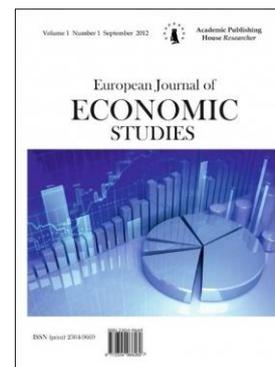


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Labor Market and Training of Personnel with Higher Education for the Tourism and Hospitality Sphere in Russia and Europe: Traditions, Problems, Perspectives and Possibilities for Coordination

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Abstract

The article is devoted to comparative analysis of Russian and European experience of training of personnel for the sphere of tourism and hospitality and provision of interconnection of the system of professional education with labor market. The purpose of the article is to determine the best European practices that could be implemented in Russia for the purpose of provision of integrated educational environment, expansion of educational and economic cooperation, and actualization of current Russian educational standards and programs.

The objects of the research are professional and educational standards, educational programs, qualification requirements, service instructions, and results of labor market analysis.

The authors perform comparative analysis of qualification requirements to specialists with higher education in the sphere of tourism and hospitality in Russia and Europe, goals, content, methods and technologies of their training in higher educational establishments, and educational standards and programs.

As a result of the research, the authors came to the conclusion that it is necessary to reconsider the competences formed with graduates of specialties “Hotel business” and “Tourism” and bring them in correspondence with requirements of employers, tendencies of labor market, and the best European practices.

Keywords: tourism and hospitality industry, labor market, analysis of labor market, training of personnel with higher education for tourism and hospitality industry, connection between the system of professional education and labor market.

1. Introduction

A topical problem of higher education of the RF in the sphere of tourism and hospitality is insufficient demand for the graduated specialists in the labor market. As a result, many graduates cannot find a job in their specialty or have to work at jobs that require lower level of education (secondary or vocational). Therefore, the Russian system of training of personnel with higher education for the sphere of tourism and hospitality requires reconsideration and modernization.

Despite the fact that European sanctions against Russia stimulated development of internal tourism, our country has to be more actively involved into the world tourist environment, expand

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international cooperation in this sphere, and improve preparation of specialists to the level of world standards and requirements. At present, there are lot of means of accommodation of international networks in Russia, which requires coordination of training of personnel with leading European countries.

At present, the leaders in development of the tourism and hospitality spheres and an example of training of personnel for this segment are such European countries as France, Switzerland, Great Britain, etc.

European hotel schools are rivals; each year, they offer more diverse programs, attracting the best teaching personnel and experienced practitioners of the hotel business, organizing training in the most prestigious hotels. Unfortunately, this competition lacks the presence of Russian schools.

At present, the Ministry of Education and Science of the RF conducts actualization of existing educational standards of higher education for the purpose of provision of fuller correspondence of education to requirements of labor market and connection between professional and educational standards. The leading role in this actualization belongs to the Federal Teaching and Methodological Associations of Universities (FTAU).

Sochi State University has the FTAU for a group of specialties “Service and tourism”, in the basis of which development of actualized educational standards and educational programs is performed. Their actualization has to take into account leading European experience and the best practices of training of personnel for the sphere of tourism and hospitality.

This paper provides the results of analysis performed by employees of Sochi State University for high-quality actualization of educational standards, including comparative analysis of network and structure of training of personnel in Russia and Europe, current educational standards and programs, professional standards and qualification requirements, and labor market.

2. Materials and methods

The following methods were used during preparation of this paper:

1. Analysis of documents:

- current Russian and European professional standards for the tourism and hospitality industry (Kvartalniy, 2000; Romanova, 2012; Subetto, 2001; Baty, 2010);
- qualification characteristics and service instructions of employees of hospitality industry enterprises, the offices of which require higher education, and typical service instructions of these employees;
- normative documents in the sphere of tourism and hospitality in Russia and Europe (UNWTO Long term forecasts – Tourism towards 2030, 2015; Lambert Review of Business-University Collaboration, 2003; Federal target program “Development of internal and incoming tourism in Russian Federation” (2011–2018)” (est. by the Decree of Government of the RF dated August 2, 2011, No. 644), 2011).
- educational standards and programs;
- Web-sites of leading Russian and European hotels and universities that train personnel for the tourism and hospitality sphere.

