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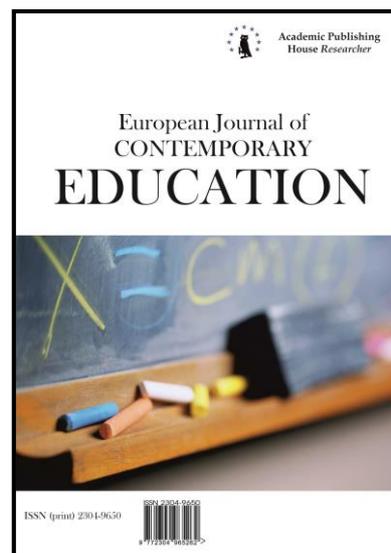
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Systematic Approach to the Goalsetting of Higher Education in the Field of Tourism and Hospitality

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Abstract

The article deals with key problems and contradictions of training of university graduates for the tourism and hospitality industry in Russia, primarily associated with the setting of educational goals. The article formulates the discussion points related to the updating of the existing educational standards for the enlarged "Service and Tourism" group. A systematic approach to the formulation of goals of higher education in the sphere of service and tourism is introduced. It features the designing of a multi-level system of both invariant and variable targets. The proposed approach generalizes the best domestic and foreign practice of training for the industry; in setting the objectives of the industry development trends it allows to take into account issues in the global and regional scale, the labor market requirements of specific businesses of tourism and hospitality industry, the specifics and possibilities of an educational institution and individual characteristics of future specialist, to induce him to self-design his professional career; improve the quality of higher education. Article submissions may be used for the improvement of higher education for the tourism and hospitality industry, the establishment of productive cooperation of the educational organizations and enterprises in the sphere of tourism and hospitality.

Keywords: actualization of the state educational standards of higher-education, designing of goals of higher education in tourism and hospitality, a systematic approach to setting goals.

1. Introduction

Among important aspects of higher education in the field of tourism and hospitality in Russia is weak demand for graduates, oversaturated labor market with higher education diplomas, the disparity between preparation of graduates and employers' requirements. To address these issues

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the federal state educational standards of higher education are being currently updated, namely, the development of the State Standards 3 ++, the key objective of which is to harmonize educational and professional standards.

Guidelines for updating the State Standards enable developers to define a list of professional competencies of graduates, taking into account:

- orientation of the educational program;
- content of generalized labor functions (in whole or in part, depending on requirements set by the professional standard for education and training) of relevant professional standards (if any);
- results of foresight analysis of competence levels and requirements for graduates of this area of training in the labor market, labor market analysis, generalization of foreign experience, consultation with leading unions of employers that offer jobs to graduates of the chosen areas of training, other sources ([Guidelines, 2015](#)).

At the same time, the experience of development of the existing federal state educational standards, and the earlier generations of these standards shows that frequently employers requirements in the educational standards are carried out formally on paper, but in real practice the level of preparation of graduates remained practically at the same level. To avoid such a situation one must carefully approach identification of the requirements of employers in the tourism and hospitality, as well as trends of the labor market development of the industry.

We believe that currently the training system for the industry of tourism and hospitality has the following problems:

- service, tourism and hospitality industry employers' requirements to the university graduates and a range of existing and potential positions different substantially from one company to another. Thus, the requirements for managers of major international hotel chains and small hotels are quite different, along with differences in the field of children's, recreational and business travel specialists;

- when updating educational standards, it is rather difficult to take into account the today's labor market demands of the hospitality industry and foresight analysis results of its development in the near future. Currently, the most important quality for the specialists of the industry are communication skills, ability to effectively communicate with clients in Russian and foreign languages, client-oriented approach. On the other hand, the results of foresight sessions predict that people will be replaced by robots in the near future and experts will be required to manage robots and use their IT skills;

- each graduate of the enlarged group of disciplines for "Service and Tourism" has its own personality and characteristics. Therefore, for the successful self-fulfillment at work they may require a different set of personal qualities and competences. For example, one graduate is naturally sociable, but not service-minded - it is difficult to force himself to please a customer, to anticipate his wishes. Another specialist is diligent but doesn't take initiative. Therefore, during the period of training each of them has to create and implement a customized image-self-projection;

- given active presence of international hotel chains in Russia, as well as Russia's accession to the Bologna Process, it is necessary to bring the goals, content, and technology of training in Russia in line with the best European models. At the same time the European model of higher education in the field of hospitality is significantly different from the Russian one. Russian universities emphasize theoretical knowledge, formation of administrative, financial and economic competences along with service technologies. The European model is based on a good mixture of theoretical studies with practical work in "real-time" at a real hotel; the future manager must sequentially go through all departments of the hotel industry and acquire practical skills of working in each of them.

