



Professional Training of Future Specialists in Tourism and Hotel and Restaurant Business in European Countries

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ABSTRACT

The article presents the results of a study of the state and current trends in solving the problem of professional training of future specialists in tourism and hotel and restaurant business in Europe. Based on the analysis of scientific and educational literature, Internet resources, the requirements of society for the qualification of tourism professionals are identified, the direction, content and structure of educational programs of leading European universities are revealed. Clarification of the features of national scientific and pedagogical complexes for training specialists for the tourism and hotel industry in Switzerland, Germany, France, Italy, the Netherlands and Greece allowed not only to compare them, but also to identify the main factors that enable the formation of highly qualified personnel, namely, multilevel pedagogical system, its interdisciplinarity and multiculturalism, ensuring academic and professional mobility, balance of academic knowledge and practical training. The study of the experience of tourism education in European countries shows that it takes into account the requirements of society regarding the quality of training, modern conditions and the specifics of professional activity.

Keywords: professional training, tourism, hotel and restaurant business, university education.

Introduction

One of the leading types of economic activity in most countries of the world is tourism and hotel and restaurant business. Tourism is developing dynamically, its new types, destinations, technologies and markets are spreading. A large number of tourists travel around the world, for them various tourist packages, cruises and individual routes are developed. Integrating with other spheres of activity, tourism and hotel and restaurant business change public life, influence economy and social development of any country (Sardak, Samoilenko, & Dzhyndzhoian, 2016). This poses new challenges to tourism as a field of scientific knowledge, and creates additional requirements for the training of specialists in tourism and hotel and restaurant business, aimed at ensuring the formation of worldview, innovation, scientific thinking of the specialist, their readiness for professional development throughout life.

The need to enhance the personnel performance in field of tourism under current social and economic conditions is preconditioned by the growing demand of tourism enterprises for competent staff, capable to provide quality tourist product according to European and world standards (Fedulin, Salkharchuk, & Lebedeva, 2015). In this context, the existing contradictions between the existence of significant positive world experience in training future specialists, in particular, in the field of tourism and hotel and restaurant business, and the insufficient level of its use in the educational practice of national higher education institutions need to be properly resolved; between the urgent need for the tourism industry as a means of international understanding and integration in highly qualified personnel, as declared by the UN Hague Conventions, and the inability of a lot of national education systems to provide the necessary training to work effectively in today's multicultural environment.

The aim of the study is to analyze the state and current trends in solving the problem of professional training of future specialists in tourism and hotel and restaurant business in Europe.

To achieve this goal, a set of interrelated **research methods** was used, namely: analysis, synthesis and generalization of scientific information on the research problem, educational and methodological and regulatory documentation, Internet resources, systematization and comparison of the obtained theoretical data.

Research Results

Of the well-known European educational institutions that train specialists in tourism (England, France, Belgium, the Netherlands), most are secondary vocational schools, lyceums and colleges of restaurant business (Senin, 2003), the main focus of which is gaining practical experience in hotels and restaurants on the basis of basic general education (duration of study – 10-12 years).

Obtaining special professional tourism education with a certificate of qualification requires additional (4-8 years) training, general special knowledge of which is formed through such disciplines as: economics, foreign language, business, accounting, law, social psychology, technology management, etc., with three levels of training. The level of required special knowledge depends on the chosen profession. Requirements for courses of general and professional training, their duration, the amount of special theoretical and practical knowledge depend on the levels of training, namely: primary, secondary and higher (Senin, 2003).

Swiss education, which unites dozens of schools of hotel and tourism management, is considered to be the world standard in the field of hospitality and tourism management (Asanova, 2010). All schools are private, special accreditation and government permission for opening are not required, the owner determines the program, level, quality of teaching. However, recognition, good reputation and confirmation of diplomas by reputable organizations are required, so schools are subject to public accreditation.