2. Comparative analysis of goals, content, and instrumentarium of training of personnel with higher education for the tourism and hospitality sphere in Russia and Europe, educational standards and programs (Cowles Dand Gilbreath, 1993).

3. Coordination of requirements of professional and educational standards (Crainer, 2011; Engelkemeyer, 1993; Freeman, 1993; Hansen, 1993; Holmes, 2010; Jacobsson, 1990; Kerr, 1982; Middleton, Airey, 1997; Richard, Onderwater, 1998; Richards, 1995; Smith, 2010; Westerheijden, 1992).

3. Results

European model of training of personnel for tourism and hospitality sphere

At present, the sphere of training of specialists of tourism and hospitality sphere has two different models of training, which are conventionally called American and European.

The sense of the European model consists in combination of theoretical studies with practical work under the conditions of “real time” based on existing hotel. At that, the future manager has to pass through all departments of hotel business and acquire practical skills of work in each of them.

Management supposes control, and the followers of the European model are sure that it is impossible to control the work of employees effectively if you are not good in it yourself. The hotel manager, who obtained education by the European model, should know that each department of the hotel does and should be able to do everything his employees do.

Academic year has two semesters: the first supposes students' studying in lecture rooms, and the second supposes them studying in a hotel, where they usually live.

Such approach allows training specialists oriented at work in the sphere of hotel business.

In most cases, an example of the European model of training of hotel and tourism business is Swiss schools.

Europe is peculiar for professional movement from the lowest level, so even the university graduates with bachelor's degree start the work from the junior positions.

It is mandatory to combine theoretical studies with practical work in real time – on the basis of a working hotel. Most of schools of hotel business in Europe were opened on the basis of existing or former hotels, and students live there – which allows them to obtain professional skills in the environment close to real conditions. Most schools of hospitality are located in the hotels or have their own basis for practice.

Students study under the conditions of real – usually, first-class – hotel, getting acquainted with its services – from wiping glasses and handling keys to hotel management.

Thus, the hotel manager with European education not only knows what each department does but also is able to do everything his employees do. Thus, the European model does not have division into specialization, like in Russia (hotel service, organization of service at public catering enterprises). An employee of the European school can work in any hotel department, including restaurant and kitchen (excluding technical services). As a rule, study year is divided into two semesters: during the first year, the students study in lecture rooms, and during the second year the students are involved in practice, which corresponds to the 50-50% ratio. Such organizational system gives experience, which is necessary and valuable in the hospitality industry.

Regardless of the location of a hotel school (Switzerland, Germany, or France), teaching hotel management is done within the same programs. At first, students study all peculiarities of hotel functioning: accommodation of guests, housekeeping, and organization of restaurant and kitchen's work. Then go the foundations of information technologies, accounting, and marketing.

Academic year has two semesters – theoretical and practical. The first level of studies (year) is ended with receipt of certificate that grants the right for simple work (door attendant, housekeeper, waiter). After another course, it is possible to get a diploma, and after another year - advanced Diploma, which is an analog to the Russian diploma on vocational education, bachelor's degree, master's degree, and MBA. Corresponding diplomas are granted after successful passing of the training course.

Advantages of the European model of professional training of specialists for the hospitality industry:

- ✓ training in real environment, on the basis of large hotel complexes and working hotels;
- ✓ the main part of training time is spent for acquiring practical skills received in the course of practical studies, trainings, and practices at the industry's enterprises;
- ✓ student goes through all levels of professional training, raising his professional qualification.
- ✓ emphasis on formation of psychology of servicing customers;
- ✓ if a demand for new specialists arises, their training begins;
- ✓ training plan is formed in view of enterprise's needs and possibilities of an educational establishment that is to fulfill that plan.

Main directions in foreign system of education allowing forming high-quality specialists:

- correspondence of content of study to requirements of future profession;
- connection of the theory to practical teaching, increase of qualifications at the job, training sessions, workshops, and paid practice during the training course.

Means of keeping connection between the system of professional education and labor market

Developed European countries are peculiar for high level of connection between professional and higher education and labor market, involvement of social partners into integrated process of

selection of educational strategy and content of studies, oriented at the tendencies and dynamics of development of labor market. Thus, Great Britain has a network of Sectorial councils for development of professional skills; employers' participation is aimed at formalization of jobs' requirements to qualifications of employees and development of profile educational structures. France revived the programs of studies when part of studies takes place within formal education and practical teaching and selection are done by enterprise. Sweden is characterized by the policy of active development of labor resources: provision of geographical mobility of graduates; creation of data banks that provide full information on vacancies for professions and spheres; financing of youth's work in private enterprises. Germany realizes the system of training of apprentices in various small enterprise; model of "labor year"; centers of professional education.

