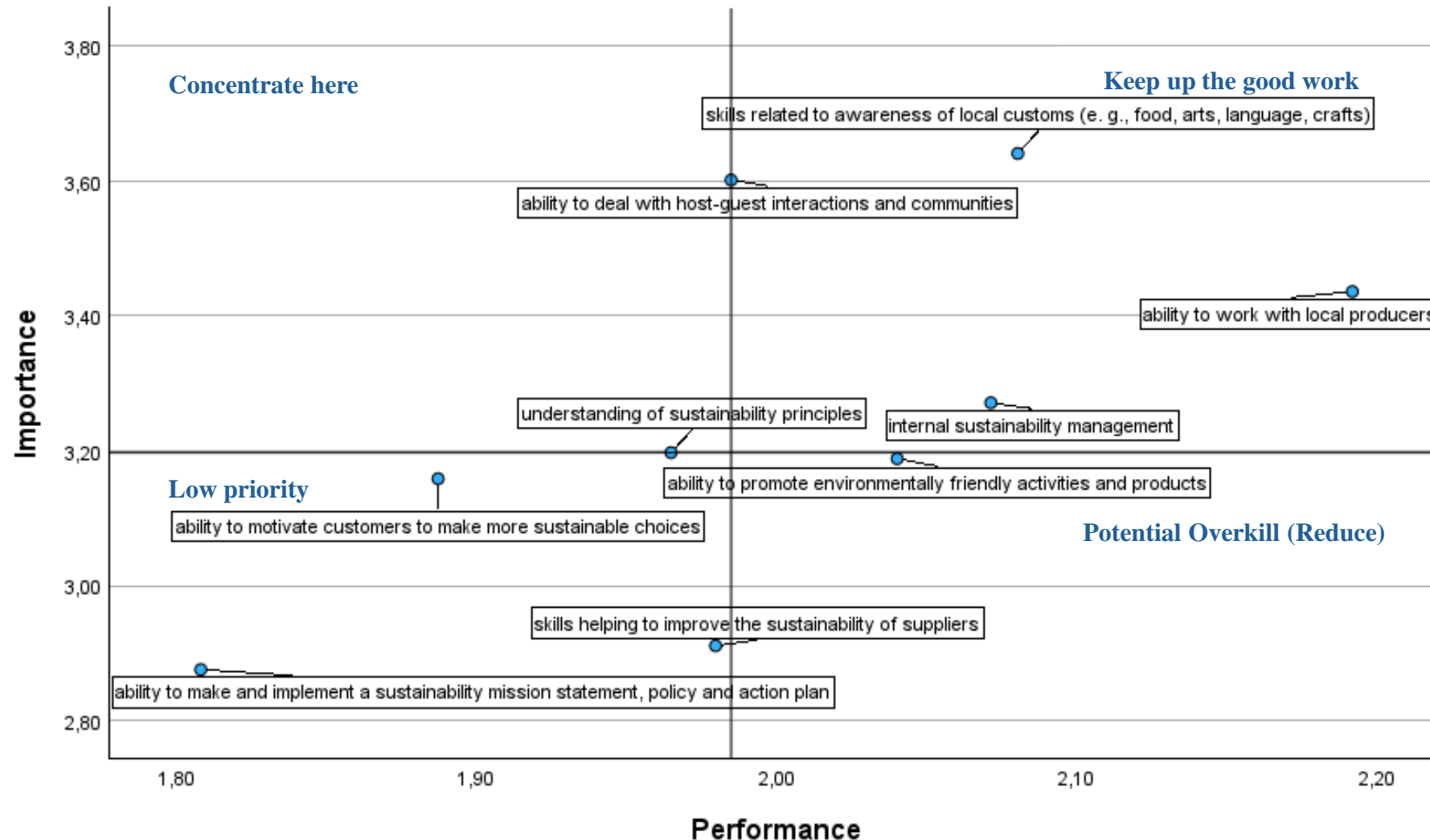
# 1.) Identification of skills' requirements of tourism university students by employers

## Hard skills, knowledge, competences



# 1.) Identification of skills' requirements of tourism university students by employers

## Sustainability skills, knowledge, competences



# 1.) Identification of skills' requirements of tourism university students by employers

- The results indicate that the skills, competences and knowledge have following meaning for tourism businesses:

1. **soft skills , competences and knowledge**

*communication, customer orientation, proactive approach to work*

2. **hard skills , competences and knowledge**

*office software skills, ability to use different hardware, online marketing*

3. **sustainable skills , competences and knowledge**

*ability to deal with host-guest interactions and communities, skills related to awareness of local customs, ability to work with local producers*

# 1.) Identification of skills' requirements of tourism university students by employers

# Characteristics of current university graduates according to employers



# 1.) Identification of skills' requirements of tourism university students by employers

Employers' requirements for an ideal employee



# 1.) Identification of skills' requirements of tourism university students by employers

- The most important requirement for the ideal employee is flexibility, followed by strong communication skills. They should be proficient in multiple foreign languages, be hardworking, continuously educate themselves, and be oriented towards meeting customer needs.
- Employers describe high school graduates as individuals with high expectations, who are proficient in information and communication technologies, skilled in foreign languages, and well-educated. However, they often live in a virtual world, are uncommunicative, and lack the interest.