Most of the top managers of the global hotel industry are graduates of Swiss schools. One of the first, most famous and respected in the world is the School of Hospitality Management in Lausanne (Ecole hôtelière de Lausanne) (Ecole. Hôtelière, 2020). The content of school education, built taking into account the fact that success in the hotel industry requires technical, managerial, communication skills, as well as certain personal qualities of students (openness, energy, diplomacy, initiative), is aimed at:

- development of leadership qualities of the individual;
- mastering the skills to work in a team;
- opening a wide range of opportunities for further career;
- obtaining interchangeable skills, which simplifies adaptation to new conditions;
- formation of professional competence by increasing attention to the harmonious combination of academic and practical training;
- development of openness, tolerance, ability to appreciate traditions, culture, art of different peoples (Ecole. Hôtelière, 2020).

The school trains bachelors in international hospitality management. The training lasts for four years and contains a total of 180 ECTS credits. The training program focuses on students' personal development and reflects progress in the hotel business hierarchy. Training begins with a thorough study of the basics of hotel services in the elementary year and ends with the acquisition of students' skills in hospitality management. During the study period, students undergo two internships. During the preparatory year, students study in small groups with practical immersion in the hotel business and catering with a variety of operational tasks (work at the bar and reception; in the laundry; arranging banquets; in a gastronomic restaurant). Students are also offered a wide range of academic disciplines, from food studies to ethnology (for example: gastronomic cuisine (40 hours, 1.0 credit); gastronomic restaurant (54 hours, 1.3 credit); front office, 36 hours, 1.2 credit) Hospitality economy (18 hours, 0.6 credit). At the end of this year, students undergo an operational internship (24 weeks, 20 credits), thanks to which they gain practical experience in one or two areas of hotel business and catering.

During the first year, the program focuses on students mastering the fundamental concepts of hospitality management, including the basics of hotel business marketing (30 hours, 2.0 credits); human behavior and ability to

work in the workplace (30 hours, 2.0 credits); financial accounting (45 hours, 2.7 credits); microeconomics (30 hours, 1.7 credits); management tools (30 hours, 1.7 credits).

During this period, students are also offered work on group projects, which provides an opportunity to develop their interpersonal, leadership and decision-making skills. It is attractive that during the two terms of this year, students should improve their communication skills by studying such courses as: academic writing (30 hours, 2.0 credits); business French (from level A2 to B2) (30 hours, 1.3 credits); Spanish (from A1 to B2) (30 hours, 1.3 credits); German (from A1 to B2) (30 hours, 1.3 credits); Mandarin (Chinese) (A1) (30 hours, 1.3 credits); as well as the Russian language (A1) (30 hours, 1.3 credits).

The second year of study is accompanied by in-depth study of courses started in the first year of study. An integral part of this period is teamwork, which provides the opportunity to master the skills necessary for effective cooperation in future professional careers. In the second term, students have the opportunity to apply their knowledge in practice in a real work environment through administrative or managerial internships in such functions as marketing, finance, human resources, situation management (24 weeks, 20 credits, 30 ECTS). This practical experience provides the necessary basis for the last, third year of study.

During the third year, the integration of knowledge, skills and abilities acquired in previous years of study is carried out. The first term of this year is accompanied by the acquisition by students of in-depth knowledge of such courses as: corporate strategy (45 hours, 3.7 credits); corporate finance (45 hours, 3.7 credits); research or project management methodology (30 hours, 2.7 credits); real estate finance (30 hours, 3.3 credits); asset management of hotel business (30 hours, 3.3 credits); organizational capital and leadership (30 hours, 3.3 credits).

Practical case studies are conducted by experienced experts – specialists in the field of hospitality. In the second term for six weeks students have the opportunity to study optional courses in accordance with the most attractive areas, namely: international hotel complex; internal audit and hospitality control; hotel business franchising trends; demand management for the optimal hotel; productivity; new horizons in revenue management; development of business projects; innovation management; business development strategies; innovative experience with clients; intercultural hospitality management; digital marketing; strategic investment days; economics and finance; portfolio and capital management; management of luxury hotel business. And further, students are to be ready for work on the final project (10 weeks, 18 ECTS).