Educational establishments consider two types of signals that come from the labor market:

- signals from enterprises: availability of vacancies, number of the unemployed, level of salary, and local tendencies in economic spheres;
- signals initiated by educational establishments: applicants' demand for certain courses, cost of training of one student at various courses, and tendencies in employees' job placement.

Use of standards for provision of education quality

Large attention is developed European countries is paid to coordination of educational standards between countries of the EU, which is a necessary condition for successful development of the career in international scale. For this purpose, single models of evaluation of quality of higher education were developed and implemented:

- 1) models of international agencies of provision and evaluation of quality in higher education;
 - model of ENQA (European Association for Quality Assurance in Higher Education);
 - model of International Network for Quality Assurance Agencies in Higher Education INQAAHE, etc.
- 2) models of bodies of public and professional accreditation and best practices:
 - Belgian-Dutch model (HBO Expert Group);
 - model of the Center of Higher Education Policy Studies of the University of Twente (Netherlands), etc.
- 3) models of quality management of education:
 - model of European Fund for Quality Management and its modification for higher education;
 - model that conforms to requirements of the TQM concept;
 - model of the system of quality management according to the international standard ISO 9001:2000 (GOST R ISO 9001-2001), etc.
- 5) proprietary models of complex evaluation of quality education:
 - four-level model of evaluation of quality of teaching process of Donald Kirkpatrick ([Clark, 2015](#)), etc.

Most systems of provision of quality are based on the methodology of international quality standards (ISO) and are aimed not at the control of indicators of quality of activities' results but at creation of the system of functional conditions (organizational, technological, information, and social) that provide constant improvement of quality indicators.

Methodologies of independent certification and evaluation of qualifications are widely used in Europe.

For the purpose of provision of quality of higher education in the sphere of tourism and hospitality, three types of standards are used in Europe: professional, educational, and accreditation.

Means of connecting professional and educational standards

There is a whole range of models for designing professional standards and their use for formation of qualification (accreditation) и educational standards in the international society.

In most European countries, requirements of professional standards lie in the basis of assigning qualifications. However, the procedures of development and application of these standards in each country has their specifics.

All qualification standards and educational programs are formed together with employers within clearly structured procedures, oriented at determination of the results of education that are significant for employers, on the basis of functional analysis.

Participation of interested parties (subjects of labor sphere) in development of educational standards can vary as to the level of institutionalization. Some countries have institutional structures in the form of constantly working councils. As a rule, such councils have proportional representation of employees and employers (Great Britain, Netherlands). In other countries, corresponding workgroups form as the need arises.

Participation of interested parties in development of educational and qualification standards may differ as to the level of authorities. In some countries, interested parties have only consultation authorities, in other – equal vote during decision-making.

In different countries, professional standards differ as to the structure and content. Some professional standards describe labor functions and their actions within a specific profession/sphere of professional activities. Other professional standards include additional descriptions of competences or their list.

In some countries, professional standards include information on organizational context, in which professional activities are conducted. In some of them, necessary equipment and tools are given, which the employees should know how to use.

Such differences are predetermined by different understanding of the term “competence” and the model of professional standard accepted in the country.

Different countries use different mechanisms of connecting the professional and educational standards. In some countries, professional standards are developed independently and perform the function of classification of the sphere of professional activities to which various qualifications are connected. Standards of such type are peculiar for the systems of professional education with liberal type of regulation, where various structures exist that possess the authorities to realize programs that lead to assigning qualifications and having accreditation for correspondence to these standards.

In other countries, development of professional standards is integrated into the process of design of educational standards. During development of each qualification, the first stage includes development of professional standards which are a basis for educational and accreditation standards. Such model is peculiar for the countries with state participation of professional education (countries of continental Europe).

The third group of countries realizes the combined model. Thus, France and Belgium have two types of professional standards:

- professional standards which describe labor activities that are to be conducted by holder of qualifications (standard of activities);
- professional standards which are developed and used in the labor sphere (standards of professions). Such professional standards are included into the official List of professions and jobs.

The bodies that assign qualifications are responsible for development of standards of activities that could be compared to one or several standards of professions.

