

Expectations of employers on the example of Słupsk local labour market (with the particular emphasis on the need for geographical competences)

Paulina Szmielińska-Pietraszek, Wioletta Szymańska

*Institute of Geography and Regional Studies, Pomeranian Academy in Słupsk, 76-200 Słupsk, Partyzantów Str. 27, Poland
E-mail address (corresponding author): paulina.szmielinska@apsl.edu.pl*

ABSTRACT

On today's labour markets, the basic characteristics of the quality of the labour force is knowledge, qualifications, skills and experience possessed by it. Today, employers are looking for employees with high interpersonal competences, manners, responsible, hard-working, independent, honest and having the ability to learn quickly. For this, as an asset, they add the higher education, preferably directional, creativity and experience. The taken research area is characterized by economic lag in comparison with Gdańsk agglomeration area, as well as with other regions. In the article the reference was made to the declared needs of employers towards future employees, based on interviews conducted in 101 entities of the city of Słupsk and Słupsk county. The main aim of the research was to determine the usefulness of geographic knowledge for the local labour market. And thus indicating the possibility of increasing the attractiveness of geographical graduates in the labour market. Among the needs of employers of Słupsk labour market in accordance with the overall national trend, there is a large deficit of soft competencies, but also, among others, the gap typically professional related to information technology and engineering skills have been diagnosed. There has been a large gap identified in the ability to apply the knowledge (academic) in practical activities, which is called by the employers 'the professional experience'. In contrast, the studies on the usefulness of (the attractiveness of the labour market) competencies that are possible to learn while studying geography, showed the particular importance, valuable for the modern labour market skills of searching, collecting and processing of information. Currently in Poland, even in conditions of high unemployment existing mismatch between qualification and professional structure of supply and demand for labour can be observed. In the labour market, the presence is noted at the same time, the deficit and surplus professions and employers tend to have difficulty in recruiting people with specific skills and vocational skills. Not innovative small entities (which predominate in the structure of entities, inter alia, in Słupsk local labour market) are not able to take over the education of strictly professional competences due to a lack of capital. The role of practical education courses for universities is visible here. They are accumulating equipment and supplies for practical training which may in a flexible way try to respond to changing economic conditions.

KEY WORDS: expectations of employers, hard competences, soft competences, geographical skills, Słupsk district

1. Introduction

With the socio-economic development and technological progress, the role of human resources in the labour market is changing. The human capital quality which regions have to offer is often a key factor for location of new investment in terms of both production activities and services. This generates the formation of areas of new quality jobs. On the other hand, the technological progress, forces the labour force to permanent adaptation of their skills, both in the form of knowledge and skills. It becomes important to have a universal skeleton of key competences such as ability to learn

and "unlearning", entrepreneurship, mathematical competences and interpersonal skills (EDUCATION FOR DEVELOPMENT, 2010).

Currently in Poland, even in conditions of high unemployment existing mismatch between qualification and professional structure of supply and demand for labour can be observed. In the labour market, it is noted the presence of, at the same time, the deficit and surplus professions and employers tend to have difficulties in recruiting people with specific qualifications and vocational skills (DEFICIT PROFESSIONS..., 2007-2013).

The professional competences, is a combination of personal characteristics, of key competencies

and professional qualifications of the employee. It is the ability to use the knowledge, skills, values and personal characteristics to achieve the expected goals and accomplish tasks on the employee's position in the company. The problem often emphasized, is inadequate preparation of young people in the educational process, including higher education.

In general, critical evaluation of the education system is based on the allegations relating to: still a textbook way of passing knowledge with underestimating the role of practical work; inadequacy of educational programs to the technological changes; insufficient scope of the development of soft skills, while these skills play a key role in capabilities to adapt to the requirements of the labour market (HUMAN CAPITAL..., 2014).

Attention is also drawn to the need for increased dialogue between universities and their social partners, so that universities can better understand the profile of competencies desired by the economy and society, as well as to determine the level of competences developed in higher education (BIELECKI, 2011).

On the other hand, in Poland there is a problem of surplus qualifications (educational surplus), because the number of jobs for highly skilled workers remains limited and many graduates is facing the necessity of taking up an employment which does not match the level of qualifications (KIERSZTYN, 2011).