# 1.) Identification of skills' requirements of tourism university students by employers

- The results of the survey on the requirements and needs of employers in the tourism industry are displayed in an interactive panel available at [www.smartbuss.eu](http://www.smartbuss.eu), both for individual countries and collectively.
- The interactive panel allows for the comparison of employers' expectations with graduates' skills, competencies, and knowledge.
- The results highlight the need for changes in courses syllabi to better prepare graduates for the demands of the job market.
- These results can be utilized by anyone looking to improve the employability of graduates in the labour market.



## 2.) Modification of selected courses syllabus taught at partnering universities

- Increasing the skills, knowledge, and competencies identified in the survey as most important to employers, while respecting the unique characteristics of individual countries and teaching processes.
- Reducing the gap between employer demands and the skills, knowledge, and competencies of graduates.
- Enhancing the employability of graduates in the tourism industry's labour market.

## 2.) Modification of selected courses syllabus taught at partnering universities

Country	Modified courses
Slovakia	<ul style="list-style-type: none"><li>• Tourism Management and Marketing</li><li>• Information Systems in Tourism 2</li><li>• Innovations in Tourism</li></ul>
Czech Republic	<ul style="list-style-type: none"><li>• Service Economy</li><li>• Information Technology in Tourism</li></ul>
Poland	<ul style="list-style-type: none"><li>• Tourism Marketing</li><li>• Social Media in Tourism</li><li>• Sustainable Development and Social Responsibility in Tourism Business</li><li>• Travel Agency Marketing</li><li>• Hotel Management</li></ul>

## 2.) Modification of selected courses syllabus taught at partnering universities

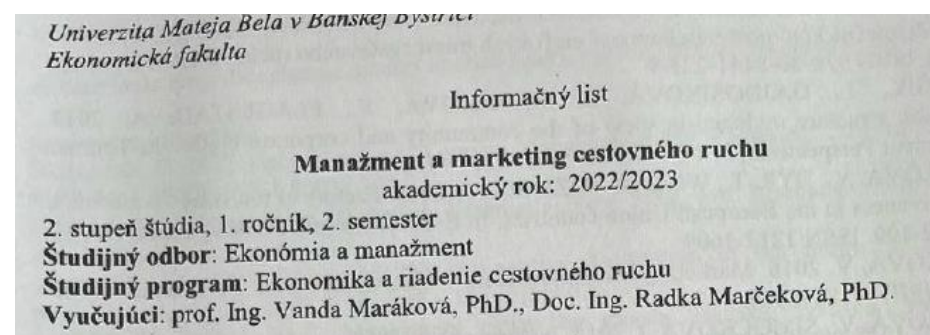
Vysoká škola: Univerzita Mateja Bela v Banskej Bystrici	
Fakulta: Ekonomická fakulta	
Kód predmetu:	Názov predmetu: Informačné systémy v cestovnom ruchu 2

### Stručná osnova predmetu:

Využívanie a trendy v informačných technológiách v cestovnom ruchu. Informačné systémy podporujúce online marketing, copywriting a online manažment reputácie. Centrálné systémy rezervovania a globálne distribučné systémy. Manažerske informačné systémy a ich uplatnenie v cestovnom ruchu. Geografické informačné systémy v cestovnom ruchu. Inteligentné informačné systémy v cestovnom ruchu. Vplyv informačných technológií na udržateľný rozvoj cestovného ruchu.

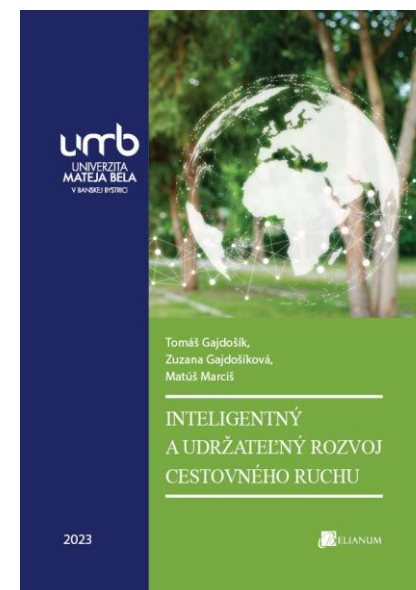
### SYLABUS PREDMETU

Vysoká škola: Univerzita Mateja Bela v Banskej Bystrici	
Fakulta: Ekonomická fakulta	
Kód predmetu: D_2_IvCR	Názov predmetu: Inovácie v cestovnom ruchu
Druh, rozsah a metóda vzdelávacích činností	
Forma výučby: Prednáška / Seminár	
Typ predmetu (P, PV, V): A (A - povinný, B - povinne voliteľný, C - výberový)	
Odporúčaný rozsah výučby (v hodinách): za obdobie štúdia 26/26	
Metóda štúdia: prezenčná, kombinovaná	
Stručná osnova predmetu:	
1. Inovácie v ekonomickej teórii, význam a podstata inovácií v cestovnom ruchu	
2. Trendy v cestovnom ruchu	
3. Osobitosti inovácií v cestovnom ruchu	
4. Inovácie v podnikoch cestovného ruchu (osobitosti, start-upy)	
5. Inovácie v cieľových miestach cestovného ruchu (osobitosti, inteligentné CM)	
6. Proces inovovania	
7. Manažment rizika a meranie inovácií	
8. Národný a nadnárodný rámec inovácií	
9. Financovanie a podpora inovácií	
10. Ocenenia za inovácie	
11. Prínosy inovácií v cestovnom ruchu	



### Úlohy:

- Charakterizujte existujúce produkty vybraného cieľového miesta.
- Kriticky zhodnoťte aktuálne produktové portfólio vybraného cieľového miesta.



