ORGANIZING TRAINING OF PERSONNEL FOR TOURIST ENTERPRISES

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Abstract
The article gives statistical data about educational institutions which train personnel for the industry of tourism, data about the role of tourism in the economy of the country. The author considers basic topical issues of training personnel, required on the labour market, by higher educational institutions and actions on eliminating them.

Key words: Tourism, personnel, development of education, higher educational institutions, improvement

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By personnel of an enterprise we understand the total of employees of different professional-qualification groups, employed at the enterprise and who are on the payroll.

Personnel policy is a part of management connected with labour resources of the enterprise. Its main tasks are: meeting the needs of the enterprise in human resources; ensuring their rational placing; professional-qualification and official promotion; effective use of the enterprise’s labour potential.

For a long time a travel agent’s profession was surrounded by a romantic halo in Russia. Foreign countries, working with foreign tourists, are interested in journeys. Today the attitude to the profession has changed. More and more often people who choose this profession, realized that there is little exoticism in it, and they are morally ready for hard, nervous and profitable work.

Our country is one of the most prospective tourist markets in the world. Russia has huge potential both for inbound and outbound tourism. However, according to the research of the Federal Tourism Agency (Rostourism), tourist opportunities of our country are used only by 5%. WTO to the UN estimated that 3.2% of the world GDP fall to the share of tourism, and taking into account the multiplier effect, furthermore, 7.6% of the world’s working population work in tourist industry. According to experts' estimates, in 2009 the share of tourism in GDP was 2.5% in Russia. More than one million people work in organizations of tourist industry in Russia.

UNESCO declared the present period the age of tourism. Against the background of intensive development of tourist business it is becoming more and more obvious that it is difficult to do tourist business professionally and effectively without special education, and it is impossible in the sphere of service [1]. Market needs specialists who don’t only attract customers, but also make them loyal by servicing them in a skilled manner. It includes organizing tourists’ leisure time, their health care, receiving positive emotions by tourists, insight into culture and traditions of the visited regions, providing legal and psychological support etc.

Training personnel for tourist business is paid considerable attention all over the world. According to the WTO, in the Early 90s of the 20th century there were 105 higher and 139 vocational educational institutions of tourist profile in Europe, six and 17 accordingly in America, and 13 and 35 accordingly in Asia and Pacific. The most educational institutions training personnel for tourism are situated in Great Britain – 37, Spain and Italy – 28 in each, France – 22; on the American continent Canada – 25, the USA – 22, and Chile - 12 are distinguished, and in Asia-Pacific region: Australia – 16, China – 6, the Philippines – 5, and Japan – 4.

In Russia, who will enter the top ten visited countries of the world by 2020, according to the WTO’s estimates, at present the needs in specialists of all divisions of the tourist industry are satisfied only by 55%, according to expert estimates. About 80% of tourist personnel are mid-level specialists. According to the Federal Tourism Agency, there are 401 higher and vocational educational institutions which train personnel for the tourist industry. Russian universities train about 25 000 specialists in the sphere of tourism every year. About a third of all the educational institutions are situated in the Central Federal District, about 17% - in the Southern Federal District, and 13% - in the Volga Federal District. The city of Ufa is no exception in training educational institutions training personnel for tourist business professionally and effectively without special education, and it is impossible in the sphere of service [1]. Market needs specialists who don’t only attract customers, but also make them loyal by servicing them in a skilled manner. It includes organizing tourists’ leisure time, their health care, receiving positive emotions by tourists, insight into culture and traditions of the visited regions, providing legal and psychological support etc.

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Nowadays tourism creates every 10th job in the world, and this function of it is going to increase. About three million jobs are created in this sphere annually. For example, tourism has 13% of jobs on the labour market in the European Union. According to the International Labour Organization, more than 130 million people are employed in the global tourist system, and creating a job here is 20 times cheaper than in the industrial
sector of economy. Examples of developed countries concerning tourism (Spain, Tunisia, Italy, Greece, France,) where 20 to 50% percent of the working population are employed in the service sector, show that, as a rule (especially for young people), two of three new professions may occur in the tourism sphere [1].