2. Słupsk local labour market

In the literature and practice, many of the concepts of the country space division, differing in purpose, criteria and methods can be found. When analyzing the processes of social and economic changes, including the problems of unemployment, the specific role in shaping the "space frame" falls divisions of formal system of administrative units, as well as in the system of the district (county) labour offices (RUNGE, 1996).

Therefore, Słupsk local labour market, spatially was defined as an area located within the District Labour Office in Słupsk, so Słupsk as the city with county rights and Słupsk district. Słupsk district (county district) and the city of Słupsk (township district) administratively belong to Pomerania and are located in the north-western part. The area of the district is 2 304 km², which represents 12.6% of the total area of the province. At the end of 2013 it had a population of 97 437 people (4.4% of the total population of the province). The city of Słupsk lies in the central part of the area, just

18 km from the sea and covers an area of 43.15 km². Słupsk is the third largest city in the province (after Gdańsk and Gdynia), with the status of the sub-regional center. At the end of 2013, the city was inhabited by 93 936 people (4.09% of the total population of the voivodeship).

Currently, ongoing changes in demographic processes and structures of the city and county Słupsk, on the one hand affect the change in the level of unemployment in the region (growth of the labour force, increasing the outflow of migration), but also may constitute the consequences of these changes (intensity and direction of migration, the decline in the number of births). The situation is particularly difficult in Słupsk county, where less than half of the people in the working age actually works – the employment rate is 39.15%. Definitely more favorable value of this index is for the city of Słupsk – 59.12% (with an average for the region – 53.08%).

The unemployment rate in Słupsk county is much higher than the provincial average (13.3% in 2013) and ranges 22.5%. More preferable situation is in the city of Słupsk, where the unemployment rate at the end of 2013 was 11.8%. The situation on Słupsk local labour market is also of course dependent on the nature of the macroeconomic factors (cyclical unemployment), on the specifics of the region's economy (structural unemployment – in this area generated mainly by state agriculture), and the structure of education and vocational training of the labour force that does not respond to the needs of the market (SZMIELIŃSKA-PIETRASZEK & SZYMAŃSKA, 2009; SZMIELIŃSKA-PIETRASZEK, 2014). Although the example of Kołobrzeg and other cities of Pomerania, requires caution in the formulation of this type of findings. Local governments in conjunction with the business are able to carry out effective development policies provided adequate involvement of both local authorities and local communities, and thus raise the local competition (SZYMAŃSKA, 2014).

3. The study on employers' expectations

The diagnosis of the local labour market was based on surveys of employers that create the potential jobs for graduates of geography (of various specialties), tourism and recreation. The Institute of Geography and Regional Studies offers education in the direction of geography since 1973. Due to the decreasing demand for teachers of geography at the lower levels of education, graduates of this course are looking for work in other occupations. The aim of the study was therefore to diagnose the demand for qualifications and skills of the

local labour market with particular emphasis on possible training of skills in the course of geographical education.

The study was conducted during the period from May to July 2012, through direct interviews with the use of tools in the form of a questionnaire. The choice of method was dictated by an attempt to reach a relatively large number of traders and institutions that may employ graduates of geography, tourism and recreation. In the fulfillment of the task, as a fieldwork, attended students from the economic geography, which also aim to develop students' skills in talking with potential employers. The questionnaire consisted of ten questions, including seven of the closed nature. The questions related mainly to:

- the significance of the criteria considered in the process of recruitment,
- difficulties in recruiting employees with suitable skills and qualifications,
- assessing the availability of staff with the appropriate skills in the local labour market,
- the demand for competence in the various occupations and at different workstations, resulting from a training program on geographical directions for higher studies.

The open-ended questions related to identifying the causes of difficulties in finding workers with the right skills, assessment of suitability (usefulness) of courses of education offered in local schools from the perspective of the company and to identify possible deficiencies. The question was also raised, to justify the answer to the question about the relation to the employment of graduates without professional experience. This formula was used, in order to better identifying the needs of employers and to obtain their opinions on vocational preparation of school leavers. The responses were subjected to quantitative and qualitative analysis.