## 2.) Modification of selected courses syllabus taught at partnering universities

### Sylabus předmětu

Název:	Ekonomika služeb
Pracoviště:	Ústav podnikové ekonomiky Fakulta managementu a ekonomiky Univerzita Tomáše Bati ve Zlíně
Kredity:	4
Rozsah hodin:	Přednáška 2 (hod/tyd), Seminář 1 (hod/tyd)
Způsob zakončení:	Zkouška
Zápočet před zkouškou:	Ano
Počítán do průměru:	Ano
Forma zakončení:	Kombinovaná
Vyučovací jazyk:	Čeština
Vyučovaný semestr:	zimní semestr

#### Cíle předmětu

Cílem předmětu je naučit studenty nejen diferencovat manažerské přístupy v podnicích vyrábějící hmotné výrobky a podniky poskytující služby, ale dále též pochopit význam služeb v moderní společnosti, poskytnout studentům základní dovednosti manažerů podniků zabývajících se službami jako hlavní podnikatelskou činností i podniků, které poskytují služby jako doplněk nabídky svých hmotných produktů. Nedílnou součástí výuky je vlastní práce studentů při vypracovávání seminární práce z oblasti služeb.

#### Požadavky na studenta

##### Požadavky k zápočtu:

- ✓ vypracování seminární práce na vybrané téma (dvojice);
- ✓ případové studie v programu Live Plan;
- ✓ práce s konkrétním online nástrojem na podporu soft a hard kompetencí
- ✓ max. 1 absence na cvičení.

#### ~~10. Specifika podniků a podnikání ve sportu.~~

##### 10. Smart business skills

Důležitost a absence smart business skills ve službách, požadavky na zaměstnance služeb, rozdíly napříč vybranými službami a zeměmi

### Sylabus předmětu

Název:	Informační technologie v cestovním ruchu
Pracoviště:	Ústav podnikové ekonomiky Fakulta managementu a ekonomiky Univerzita Tomáše Bati ve Zlíně
Kredity:	4
Rozsah hodin:	Přednáška 2 (hod/tyd), Seminář 1 (hod/tyd)
Způsob zakončení:	Zkouška
Zápočet před zkouškou:	Ano
Počítán do průměru:	Ano
Forma zakončení:	Kombinovaná
Vyučovací jazyk:	Čeština
Vyučovaný semestr:	zimní semestr

#### Cíle předmětu

Cestovní ruch je dynamicky rozvíjejícím se segmentem ekonomiky. Vzhledem k dynamičnosti a neustále se vyvíjejícím novým technologiím v cestovním ruchu znalosti informačních technologií představují základní předpoklad pro práci v tomto oboru. Cílem předmětu Informační technologie v cestovním ruchu je obeznámit posluchače s konkrétními informačními technologiemi, které jsou nevyhnutným prvkem v současné praxi různých subjektů cestovního ruchu. Důraz bude kladen jak na teoretické znalosti, tak také jejich propojení s praktickou rovinou.

#### Požadavky na studenta

##### Požadavky k zápočtu:

- ✓ 80% účast na seminářích
- ✓ Práce s konkrétním informačním softwarem
- ✓ Práce s konkrétním online nástrojem na podporu soft a hard kompetencí
- ✓ Zpracování seminární práce na zadané téma z oblasti e-turismu a informačních technologií v cestovním ruchu

#### 12. ~~Sdílená ekonomika~~

~~Význam sdílené ekonomiky, vliv sdílené ekonomiky na cestovní ruch, výzvy a ohrožení vyplývající ze sdílené ekonomiky~~

#### 12. Smart business skills

Důležitost a absence smart business skills, tvorba nabídky s důrazem na soft a smart dovednosti, udržitelné myšlení v obchodním jednání

## 2.) Modification of selected courses syllabus taught at partnering universities



### Marketing turystyczny

Karta opisu przedmiotu

#### Informacje podstawowe

<b>Kierunek studiów</b> zarządzanie w turystyce i w sporcie	<b>Cykl kształcenia</b> 2023/24
<b>Ścieżka</b> ZARZĄDZANIE W TURYSTYCE	<b>Kod przedmiotu</b> UJ.WZZTSZTS.22
<b>Jednostka organizacyjna</b> Wydział Zarządzania i Komunikacji Społecznej	<b>Języki wykładowe</b> Polski



### Media społecznościowe w turystyce

Karta opisu przedmiotu

#### Informacje podstawowe

<b>Cykl kształcenia</b> 2022/23	<b>Kod przedmiotu</b> UJ.WZZTSZTS.280.5cab068562358.22
<b>Języki wykładowe</b> Polski	