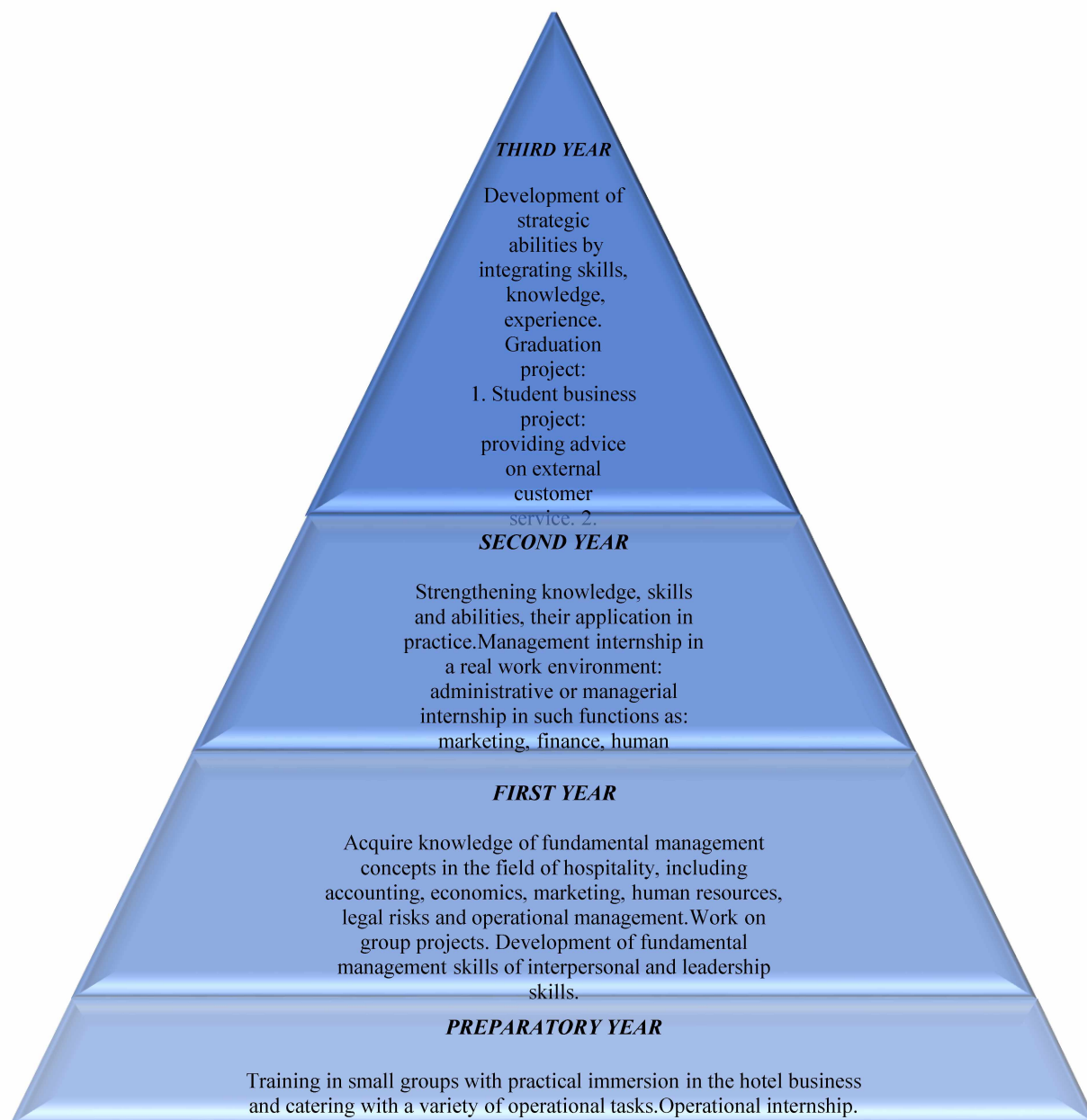


Figure 1. Bachelor's Program in International Hospitality Management

Students choose one of two options, such as:

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Students are free to choose one of the two options, such as:

- student business project (a team of 5 students, two expert trainers from the faculty) (the goal is to provide consulting services to external customers; tasks set by clients are very diverse: market research, audit processes, creation of new concepts of catering; more than 70% proposals correspond to real activities);

- individual research project (the goal is to find a solution to a specific industry problem, using qualitative and quantitative research methods; management is carried out by faculty experts) (see Figure 1.).

An appropriate balance of academic knowledge and practical skills is embodied in "The Broad-Based Curriculum" program which includes disciplines that enable graduates to work directly in any position immediately after graduation: accounting, finance, marketing, economics, information technology, humanitarian resources, planning, culinary arts, service.