In the closed questions, employers were asked, among other things, to indicate the significance of the evaluation criteria for the test of competences according to the following scale:

- is essential (5)
- decisive extensively (4)
- having an average importance (3)
- have / has little effect (2)
- not relevant (1)
- hard to say (0)

In the calculating of the average assessment of the validity of the criterion, the weight values of employers' indications were taken into account.

The usefulness of geographic competences, the employer determined from the point of view of

many professions, usefulness in selected (individual occupations) and their usefulness for their company.

The study involved 101 entities (24 public and 77 private), selected in a targeted manner, that is, such within which there is a potential possibility of employment of graduates of geographic and related studies. Among the companies surveyed were: travel agencies, hotels and other accommodations, public administration institutions, entities involved in education, trade and catering, financing and insurance, logistics and freight forwarding, communication and transport.

4. Employers' expectations in terms of education of potential employees

In the first part of the survey, employers were asked about the criteria that are particularly important when hiring employees in their company using a six-point rating scale (0-5). These criteria were based on the previous research and analysis (among others: [JELONEK ET AL., 2012](#); [SZMIELIŃSKA, 2001](#)).

The results show that in the first place was the industry knowledge and experience (4.18) and professional qualifications (4.09). To a large extent, the level of education also decide on the employment (regardless of the direction) – 3.83. A minor role played the knowledge of foreign languages (3.50), the usage of computers, office equipment or machinery and equipment (3.51) and various special licenses (3.38) (Fig. 1).

As research shows employers also recognize the importance of the so-called soft skills of their future employees. Particularly important (which is important from the point of view of the service providers institutions), it turned out to be the ease of establishing contacts (4.08), independence (3.89) and ability to teamwork (3.86). Quite important was also the ability to learn quickly (3.66). Among other features considered by employers was the age of potential employees and their appearance – but they turned out to be the least important (Fig. 2).

It is worth noting that employers have clear expectations of future employees, considering most of these criteria, at least, for an average of important or decisive to a large extent. Therefore, there is emerging picture of a worker who knows the specifics of the industry, is highly qualified, has a unique ease of establishing contacts is independent and able to work in a team.

The analysis indicated a significant differences between the answers given by private entrepreneurs and representatives of public institutions. The first group more often appreciated the value of soft

skills and professional experience. The second group paid particular attention to the educational and professional qualifications. This is due to the specific nature of the operation of these entities in the labour market. Private entrepreneurs attach less

importance to formal qualifications, but they especially care about the skills acquired in the course of work. However, in public institutions relevant education or professional qualifications are usually basic formal requirement when hiring employees.

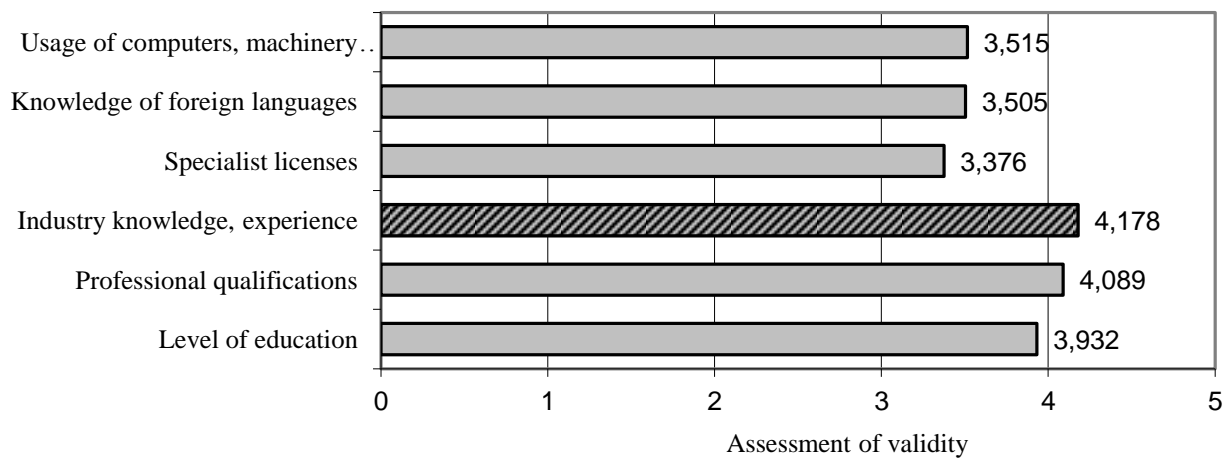


Fig. 1. The assessment of validity of hard competences when hiring employees in companies in Słupsk local labour market in 2013