### Zrównoważony rozwój i społeczna odpowiedzialność w biznesie

Karta opisu przedmiotu

#### Informacje podstawowe

### Rynek biur podróży

Karta opisu przedmiotu

#### Informacje podstawowe

<b>Kierunek studiów</b> zarządzanie w turystyce i w sporcie	<b>Cykl kształcenia</b> 2023/24
<b>Ścieżka</b> ZARZĄDZANIE W TURYSTYCE	<b>Kod przedmiotu</b> UJ.WZZTSZTS.220.5cab068548111.22
<b>Jednostka organizacyjna</b> Wydział Zarządzania i Komunikacji Społecznej	<b>Języki wykładowe</b> Polski



### Zarządzanie hotelem

Karta opisu przedmiotu

#### Informacje podstawowe

<b>Kierunek studiów</b> zarządzanie w turystyce i w sporcie	<b>Cykl kształcenia</b> 2023/24
<b>Ścieżka</b> ZARZĄDZANIE W TURYSTYCE	<b>Kod przedmiotu</b> UJ.WZZTSZTS.220.62066cf6db34d.22
<b>Jednostka organizacyjna</b> Wydział Zarządzania i Komunikacji Społecznej	<b>Języki wykładowe</b> Polski

### 3.) Designing online web application for students to acquire digital skills

- Smartbus application consists of three parts :
  - *Website*  
<https://smartbuss.eu/index.html>
  - *Form*  
<https://app.smartbuss.eu/en/form>
  - *Admin*  
<https://app.smartbuss.eu/smartbus-admin>
- The users of the application will learn to create offers that are customized in both content and format to meet customer requirements, thereby enhancing their soft, hard and sustainability skills, competencies and knowledge.

# 3.) Designing online web application for students to acquire digital skills

Language

EN

SK

CS

PL

Fill in from template

Form

Offer suggestion

Client's request

Enter the client's request text

Offer introduction

In the introductory part of the offer, we address the client, remembering a few things - we address the client by name if we have it available. We approach each client individually and let them know that we are interested in their requirements. We start by thanking the client for using our services and writing down instructions on how to proceed if they are interested in a specific offer. Don't forget about additional services and also information about the price guarantee.

Addressing the customer

Dear client, if available, please state the name

Customer email

Enter customer's email

Introductory wording

Instructions and next steps

Dobrý deň Erik,  
Ďakujeme veľmi pekne za ponuku.

**Tomas Gajdosik**  
tomasgajdosik2@gmail.com  
0903022952

"Ďakujem."

Offer number1

from 198,82 €

Barcelona

1 Adults 25.10 - 30.10

25.10.2023

Wednesday

Krakov 08:00

John Paul II International (KRK) 2h 50min

10:50 Barcelona

Barcelona El Prat Arpt (BCN)

Checked baggage: Yes

Direct flight • Economy **WIZZ**

30.10.2023

Monday

Barcelona 17:15

Barcelona El Prat Arpt (BCN) 2h 50min

20:10 Katowice

Pyrzowice (KTW)

Checked baggage: Yes

Direct flight • Economy **WIZZ**

Toto to by som Vám odporúčal. Je to super.