In Russia, tourism creates only 3% of new jobs. The practice of training subject matter specialists, which dominated in the world professional tourist education, created certain problems, which were deepened by the lack of basic professional education. It had an impact on low quality of training personnel. For example, it is still characteristic of Russian hospitality industry to have an employer who has certain theoretical knowledge, but lacks a developed complex of working and professional skills.

The main problems are as follows:

1. Graduates lack experience, but their ambitions concerning their payment and status are very high, and do not correspond to the level of their expertise at all.
2. We should admit that not enough hospitable atmosphere is a serious problem, too, and it is necessary to develop and improve it.
3. Attracting promising young teachers and lecturers to universities is a major problem, which is connected to a poor incentive system of teaching staff, low level of salaries.
4. Lack of close links between sectoral universities and heads of tourist organizations and hotels leads to discrepancy of the formed competences of future specialists in the sphere of tourist and hotel business.
5. Owners of Russian tourist enterprises and hotels have no definite and consistent staff selection criteria, the system of training new employees and further training works poorly. Personnel is not informed of the aims and tasks which the objects of tourist industry have, thus corporate culture does not develop. These problems can only be solved by integrating universities’ efforts.

In order to improve the system or organization and to create hospitable atmosphere, it is necessary to: carry out quality monitoring; introduce and use extensively a programme “Secret Guest”; create the atmosphere of competition by establishing ranking of hospitality; secure publicity and openness of monitoring results; organize a procedure of awarding hospitality enterprises with quality status.

Optimizing resources and achieving the necessary quality of graduates training satisfying the requirements of consumers and customers are fundamental for the effective networking cooperation in the system of professional education. In accordance with the adopted programme “Development of Education” for 2013-2020, the main action, “Modernization of Educational Programmes of Professional Education, Securing Flexibility and Individualization of Educational Process with the Use of New Technologies”, expects to provide Russian economy with highly-qualified personnel on priority areas of modernization by 202, as well as to change the structure of educational programmes (Table 1).

In order to improve the process of education in higher educational institutions, the following work is recommended:

1. concluding long-term contracts with tourist enterprises on mutually beneficial cooperation, providing practical work for students, collaborative learning of students and employees of tourist firms (hotels) etc.
2. attracting practical workers of tourism to the educational process as regular and part-time lecturers with the purpose of improving the quality of teaching special tourist disciplines;
3. holding regular workshops and panel discussions of management and faculty of chairs with managers of tourist enterprises on discussing issues about the contents and quality of students training, state and opportunities of developing tourism in the region;
4. elaboration of diploma works and projects by the chair’s students on the themes formed by specialist committees of city and region administrations, major tourist companies;
5. regular meetings and talks of specialist committees managers and directors of major tourist transport and other companies with students;
6. establishing an innovative centre of practice-oriented education of students on the basis of tourist agencies and hotels.

The main point of this project is to create technologies providing organizational transfer of studying disciplines of a professional unit on hotel business, and to carry out profession-oriented activities of students under the conditions of actual work of a hotel. As a result of using such form of integrating education and practical work, there appeared an opportunity to upgrade educational programmes, to keep the contents of professional training for students up to date, and to modernize educational technologies.
Table 1: Data on indicators of the national programme of the Russian Federation “Development of Education” for 2013-2020, source: (an extract from the programme)

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<td>1.</td>
<td>Percentage of graduates from educational institutions of professional education, full-time studies, employed in their specialization (profession) within one year after graduating, in their total ratio</td>
<td>percent</td>
<td>42.2</td>
<td>46.7</td>
<td>51.1</td>
<td>55.6</td>
<td>60</td>
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<td>2.</td>
<td>Coverage of population by programmes of additional professional education (percentage of working population aged 25-65, having done further training and/or retraining, in the total size of working population of the given age)</td>
<td>percent</td>
<td>26</td>
<td>37</td>
<td>41</td>
<td>49</td>
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Subprogramme 1 “Development of Professional Education”