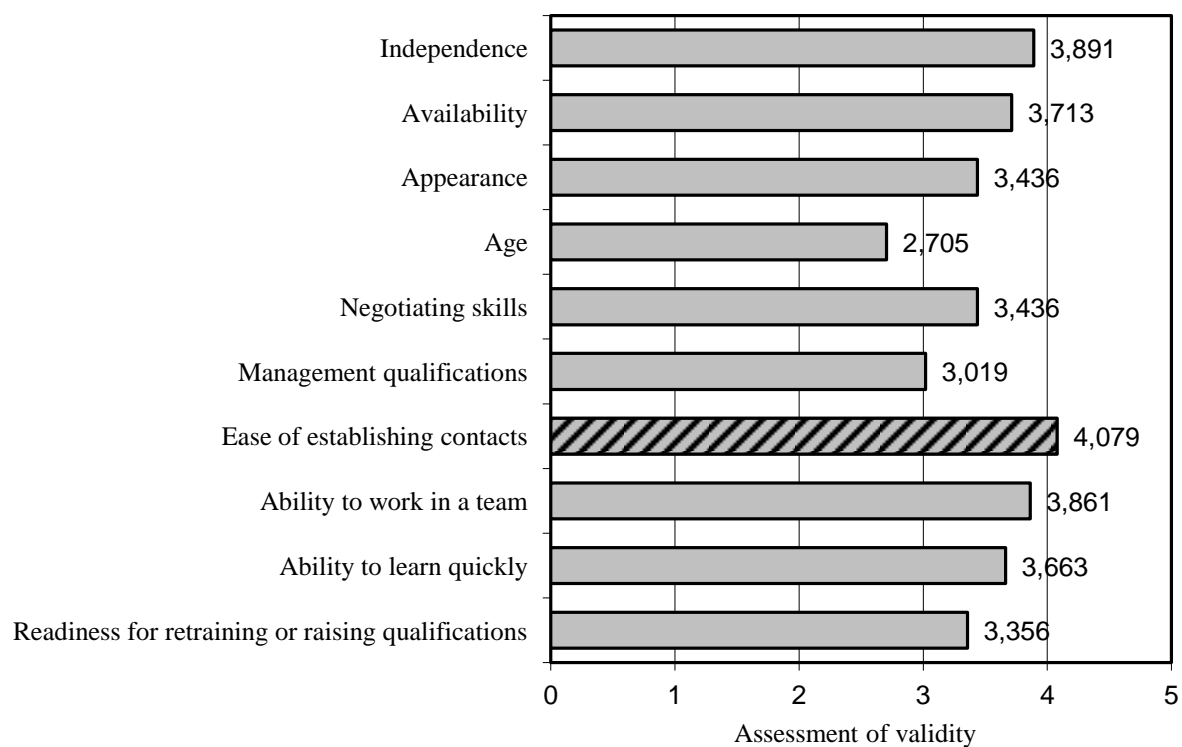


Fig. 2. The assessment of validity of soft competences when hiring employees in companies in Słupsk local labour market in 2013

In the following part of the study it was attempted to determine whether, despite the high unemployment in the local labour market, employers have difficulties in finding workers with the right skills. In the event of such difficulties, it was requested to identify their causes.

Most employers do not have problems with finding employees (75). Approximately one quarter of employers underlines that despite high

unemployment, the company has difficulty in finding workers with the right skills (24). This applies particularly to positions requiring higher specialized skills. Therefore often employees with work experience are sought. Reporting to work, new employees, in the view of employers, do not hold a sufficient specialist qualifications and do not have work experience. As barriers and undesirable characteristic features of applicants

for employment, it was mentioned the lack of motivation to work and lack of self-discipline among the candidates and too high expectations from the potential employees (mostly financial).

In the majority, employers who felt that they had no problems with finding employees indicated that they often organize training for them and prepare them for the workplace. Therefore, more than half of them (55) also employs school graduates (without any experience), pointing to the fact that they are fast learners and are willing to work.