## Order calculation

> Zbieranie mŕ	15,00 €
Total price:	198,82 €

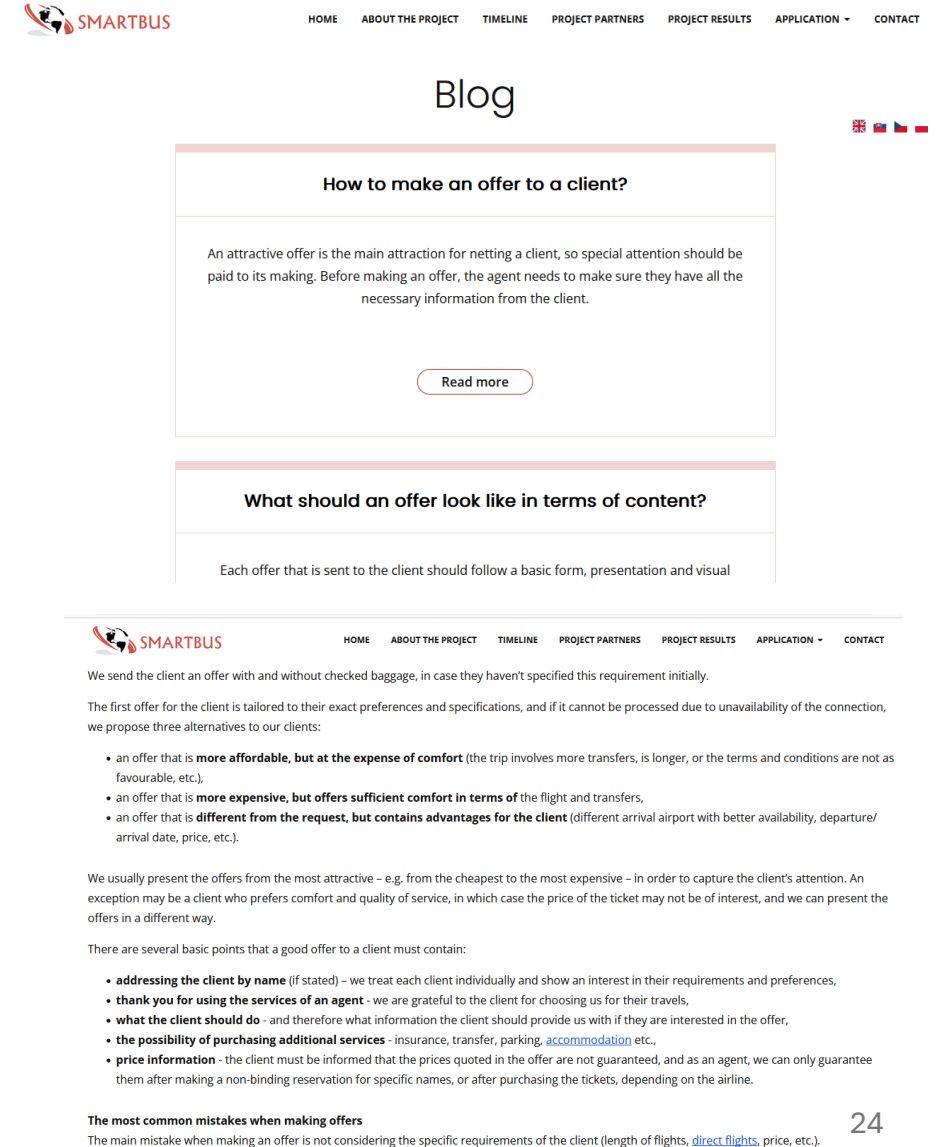
## Offer name

When creating an offer, do not forget about the requirements and preferences of clients, the offer must be tailored. We try to find as many alternatives as possible for the client based on price, dates, airlines, length of flights, transfers, etc. If we are unable to tailor the offer exactly as requested, we think of three alternatives - a more cost-effective one at the expense of comfort; a more expensive one, but with sufficient comfort; and an offer that gives the client other advantages. Rank the offer in order from the most advantageous to the least.

# 3.) Designing online web application for students to acquire digital skills

## Soft skills

- Customer orientation
- Proactive approach to work
- Flexibility
- Critical thinking
- Creative problem solving
- Adaptability
- Innovativeness



# 3.) Designing online web application for students to acquire digital skills

## Hard skills

- Tourism information system skills
  - GDS, CRS, PMS, GIS, BI
- Content development (copywriting)
- Online marketing

### Prerequisites for Creating an Offer

Another important prerequisite for preparing a good offer is the skills of the expert making it.

[Read more](#)

### What should an offer look like in terms of content?

Each offer that is sent to the client should follow a basic form, presentation and visual harmony.



[HOME](#) [ABOUT THE PROJECT](#) [TIMELINE](#) [PROJECT PARTNERS](#) [PROJECT RESULTS](#) [APPLICATION](#) [CONTACT](#)

### Prerequisites for Creating an Offer

Another important prerequisite for preparing a good offer is the skills of the expert making it. These are divided into:

- **Knowing the client's needs** - communication (email or phone) after receiving the request is essential (here the expert finds out the basic parameters necessary for preparing the offer),
- **Geographical skills** (seasonality of the particular country) - when making an offer to the client, we try to recommend suitable travel options based on seasons and time difference (it is possible to use the free Yr.no. app for weather tracking),
- **Knowledge of airlines (flight combinability), navigating the terms and conditions** (change / cancellation) - when sharing information with the client, it is useful to know the possibilities of what airlines can be combined, and how to achieve the right flight connections, but also the price. It is essential to constantly monitor airline offers and the creation of new routes, etc.

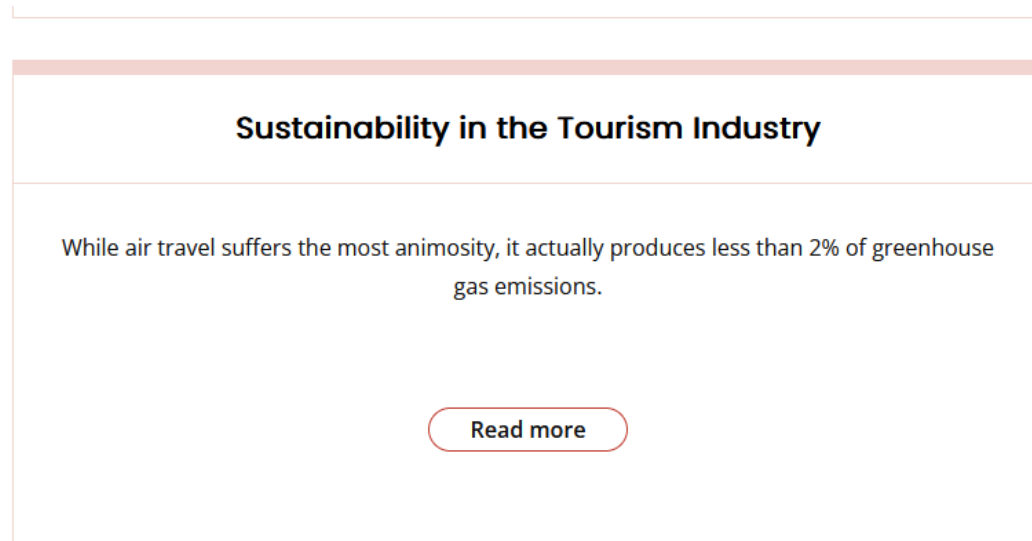
We divide airlines into:

- **traditional (IATA):** Emirates, [Austrian Airlines](#), Air France, etc.,
- **low-cost:** [Ryanair](#), Wizzair, Easyjet, etc.
- **Airline alliances** - in relation to ticket combinability, it is important to know the individual airlines and the Alliance to which they belong. The advantage of alliances is better airline continuity when creating offers combining multiple airlines. (We currently recognise three major alliances, namely Star Alliance, Oneworld and SkyTeam.),
- **An overview of current price quotes, error fares, etc.,**
- **Knowledge of airports (checking the minimum connecting time)** - if working in individual booking systems, the use of abbreviations of individual booking systems is essential. Airport identification and abbreviation identification can be converted [using a link](#),
- **Sales experience** - if we want to sell the client on the offer and convince them of its benefits, it is essential to have sales experience that will help successful conversion (using promotions through the marketing department, etc.),
- **Knowledge of IATA (International Air Transport Association)** - airline and airport codes can be found at [this link](#),

### 3.) Designing online web application for students to acquire digital skills

## Sustainability skills

- Understanding sustainable principles
- The ability to motivate customers to make more sustainable choices



- + emission calculator

### 3.) Designing online web application for students to acquire digital skills

- The evaluation of work done with the application is supported by AI.
- Structured data from selected offers, formatted specifically for this purpose, is sent to ChatGPT via the API. This allows the AI to understand and analyze the context of the offers.
- ChatGPT then rates each offer based on predefined criteria, providing both a verbal assessment and a numerical score from 0 to 10.

## ChatGPT prompt

'You are an travel expert wizard, experienced in planning complex trips all over the world. Your knowledge is both wide and deep. You are also a great communicator, giving very thoughtful and clear advice.',

'You do so in structured format, thinking through challenges you are facing, solutions, then reviewing each solution, looking for issues or possible improvements, coming up with a possible new and better solution, then giving a final recommendation.',

'Your goal is to evaluate offer prepared by a student. The offer consists of original query from a client, our text response prepared by student and flight data offer, which represents the specific flight offer for a client. Each offer can have one, two or three flight alternatives.'

Offer 1. - Adults: 2 - Youths: 1 - Children: 0 - Infants: 0 - EK-128-2024-04-03;EK-125-2024-04-10:

Numeric evaluation: 8/10

Rating 1: 9/10. The offer is communicated in a very professional manner. The student used a respectful tone while addressing the client and the structure of the response is clear and easy to follow.

Rating 2: 7/10. While the student has taken into account almost all the client's requirements, there are some areas where extra attention could have been used. For instance, checked baggage was not included in the offer while the client specifically requested it for two people.

Recommendation: The student did a commendable job in presenting the offer in a detailed and professional manner. However, it's important to ensure all client requirements are met. In this case, the client wanted checked baggage for two people, which hasn't been mentioned in the student's response. Additionally, the student could have mentioned the name of the airline and the details of the duration or possible layovers for a more comprehensive presentation, although it doesn't affect the rating in this case as the client did not specifically request this information.

## 4.) Testing the new syllabus and analyzing the feedback from students

- To evaluate the effectiveness of the syllabi modifications in enhancing students' skills, knowledge, and competencies, a quantitative measurement using self-assessment was conducted.
- Questionnaires were distributed to students to assess their skills, knowledge, and competencies both at the beginning and at the end of each course.
- The results reveal a positive improvement across all identified soft, hard, and sustainability skills, as well as in overall knowledge and competencies.

## 4.) Testing the new syllabus and analyzing the feedback from students

Skills, competences and knowledge	Identified improvement by the students
Soft	<ul style="list-style-type: none"><li>• critical thinking</li><li>• market overview, creative problem solving</li><li>• innovativeness, communicativeness,</li><li>• ability to provide service to customers with different types and degrees of disabilities</li><li>• awareness of trends and the current situation</li></ul>
Hard	<ul style="list-style-type: none"><li>• online marketing (e.g. SEO, search engine marketing)</li><li>• database skills, descriptive data analysis</li><li>• social media skills (e.g. Meta Business Suite)</li><li>• desktop publishing (design of brochures, catalogs)</li><li>• website analysis (e.g. Google analytics )</li><li>• tourism information system skills (eg. hotel information systems, GIS, global distribution systems)</li></ul>
Sustainable	<ul style="list-style-type: none"><li>• ability to make and implement a sustainability mission statement, policy and action plan</li><li>• ability to work with local producers</li><li>• ability to promote environmentally friendly activities and products</li><li>• understanding of sustainability principles</li><li>• skills helping to improve the sustainability of suppliers</li></ul>

## 4.) Testing the new syllabus and analyzing the feedback from students



# Transnational project meetings on the interim results of the project

Banská Bystrica

June 6, 2022



# Transnational project meetings on the interim results of the project

Zlín

November 25, 2022



# Transnational project meetings on the interim results of the project

Bratislava

June 15, 2023



# Transnational project meetings on the interim results of the project

Krakow

May 15, 2024



# Informing the public about the results of the Smartbus project

## 1. Event – ME1 Workshop

- The importance of education in tourism in the current dynamic era
- June 21, 2024, Hotel The Grand Víglaš
- 64 participants: teachers of tourism courses at universities and high schools, experts from practice, Ministry of Tourism and Sport of the Slovak Republic, Slovakia.travel