During all years of study a real multicultural atmosphere is realized, students are constantly among people of different nationalities, languages, mentalities, cultures, gastronomic tastes, holidays: every term students arrange an international fair, which offers national dishes of their countries; every week in the restaurant, which is managed and served by students, the theme, costumes, menu change (Ecole. Hôtelière, 2020). Thus, immersing students in a

professionally oriented multicultural environment gives them the opportunity to develop certain practical skills and abilities to provide tourism services, as well as to educate and develop multiculturalism, knowledge of traditions and cultures of different peoples, ability to work in a group, communicate in foreign languages.

It is important that students undergo internships in hotels and restaurants in any country in the world (Table 1), gaining practical skills, improving and disseminating knowledge of foreign languages, communication skills and teamwork (most graduates during the internship manage certain structural units) (Ecole. Hôtelière, 2020).

Table 1. Range of countries for student internships at the Lausanne School of Hospitality Management

Internship countries	Internship countries Number of students (%)
Europe	40%
North America	29%
Latin America, Caribbean	13%
Asia Pacific	6%
Africa	8%
Countries of the Indian Ocean	4%

Before entering the school, the student must work in the hospitality industry (for at least 1 year) and get their own idea of this area of activity. In the absence of such experience, the student is accepted under the condition of passing (within one year) a special program (module) of professional training, designed to get acquainted with the practice of hospitality (Ecole. Hôtelière, 2020).

The peculiarity of the bachelor's degree in the school of hospitality management in Lausanne is the structure, gradual acquisition by students of the system of knowledge from the courses of hotel business management according to the four-year plan; in-depth study of foreign languages: at a high level – French, Spanish; German; in reproductive – Chinese and Russian languages; two six-week internships: operational and administrative or managerial internships; final project at the end of training: group student business project or individual research.

After receiving a bachelor's degree, the school offers a master's degree in global hotel business with an intensive 16-month curriculum.

It is interesting that the training is carried out in stages, term on the campuses of different academic partner countries: the School of Hospitality Management in Lausanne (Ecole hoteliere de Lausanne) (Ecole. Hôtelière, 2020), the School of Hotel and Tourism Management at the Polytechnic University of Hong Kong (School of Hotel & Tourism Management at The Hong Kong Polytechnic University) (School, Hotel, 2020), and at the University of Houston College of Hotel and Restaurant Management, Conrad N. Hilton College (Hilton College of Hotel and Restaurant Management) (Conrad, 2020).

Table 2 shows the structure and content of this training.

The master's degree at the Lausanne School of Hospitality Management is a unique opportunity to gradually, systematically acquire all the necessary knowledge, skills and abilities for effective work and management of the hotel business. It is important that students also study on the campuses of the school's academic partners in Hong Kong and Houston, leaders in hospitality, giving future professionals the opportunity to learn and cooperate with leading experts in hospitality and tourism on three continents. It is also considered valuable that during their studies, students acquire skills in real customer service, as hotels are located on university campuses. During their studies, future masters (a group of 3-4 students) carry out academic consulting business projects, work on which is also carried out in the offices of academic partner companies. Three times a week, students make business trips to other cities, where they have the opportunity to get acquainted with the field of hospitality and experienced professionals in this field. At the end of the study, master's students receive 3 professional certificates in: hotel demand management, management and estimation of hotels, mastery of industry analytics.

Table 2. Master's Degree Program in Global Hospitality Management at the School of Hospitality Management in Lausanne