Great Britain and Ireland do not belong to any of the described models. Their qualification standards cover professional standards and standards of evaluation (accreditation standards) without requirements to education and studies. Educational programs are developed on the basis of qualification standards by separate structures (educational organizations).

In realization of all the described models, the necessary conditions are the following:

- clear institutional mechanisms that ensure connection between requirements of the labor sphere and educational standards and programs;
- clear normative and legal basis;
- state’s liabilities regarding regulation of the mechanisms of development and connection of standards;
- availability of trained personnel that ensures effective functioning of these mechanisms.

Requirements to the level of training of graduates with higher education for the tourism and hospitality sphere

Such requirements in European countries are designed in view of targets of development of European education, the Bologna process, and creation of integrated educational space of the EU, reflected in the following documents:

- European Standards and Guidelines - standards and recommendations for guaranteeing the quality of higher education in European space;

- Dublin descriptors of level education;
- European and national frameworks of qualifications;
- ECTS USER'S GUIDE 2015 – Manual for the use of European system of transfer and accumulation of credits, etc.

During decomposition of competences, various taxonomies are used – in particular, B. Bloom's taxonomy.

Europe is peculiar for creation of educational establishments on the basis of existing hotels of large world networks. Accordingly, targeted landmarks of training are set by this hotel/network of hotels.

Thus, the concept of the Lausanne School of hotel management states, "Only the man who has a need to provide a service to another man and receives satisfaction from that can work in the tourism and hotel sphere".

According to Martin Kissleff, the president of the Swiss association of hotel management schools, communicative people are the first to survive in this sphere. коммуникабельные люди. Employees of any hotel or restaurant are always in view, and their tact and skill to get by with people influence the enterprise's success: the client will always return to the place where he was comfortable. Secondly, according to him, the person has to be mobile, as the work in large hotel networks supposes multiple business trips and transfers, related to promotions.

The ACCOR network of hotels is the largest in Europe. The necessary qualities for the ACCOR personnel are the following: capability to see and distinguish the most important of the complex problems; diplomacy, insistence, determination, perseverance; capability to make a right decision; knowing at least two foreign languages and the native language at fluent level; independence and the wish to be involved in difficult but interesting activities.

The main requirements to the personnel of the Novotel network (France) are attentiveness, courtesy, and kind-heartedness.

The hotel business, as any other, constantly develops, and the requirements set by the management of any European hotel of high level are not only wise management but internal growth of a manager of any separate link.

Structure of educational programs

Due to Russia's joining the Bologna process, the system of Russian higher tourism education transferred to the European three-level system: bachelor's degree – master's degree – postgraduate program. At that, the specters of directions of training in Russia and abroad are somewhat different.

Specialties of bachelors and masters in Europe and the USA develop in three vectors: "Tourism", "Hospitality", and "Leisure organization". Educational programs are aimed at training of various specialists for servicing these spheres.

In Russia, training of personnel for the tourism industry is performed within a large group "Service and tourism", which includes three main directions of training of bachelors and masters: "Service", "Tourism", and "Hotel business" (profiles "Hotel activities", "Restaurant activities", "Sanatorium and resort activities"). Besides, for enterprises of the tourism sphere, specialists are trained within other large groups (e.g., within the group "Economics and management") through realization of specialized profile: "Economics of international tourism", "Commerce in the tourism sphere", "Excursion management", "Management of hospitality", "Hotel and tourism management", "Marketing of tourism services", "Applied informatics in tourism service", "Animation of foreign tourist programs programs", "Preparation and organization of tourism leisure", etc.

4. Conclusion

Existing Russian structure of training of specialists with higher education for the tourism and hospitality sphere do not fully conform to the list of positions of enterprises of the tourism sphere and functions performed by specialists. Thus, the Russian universities do not realize specializes programs of training of bachelors and masters for the sphere of state management of tourist activities, specialists for the sphere of leisure organization, animation, and leisure. The programs related to economics and management of tourism are realized in the courses of training not connected to tourism – as a result, the volume of study of specialized disciplines and practices of

tourism is not enough. Thus, the structure of training requires improvement according to international standards and needs in tourist sphere of the RF.

It is necessary to reconsider the competences formed with graduates of universities for the specialties “Hotel business” and “Tourism” and bring them into compliance with employers’ requirements, tendencies of labor market, and best European practices.

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