## 2. Event – ME2 Online Webinar :

- Smart Business Skills of Tourism University Students Applicable on International Labour Market
- June 25, 2024, Platform: Google Meet
- 65 participants: teachers of tourism courses at universities and high schools, experts from practice

# VÝZNAM VZDELÁVANIA V CESTOVNOM RUCHU V SÚČASNEJ DYNAMICKEJ DOBE

PROJEKT ERASMUS+ 2021-1-SK01-KA220-HED-000023160  
**SMARTBUS** – SMART BUSINESS SKILLS OF TOURISM UNIVERSITY  
 STUDENTS APPLICABLE ON INTERNATIONAL LABOUR MARKET  
[www.smartbuss.eu](http://www.smartbuss.eu)

**21. JÚNA 2024**

**HOTEL  
THE GRAND VÍGLAŠ**

## INFORMÁCIE O PROJEKTE

Vývoj technológií, zmena klímy a rastúca neistota spôsobená zmenami na trhu vytvárajú tlak na nové zručnosti, kompetencie a vedomosti študentov.

*Cieľom projektu je zlepšiť tvrdé, mäkké a udržateľné zručnosti, kompetencie a vedomosti študentov cestovného ruchu na medzinárodnom trhu práce.*

Projekt sa zameriava na:

- identifikáciu požiadaviek na zručnosti študentov cestovného ruchu
- úpravu učebných osnov vybraných vyučovacích kurzov
- návrh online aplikácie pre výučbu a zlepšenie digitálnych zručností
- testovanie nových učebných osnov a analýzu spätnej väzby od študentov

Projekt sa zameriava na krajiny Slovensko, Česko, Poľsko a stavia na intenzívnej spolupráci so súkromným sektorom.

### Lokalita

Hotel The Grand Viglaš  
 Viglaš 602, 962 02 Viglaš  
 GPS: 48.5554719 19.2996695



## PROGRAM PODUJATIA

8.45 – 9.30

**Coffee break**

8.45–9.30

**Registrácia účastníkov**

9.30–9.45

**Predstavenie projektu Erasmus+ SMARTBUS**

Tomáš Gajdošík, Katedra cestovného ruchu EF UMB

9.45–10.15

**Interkomprehenzia v multilingualizme**

Viera Krešáková, Petra Strnáďová, Katedra odbornej jazykovej komunikácie EF UMB

10.15–10.45

**Kreativita ako smart zručnosť študentov cestovného ruchu**

Marta Valíhrová, Katedra odbornej jazykovej komunikácie EF UMB

10.45–11.00

**Coffee break**

11.00–12.30

**Tvrdé, mäkké a udržateľné zručnosti, kompetencie a vedomosti absolventov cestovného ruchu**

Panelová diskusia so zástupcami Univerzity Mateja Bela v Banskej Bystrici, Univerzity Tomáše Bati ve Zlíně, Jagelovského univerzity v Krakove, pelikantravel.com a odborníkmi z praxe

12.30–14.00 Obed

14.00–16.00

**Erasmus+ SMARTBUS: Kľúčové závery a nové horizonty**

Univerzita Mateja Bela v Banskej Bystrici, Univerzita Tomáše Bati ve Zlíně, Jagelovského Univerzita v Krakove, pelikantravel.com

Pre hosti je zabezpečené

občerstvenie & obed

Kontaktná osoba:

[zuzana.gajdosikova@umb.sk](mailto:zuzana.gajdosikova@umb.sk)





## SMART BUSINESS SKILLS OF TOURISM UNIVERSITY STUDENTS APPLICABLE ON INTERNATIONAL LABOUR MARKET

2021-1-SK01-KA220-HED-000023160

**25.6.2024** | PLATFORM:  
10:00 - 13:00 | GOOGLE MEET



Co-funded by  
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SMARTBUS

### Event Schedule

#### 10:00 – 10:15 | Organization of the Event

- Overview of the event

#### 10:15 – 10:45 | Introduction of the Project

- Speaker: Tomáš Gajdošík, Department of Tourism EF UMB
- Duration: 30 minutes
- Content: Overview of the program, objectives, and key topics to be covered

#### 10:45 – 12:15 | Application introduction and Practical Example Session

- Speaker: Michal Marko, Pelikan
- Duration: 1 hours 30 minutes
- Introduction to the application and features of the application
- Presentation of the feedback gathered from students and teachers of the courses

#### 12:15 – 12:30 | Technical Break

- Duration: 15 minutes

#### 12:30 – 12:45 | Explanation of AI usage (CO2 Consumption and the offers evaluation)

- Speaker: Kristína Hrubjak, Pelikan
- Duration: 15 minutes
- Content: Explanation of API and AI functionalities related to CO2 consumption and offers evaluation