One of the main procedures in the development and actualization of educational standards is the design goals of education. Analysis of the practice of higher education in tourism and existing educational standards shows that the following unresolved contradictions are present in the system of design and implementation of the objectives of higher education in the field of tourism and hospitality in the Russian Federation:

- between objectives of the existing educational standards and implemented programs to train a specialist for the tourism and hospitality industry on the one hand and the real needs of employers and the labor market on the other;

- between the need to develop a set of training goals in the process of developing and updating of State Standards, taking into account the requirements of the labor market and insufficient development of scientific and methodological support of the process.

In addition to these contradictions, for the goalsetting system at the level of higher education for the tourism and hospitality, there are further non-resolved contradictions, characteristic of the system of goalsetting in education:

- between the idealistic and the unattainable as the essential characteristic of education goals (Belukhin, 2008) and the declaration in the documents the necessity of its absolute and complete achievement and accurate measurement (diagnostical goalsetting);

- between the abstract wording of the goals of education in the documents ("social order") and the need to turn them into something tangible by an educator;

- between invariance of the existing education goals (uniform qualities for all citizens of the country) and the individuality of each person, who may require a different set of qualities to be successful in their self-implementation in society (for some – to be initiative and creative, and for others - responsible, hardworking and diligent);

- between derivative educational goals and their values ("What is pedagogical value? - It is the Great Russian River that majestically flows between the beautiful wooded banks. - What are pedagogical goals? - Pedagogical goals – the beacons that mark the mid-channel and help ships avoid shoals. Buoys without the river have no meaning. Would you put them up on a hill? And the river without buoys is even more beautiful, more natural and organic" (Prikot, 2003) and ignoring this derivativeness in educational theory and educational practice;

- between the mobility and dynamism of educational goals (Belukhin, 2008) and its invariance (stable wording for a long period) in scientific works, program documents of education, educational standards);

- between simultaneous objectivity and subjectivity of educational goals (Belukhin, 2008) and absolutism or objectivity (goal as a social order) or subjectivity (rejection of the same for all teachers wording of the goals of education, which is characteristic of the pedagogy of postmodernism ("anti-pedagogics" (Ogurtsov, 2001));

- between a difference in understanding and personal meanings of basic concepts of a well adopted wording of educational goals by scientists, policy makers (managers) in the field of education, and by teachers;

- between the declared goals of education (social order) and the goals the educators set and reach regarding the pupils;

- between the wording of goals of education and their understanding in different historical periods;

- between the goals of education, which are put by teachers in relation to a student and a class of students (collective) (for example, a teacher constantly praises the same student for the perfectly written essays in front of the whole class, aiming to strengthen the student's academic motivation, at the same time lowering self-esteem and self-respect of other students);

- between educational objectives of teachers and students (Tyunnikov, 2016).

To solve these problems and contradictions and to improve higher education in the field of tourism and hospitality, we have developed a systematic approach to goalsetting of higher education. The peculiarity of the approach is that the system of goals has multiple levels; basis for setting goals is clearly defined at each level of the system; the system includes both the invariant and optional goals; teachers and students have the opportunity to make adjustments of the goals; the system is dynamic and flexible, depending on the changes of the labor market; the system is focused not only on vocational education but also on professional self-design.

2. Materials and methods.

The aim of the article was to develop a systematic approach to the design of higher education objectives in the field of tourism and hospitality and to present authors' objectives for subsequent use in updating the State Standard for the stream of "Service and Tourism."

To achieve the goal the following methods were used:

- analysis of scientific and educational literature on the subject;

- analysis of the document:

- existing Russian and European professional tourism and hospitality standards;
 - qualification characteristics, job descriptions of employees at hospitality industry units, positions which require higher education, and standard job descriptions;
 - normative documents in the field of tourism and hospitality in Russia and the Europe;
 - educational standards and programs;
 - Internet sites of leading Russian and European hotels and universities that offer training for tourism and hospitality.
- comparative analysis of the objectives, content, training tools of higher education for tourism and hospitality in Russia and Europe, educational of standards and programs.
 - correlation of the requirements of professional and educational standards.
 - exploration of ways to solve problems in the practice of higher education;
 - comparative analysis of domestic and foreign experience, best practices research;
 - systematization, generalization of facts;
 - analysis and synthesis;
 - simulation of a multi-level system of goals;
 - generalization of experience of State Standard mainstreaming;
 - questionnaires and interviews of university professors and business leaders of tourism and hospitality industry;
 - method of expert evaluations.

3. Discussion (including the analysis of the scientific literature on the subject of the article).

The analysis of scientific research of some authors (([Karakozov et al., 2015](#)), ([Samsonov, 2015](#)), and others.), operating under the State Standards and programs for hospitality industry graduates, requirements of State Standards, adopted professional standards for basic positions in tourism, requirements of employers to staff at tourism enterprises allows to prove the feasibility of designing State Standards 3 ++, taking into account the requirements of employers and the labor market.