It should be noted, however, that part of the surveyed entities increases employment only during

the summer season (graduates without any experience are more willing to this type of work than other unemployed).

In fact, the employers are aware of the market of educational services of Słupsk and Ustka and stress that local schools educate workers in the directions useful in their company (78). Employers quite positively evaluate the preparation of young people in the theoretical field, however, they emphasize the lack of well-educated practical skills. Also, interdisciplinary knowledge that broadens horizons and increase the flexibility of workers in the labour market becomes important.

Table 1. Which criteria are important in your company when hiring employees (in%)

Specification	Is essential	Decisive extensively	Having an average importance	Have/has little effect	Not relevant	Hard to say
Industry knowledge, experience	36	51	10	2	1	0
Ease of establishing contacts	35	47	13	3	2	0
Professional qualifications	34	47	17	2	0	0
Ability to work in a team	25	52	14	5	3	1
Independence	24	56	14	2	1	3
Ability to learn quickly	23	39	29	4	2	3
Negotiating skills	22	32	30	6	5	5
Special permissions	19	32	28	11	10	0
Knowledge of foreign languages	18	40	28	6	6	2
Level of education (regardless of the direction)	17	58	21	3	1	0
Computer, office equipment or machinery skills	17	44	23	9	5	2
Readiness for retraining or upgrading their skills	16	39	20	16	9	0
Appearance	16	33	37	8	6	0
Availability	14	57	23	2	2	2
Management qualifications	12	29	33	14	9	3
Age	4	17	41	23	14	1

5. Geographical competences and their usefulness in the opinion of employers

From the point of view of the educational value which geography provides, „*playing a particularly important role in the meaning of many of the phenomena and processes of the modern world and in shaping national consciousness*” (GROENWALD ET AL., 2008, p. 6) it should occupy an important place at all levels of education, as well as contribute to the formation of professional competence in many areas. A detailed overview of the content of the recently existing standards of education in higher education in terms of "geographic content" (knowledge and skills) showed that on more than a quarter of

fields of study, there are learning contents highlighted to be pursued on the foundation of geographical knowledge gained in the secondary school (SZMIELIŃSKA-PIETRASZEK, 2011).

Therefore the employers surveyed were asked to express their opinion on the selected competencies (which are formed during geographical education mostly at the level of upper secondary education), in terms of their usefulness in their work (Table 2). The selection of competences was based on the review of core curriculum of teaching of geography in the upper secondary school during the last few years.

Among the competences mentioned, the examined persons, considered the following as the

competences to be particularly useful in many professions „the conviction of the need to participate in the development of their region and Poland and taking action to preserve their natural and cultural heritage” – as rated by 41% of employers. Important in their opinion is also the ability to „using a variety of sources of information (like: maps, yearbooks, literature, the Internet, GIS)” – 36%.

Research conducted among employers showed a weak (in their opinion) the relevance of geographic competences in terms of their business. At this point it should be noted that the selection of the surveyed enterprises was purposeful – the entities were selected because of potential jobs for graduates of geography. As the most important from the point of view of the needs of their companies the surveyed persons are „ using a variety of sources of information” – (24%), „selecting, analyzing and interpreting information about the status and changes in the environment and the social, political and economic situation” – (18%), as well as „analyzing the relationship between the individual

elements of the natural environment and human activities” (16%).

The above analysis focuses on the competence with which, at least on a basic level, students graduating from upper secondary school might have come into contact. On this foundation, a number of educational contents in many fields of study is carried out (see SZMIELIŃSKA-PIETRASZEK, 2011). There remains an obvious connection to the directions related to the geography, such as tourism and recreation, oceanography, ecology, geology, land management, geodesy and cartography. The other ("non-geographic") directions have links with the wider socio-economic geography and physical geography and environmental protection geography.

In the rapidly changing conditions on the Polish but also the global labour market, interdisciplinary areas and new nature of work, the geographical competences should therefore be seen as a holistic, useful in conducting various studies and research. Disturbing is therefore a high percentage (usually a dozen or so) of opinions stating specific powers unfit for work at all.