#### 12:45 – 13:00 | Potential for Wider Audiences

- Speakers: Ewa Wszendybył-Skulska & Sebastian Kopera, Department of Management in Tourism and Sports, Institute of Entrepreneurship, Faculty of Management and Social Communication at the Jagiellonian University
- Duration: 15 minutes
- Content: Discussion on the applications potential and benefits for a broader audience

#### 13:00 – 13:15 | Q&A Session

- Speakers: Michal Marko, Pelikan
- Duration: 15 minutes
- Content: Q&A

Microsoft Teams meeting interface. The main window displays a presentation slide titled "Hermogolem Multiple-Event Virtual Smartbus project". The slide content includes:

- Event Schedule**
- 10:00 - 10:45 Introduction of the Event**
  - Speaker: Special Assistant, Department of Tourism and Leisure
  - Content: Introduction of the project, objectives, meeting topics to be discussed
- 10:45 - 11:00 Application Introduction and Practical Example Decision**
  - Speaker: Michal Marko, host
  - Content: Introduction of the application
  - Speaker: Michal Marko, host
  - Content: Introduction of the application and practical example decision
- 11:00 - 11:30 Technical break**
  - Duration: 30 minutes
- 11:30 - 12:45 Evaluation of AI usage (CO2 Consumption and the others evaluation)**
  - Speaker: Special Assistant, Department of Tourism and Leisure
  - Content: Evaluation of AI usage and CO2 consumption and other evaluation
- 12:45 - 13:00 Potential for Wider Audience**
  - Speaker: Special Assistant, Department of Tourism and Leisure
  - Content: Discussion on the application potential and benefits for wider audience
- 13:00 - 13:15 Q&A Session**
  - Speaker: Michal Marko, host
  - Content: Q&A session

The slide also mentions "SMARTBUS" and "pelikan.sk". The meeting title is "Michal Marko (Presenting)". The bottom status bar shows "10:06 AM | kvh-ttpk-ufd".

Microsoft Teams meeting interface. The main window displays a presentation slide titled "Enterprises and DMO". The slide content includes:

- SmartApp as a tool used in:**
- recruitment process
  - assessing competencies
  - identification of competence gaps
  - training and competence development

The slide also features a logo for "JAGIELLONIAN UNIVERSITY IN KRAKOW" and "SMARTBUS". The meeting title is "Ewa Wszendybył-Skulska (Presenting)". The bottom status bar shows "12:52 PM | kvh-ttpk-ufd".

Microsoft Teams meeting interface. The main window displays a presentation slide titled "Questions". The slide content includes:

- 1. "What were your first impressions of using the Smartbus application? What did you like the most about it?"
- 2. "Which features of the application do you consider the most useful?"
- 3. "Which front-end interface features need improvement?"
- 4. "How do you overall rate the work with the front-end interface where you create offers?"
- 5. "How do you rate the level of interactivity of the application in creating offers?"
- 6. "Did you encounter any challenges or issues while using the application? If so, can you specify them?"
- 7. "How likely are you to recommend the Smartbus application to classmates or friends?"
- 8. "How would you improve the AI evaluation of offers to make the feedback even more relevant and useful for your learning process?"
- 9. "Can you imagine using the application in your business? Either in an existing one or if you were to start a new business, if not, why?"
- 10. "Have you tried creating an offer for friends/family/others using the application? If so, what is your impression?"
- 11. "Have you searched for offers for friends/family/others since you have known about the application?"

The slide also features a logo for "pelikan.sk". The meeting title is "Michal Marko (Presenting)". The bottom status bar shows "10:40 AM | kvh-ttpk-ufd".

Microsoft Teams meeting interface. The main window displays a presentation slide titled "Questions". The slide content includes:

- 1. "What were your first impressions of using the Smartbus application? What did you like the most about it?"
- 2. "Which features of the application do you consider the most useful?"
- 3. "Which front-end interface features need improvement?"
- 4. "How do you overall rate the work with the front-end interface where you create offers?"
- 5. "How do you rate the level of interactivity of the application in creating offers?"
- 6. "Did you encounter any challenges or issues while using the application? If so, can you specify them?"
- 7. "How likely are you to recommend the Smartbus application to classmates or friends?"
- 8. "How would you improve the AI evaluation of offers to make the feedback even more relevant and useful for your learning process?"
- 9. "Can you imagine using the application in your business? Either in an existing one or if you were to start a new business, if not, why?"
- 10. "Have you tried creating an offer for friends/family/others using the application? If so, what is your impression?"
- 11. "Have you searched for offers for friends/family/others since you have known about the application?"

The slide also features a logo for "pelikan.sk". The meeting title is "Michal Marko (Presenting)". The bottom status bar shows "11:26 AM | kvh-ttpk-ufd".

# Summary

- At the end of the teaching period and based on the use of the application, measurable improvements were observed in students' skills, competencies, and knowledge.
- In addition to these changes, consultations were held with teachers of other courses to further enhance the development of skills, knowledge, and competencies.
- Both teachers, students and industry experts were informed about the results of the survey and project results. Notably, significant collaboration occurred with foreign language teachers, who adjusted their English, German, and Russian courses to better support creativity and flexibility.
- Incorporating case studies, best practices, and involving students in solving specific tasks and practical problems can greatly enhance the development of the necessary skills, competencies, and knowledge.

# Resources

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