Term 1		
Lausanne School of Hospitality Management		
Training module		
Course	Hours	Credits ECTS
Business hospitality strategies in Europe, the Middle East, Africa	40	4.5
Hotel business financing and investments	40	4.5
Developed corporate finance and concepts of international finance	40	4.5
Business research methods	20	2.25
Project management tools	20	2.25
Total		18
Business trips (1 week)	Paris, Berlin, Rome	
Final consulting project (3-4 students, experts)		
Professional certificate	Hotel demand management	
Term 2		
School of Hotel and Tourism Management at Hong Kong Polytechnic University		
Training module		
Course	Hours	Credits ECTS
Hotel business strategies in Asia: hotels in China and business tourism research	39	4.5
Quality management in hospitality and tourism	39	4.5
Marketing management in hospitality and tourism	39	4.5
Hospitality income management	39	4.5
Total		18
Business trips (1 week)	Macau, Guangzhou, Shenzhen	
Final consulting project (3-4 students, experts)		
Professional certificate	Agreement management and estimation of hotels	
Term 3		
University of Houston College of Hotel and Restaurant Management, Conrad N. Hilton College		
Training module		
Course	Hours	Credits ECTS
Business Hospitality Strategies in America and the Caribbean	45	4.5
Innovative hospitality technologies	45	4.5
Organizational behavior and leadership strategies in hospitality	45	4.5
Estimation of wine	45	4.5
Total		18
Business trips (1 week)	San Antonio, New York, Washington	
Final consulting project (3-4 students, experts)		
Professional certificate	Possession of industry analytics	
Business travel reports	60	6
Final consulting projects	800-900	30
Total		90

The analysis of education in the school of hospitality management in Lausanne allows us to trace the learning process in the Swiss scientific and pedagogical complex, which has all the important, purposeful qualities of an international professional institution of tourism education.

The first business school of hotel and tourism management in Greece (a country where tourism has always been the main source of income for locals) is the Alpine Center, which works on the Swiss model of education. The peculiarity of this school is that students study at the Palmyra Beach Hotel in Athens, which acts as a dormitory and has classrooms and conference halls where students practice the skills of hotel and restaurant business in the hotel kitchen, restaurant and reception (Alpine, Center, 2020). The Alpine Center has a so-called recruitment office – an employment agency, whose employees hold an annual job fair, which allows graduates to choose the most interesting career offers. Also, in the agency students are taught the rules of compiling and submitting a resume, the behavior during the interview, develop communication skills (Alpine, Center, 2020).

Thanks primarily to qualified graduates of Dutch higher education institutions, the tourism and leisure industry in the Netherlands is very developed. At the same time, the cost of education in educational institutions of this country is much lower than in recognized educational institutions in England and the United States.

Stenden University of Applied Sciences has significant educational experience and is a global university in the Netherlands, with campuses in different cities of the country, as well as with branches in different countries (Tourism, Management, 2020; Travel, Tourism, 2020).

Table 3. Study programs at the Stenden University of Applied Sciences

Academic level	Direction	Specialty
Bachelor's degree	Entertainment management	Sports management. Event management. Management of cultural objects and art. Tourism management.
	International business and languages	International marketing. Account management. Corporate communications. Export management. International sales.
	International hotel management	Event management. Gastronomy. Cruise management.
	Tourism management	Leadership and travel. Cultural heritage management.
	Media management	Entrepreneurship. Music management. Online marketing. Producing. Marketing management.
	International applied business administration	Management. Business consulting. Communication management.
	International business and management	Innovation and leadership. Retail enterprise management. B2B (business for business).
	Information Technology	Software engineering. System administration. Web development. IT consultant.
	International logistics management	Logistics. Sales. Planning. Procurement.
	Marketing	Market research. Sales. Marketing.
Master's degree	International hotel management	Management. Consulting. Event management. Sales.
	International tourism	Policy and planning. Research and education. Consulting and development. Management.

The main purpose of this university is to train international professionals who can start practical work in the tourism industry immediately after graduation. The university has an employment agency that offers future graduates interesting offers for their professional activities in the tourism industry. Importantly, in preparation, students have the unique opportunity to study part of the exchange program in Qatar, South Africa and Thailand on the university's own campuses, as well as in partner schools in Sweden, the United States, Australia, Germany, the United Kingdom, France, China etc. This provides an opportunity for future tourism professionals to constantly enrich their international educational experience (Tourism, Management, 2020).

Curricula for students at the University of Stenden are diverse and are carried out in different areas of training in the specialties presented in Table 3. A study of the official website of the University of Stenden shows that international cooperation is the basis for the development of this institution, because the university enrolls students from 90 countries (Tourism, Management, 2020; Travel, Tourism, 2020). At the same time, education at Stenden University is carried out in small groups, which gives students the opportunity to more effectively acquire the necessary knowledge, as well as develop personal and professional qualities. In the academic program of the university special attention is paid to practical activities, in which students are involved in the learning process and

acquire the necessary skills and abilities (Tourism, Management, 2020).