Table 2. Which of the competences might be useful in professional work? (in %)

Specification	Useful in many professions	Useful in selected (individual) professions	Useful in your company	Completely useless at work
The conviction of the need to participate in the development of their region and Poland and taking action to preserve their natural and cultural heritage.	41	32	13	13
Using a variety of sources of information (like: maps, yearbooks, literature, the Internet, GIS)	36	35	24	5
Understanding of the phenomena and processes in the geographical environment in local, national and global scale	30	48	8	14
Understanding the complexity of the world, the interdependence of its individual components and willingness to participate in the transformation of according to the principle of sustainable development	27	44	13	16
Understanding and interpreting the cause and effect relationships in a variety of spatial and temporal scales	24	51	9	15
Selecting, analyzing and interpreting information about the status and changes in the environment and the social, political and economic situation	24	43	18	15
Presenting the results of analysis with various graphical and statistical methods	20	53	12	15
Analyzing the relationship between the individual elements of the natural environment and human activities	19	51	16	13
Forecasting (based on existing trends) the state of environment of individual areas	17	52	10	20

6. Discussion of results

In the above study, the professional competences shall be understood as the ability to use knowledge, skills, values and personal characteristics to achieve

the expected goals and performing the tasks on their position in the company. Their possession is emphasized by the authors of the report "Skills, not Just Diplomas" prepared for the World Bank. They point out that in present times, the demand

for communication and cognitive skills, useful when performing non-routine tasks has increased, while the demand for workers performing routine and manual activities decreased (SONDERGAARD ET AL., 2012).

The results of studies on Słupsk local labour market confirm this thesis. Employers are primarily looking for educated people, with the appropriate professional abilities, able to learn quickly, self-contained, but also able to work in a team. Employees must deal with more and more sophisticated technologies, and should make use of the vast amounts of information.

Conducted regularly the monitoring of the labour market by various institutions (eg. The Central Statistical Office, Ministry of Labour and Social Policy, Confederation of Leviathan, the Institute for Market Economics) shows that today, employers are looking for employees with high interpersonal competences, mannered, responsible, hard-working, independent, fair, having the ability to learn quickly. For this, as an asset, they give higher education, preferably directional, creativity and experience (POMORSKI BAROMETR..., 2013; KOCÓR ET AL., 2012, KOMPETENCJE..., 2012; FORESIGHT..., 2009). This is confirmed by the opinions of Słupsk employers who, as particularly desirable, recognized the ease of establishing contacts, independence and ability to work in a team as well as industry knowledge, experience and qualifications.

The research on the usefulness (attractiveness for the labour market) competencies that are possible to train while studying geography, showed particular importance of valuable competence for the labour market – the ability to process information. Also, earlier studies conducted in this regard, inter alia, by the Cracow center showed a high rank of skills associated with searching, collecting and processing information acquired in the course of geographical studies (PIRÓG, 2006).

It is unfortunate that so few employers valued knowledge and other skills that entails geographical education, especially those associated with the interaction: man – environment. They appear to be important not only from the point of view of the geographer, but every human being.

A large gap in the competences is, in the views of employers, the lack of professional experience. However, it seems that for some occupational groups it is possible to compensate for this lack of a set of certain competences and key competencies (eg. the ability to learn, social and civic competences, sense of initiative and entrepreneurship). It is therefore clear that, apart from characteristic of particular occupations qualifications, the most desirable general competence is the ability to

learn and adapt rapidly to changing conditions and expectations.

Słupsk labour market, due to its economic lag, has a large part of small entities and self-employed, non-innovative, often changing profile. They are not able to take over the education of strictly specialized competences due to the lack of capital (lack of resources to finance training for employees). Evident here is the role of faculties of practical profile (with a range of classes taught by practitioners in adapted for this workshops) for universities, which cumulating equipment and supplies for practical training in a flexible manner may try to respond to these changing economic conditions. There is a certain difficulty in predicting trends of specialization, because these entities are not able to determine their needs for a period longer than five years. This is due to a continuous process of changes taking place in the Polish economy. It should also be remembered that small and medium-sized enterprises (and these generate the greatest number of jobs) are assumed to be more flexible and ready for quick reprofiling due to changes in the market, so they find it difficult to accept long-term plans. Unfortunately, SMEs in Poland are also very vulnerable to the negative impacts of the economic and political environment, and the few entrepreneurs manage to survive in the market more than five years.

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