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<td>1.</td>
<td>Percentage of students studying in leading educational institutions of higher education in the total number of students of universities</td>
<td>percent</td>
<td>7</td>
<td>10</td>
<td>13</td>
<td>17</td>
<td>20</td>
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<td>2.</td>
<td>Structure of training personnel on professional education programmes (percentage of graduates of professional education programmes of the corresponding level in the total number of graduates):</td>
<td>percent</td>
<td>39</td>
<td>37</td>
<td>35</td>
<td>32</td>
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<td>programmes of basic and secondary professional education, including programmes of applied qualifications</td>
<td>percent</td>
<td>0.2</td>
<td>6.4</td>
<td>13.1</td>
<td>20.4</td>
<td>21</td>
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<td></td>
<td>programmes of applied Bachelor degree course</td>
<td>percent</td>
<td>12</td>
<td>17.1</td>
<td>21.9</td>
<td>25.1</td>
<td>31.7</td>
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<tr>
<td></td>
<td>Bachelor programmes</td>
<td>percent</td>
<td>46.5</td>
<td>35.1</td>
<td>23.6</td>
<td>13.9</td>
<td>6.7</td>
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<td>Specialist training programmes</td>
<td>percent</td>
<td>1.8</td>
<td>3.9</td>
<td>5.9</td>
<td>8</td>
<td>10</td>
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<td></td>
<td>Master programmes</td>
<td>percent</td>
<td>0.5</td>
<td>0.52</td>
<td>0.55</td>
<td>0.58</td>
<td>0.6</td>
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7. in compliance with the process of development of contemporary science and advanced tourist and hotel technologies. At the same time, the chair actually improves the quality of training its graduates, and enterprises do not only provide young generation for themselves, but also transform into a modern form of teaching and learning organization, which certainly increases their competitiveness;
8. elaborating the contents of academic programmes of the variable part of the Federal State Education Standards with compulsory participation of partners from tourist business;
9. including workshop sessions, lectures, workshops and panel discussions held by the representatives of tourist business (including foreign) into teaching process;
10. improving the system of further training and retraining of personnel for tourist industry;
11. The analysis of the Federal Law “On Bases of Tourist Activities in the Russian Federation” revealed that training of personnel is of declarative character. Clause 4 of the Law only states, that “government regulation of tourist activities in the Russian Federation is carried out by way of assisting staffing in the sphere of tourism”.

Lack of a complex, system approach of training personnel for tourism on a federal level has a negative impact on the regional legislation as
The new Federal Law has clauses regulating the participation of employers in the system of professional education, but it does not provide government stimulation of business participating in financing training for highly qualified specialists of tourist business.

A new law on education provides a networking form of realizing educational programmes (hereinafter “networking form”) which provides an opportunity to master the educational programme with the use of several organizations’ resources, which carry out educational activities, including foreign, as well as with the use of other organizations’ resources. Together with organizations involved in educational activities, the following organizations can participate in implementing educational programmes with the use of networking form: scientific organizations, medical organizations, cultural organizations, physical training and sports organizations, and other organizations having resources necessary for carrying out education, educational and production practice, and for carrying out other types of educational activities, provided for by the appropriate educational programme.

In order to organize implementation of educational programmes with the use of the networking form by several organizations carrying out educational activities, such organizations work out and approve educational programmes together [5].

Training of personnel “on a turnkey basis” is possible on the principles of government-private partnership. The basic elements of the system of continuous professional education are as follows: pre-university education, basic professional education, secondary professional education, higher professional education, further professional education, post-graduate education. As a result, tourist education is a complex, constantly improving mechanism, allowing to introduce innovative programmes for training tourist personnel and to use advanced experience of other countries adjusting it to the peculiarities of our country.

REFERENCES


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