The Università degli studi di Milano-Bicocca in Italy is primarily a research center where students have the opportunity to participate in research programs, exhibitions and seminars based on the business community. Professional training of future specialists in tourism is carried out at the faculties of economics and sociology (Economics, Statistical, 2020).

The formation of the content of this training takes into account five aspects such as:

- business disciplines that provide knowledge and skills to carry out activities in marketing, organization, planning, quality control;
- economic, providing knowledge and skills in economics and planning of tourist products, management of tourist and environmental resources;
- computer science, statistical and mathematical methods for analysis and understanding of activities related to tourism;
- law;
- historical and environmental disciplines needed to understand changes in tourism.

Training of specialists of educational and professional level "bachelor" in the field of "Science of Tourism and Local Community" (duration of study - 3 years) is aimed at:

- professionalization, which is determined by the choice of course content, laboratory work, types of questions for final projects of students;
- the relationship of tourism with other aspects of local community life (cultural values, environment, transport, production system, infrastructure) in order to form students' ability to integrate and optimize tourism services taking into account the local social, cultural and economic situation;
- teaching students to identify and assess cultural heritage in terms of landscape, local cultural monuments, paying special attention to archaeological sites; ability to organize a fair, exhibition, show;
- mastering and development of knowledge and skills in new computer and communication technologies, multimedia programs in tourism;
- understanding of environmental, social and ethical responsibility.

The educational objectives of training specialists of educational and qualification level "Master" in "Tourism and Local Development" (duration - 2 years), which provides students with a set of interdisciplinary, multivalent knowledge and skills in planning, decision-making in difficult situations are:

- acquisition of skills to assess and analyze social and landscape phenomena (interdisciplinary approach, including geography, sociology, economics, communication sciences and allows the analysis of geographical area, identification of strengths and weaknesses in terms of tourism);
- mastering relevant, polyvalent, practical skills through active teaching methods, exercises and tasks that are useful in future professional activities, laboratory work with the involvement of representatives of the professional tourism sector (Economics, Statistical, 2020).

Higher education institutions in Germany (University of Mannheim, EU Business School, etc.) have significant achievements in training future tourism professionals in such specialties as: "International Tourism Management", "Tourism Management", "Organization of Events", "Restaurant and Hotel Business". However, some universities, including the University of Mannheim, offer free education for students from the European Union (Adolf, 1998).

In European countries, the leading model of training of future professionals for the tourism industry is the Swiss education system, in which much attention is paid to the practical component (students master the professions associated with the activities of a tourism company and learn about the features of this business education, become masters in tourism management). In the hotel labor market of European countries, lower and middle range managers with a bachelor's degree account for 60-70% of all personnel working in the field of tourism, while managers with a master's degree – only 10-20%, respectively (Moreva, 2011).

Student exchange programs are popular, which increases their intellectual level and allows them to gain international educational and professional experience in the field of tourism and hotel and restaurant business (Rodionova, Kolodiy, & Konyukhova, 2013). In the leading countries in tourism, there is a tendency of tourism education to globalization and international unification, which is useful because it provides students with academic and labor mobility (Ananyeva, Kobeleva, & Sakharchuk, 2010). At the same time, a lot of universities have employment agencies, which allows graduates to choose the most interesting career offers.

Conclusions

In European countries, due attention is paid to the tourism industry. Given the demand of society, modern conditions and the specifics of professional activity, European educational institutions provide quality training for tourism and hotel and restaurant professionals. Swiss universities are recognized as the best among European universities in the field of tourism. The scientific and pedagogical complex of this country, which provides specialized

education, is characterized by such features as: the formation of motivation in higher education, the development of interchangeable skills adapted to the conditions of professional activity; formation of personality qualities – openness, energy, diplomacy, entrepreneurship, multiculturalism, as well as the ability to appreciate the traditions, culture, art of different peoples of the world; compulsory bilingual teaching of professional and specialized academic disciplines; balance of academic knowledge and practical skills due to international internship integrated into the educational process; introduction of a professional training module. These features reflect the main trends in improving the training of future professionals in tourism and hotel and restaurant business in Europe.

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