In the Russian educational system, the goals of higher education have been designed for a long time without taking into account development trends in the labor market and employers' requirements. In fact, the right to determine such goals was delegated to the Ministry of Education of the Russian Federation, standards creative groups - educational-methodical associations of universities within this stream. In the last decade the involvement of employers in the process of design of higher education goals of the third generation of standards is clearly manifested, as well as in harmonization of educational and professional standards (updated State Standards). However, in practice these ideas are often implemented formally, mainly due to a lack of formal methods and technology of implementation.

The analysis of sources shows ([Baty, 2010](#); [Cowles Dand Gilbreath, 1993](#); [Crainer, 2011](#); [Holmes, 2010](#); [Middleton, Airey, 1997](#); [Richards, 1995](#); [Richard, Onderwater, 1998](#); [Smith, 2010](#), and others), that developed European countries use a fundamentally different approach to the design of goals of higher education in the tourism and hospitality. They take into account the targeted parameters of European education and requirements of employers. The first group:

- European Standards and Guidelines – standards and guidelines to ensure the quality of higher education in the European space;
- Dublin descriptors of levels of education;
- European and national qualifications framework;
- ECTS USER'S GUIDE 2015 – Guidelines for the use of the European system of transfer and accumulation of credits (units), etc.

It is characteristic for Europe to create educational institutions on the basis of operating world's major hotel chains. Therefore, targeted parameters are set according to the demands of hotel/hotel chain. Thus, the concept of the School of Hospitality management of Lausanne (Switzerland) states: "In the sphere of tourist and hotel services there can operate a person who feels the need to provide services to another person and this essentially gives him satisfaction." The ACCOR hotel chain is the largest in Europe. The essential qualities for ACCOR personnel are: the ability to see and highlight the most important component of a complex problem; diplomacy,

perseverance, goal-striving, determination; the ability to make the right decision; possession of at least two foreign languages and the mother tongue at the level of everyday communication; independence and desire to devote himself to a difficult but exciting work. The main requirements for the Novotel network personnel (France) are the care, anticipation of peoples' needs, responsiveness.

This raises the question: should Russia, given its entry into Bologna process, the proliferation of international hotel chains as well as for the purpose of development of the external (despite sanctions) and internal (as a response to sanctions) tourism, diverge from the traditional model of training for the tourism and hospitality industry, in which the emphasis is on the formation of universal managerial competences, and migrate to a European model that focuses on the needs of specific major hotel chains and is based on the acquisition of practical skills of all employees of the hotel, starting with the lowest level?

The current method of updating the existing State Standards means that the design of goals of higher education (professional competence standards) is done on the basis of harmonization with professional standards. In the absence of such standards, it is proposed to use the labor market foresight analysis and other documents that reflect the requirements of employers. In such cases there remain unclear (debatable), the following questions:

1. If, at the time of updating the Standards, there exist appropriate professional standards, then should the formulation of professional competences rely solely on them or on other documents (results of the labor market foresight analysis, qualification requirements, job descriptions, policy documents of the industry development, the results of questionnaires for employers, etc.), too?

2. What needs to be done in case of discrepancy (contradictions) between professional standards and other documents?

3. What if the professional standard is too general or, conversely, too detailed (meticulously) describes the functions of professionals?

4. Do we need to provide higher education institutions implementing educational programs, an opportunity to supplement (amend) the list of professional competencies with regards to the characteristics of the regional labor market and the specific requirements of employers (core enterprises for which staff training is mainly conducted)?

5. If yes, what kind of technology (method) of goalsetting should universities be guided by for the formulation of these competencies?

6. How should the targeted focus on lifelong learning be reflected in the targeted component of the standards and educational programs, along with self-improvement, self-design of one's professional career?

As a possible answer to the discussed questions and a way of solving the above mentioned problems and resolution of these contradictions, we offer a systematic approach to the formulation of higher education goals for the tourism and hospitality industry.

The key features of the proposed approach are:

1. Creations of a multi-level system of training goals, in which each layer performs its function in the professional training of a teacher, and the sequence of layers defines a stepwise algorithm of goalsetting.

2. Inclusion in the system both invariant, common for all graduates, and variable components, designed in a way that takes into account the characteristics of the regional labor market, particular tourism and hospitality businesses, educational institution, the needs of students.

3. Identification of clear grounds for the design of goals for each level of the system.

Let's describe the proposed approach, including a step by step algorithm of goalsetting, levels of goals, base for their formulation, methods and results of pre-design analysis for the tourism and hospitality industry.

Design of goals begins with identification of key values and ideals, which will serve as the basis for setting goals: "What is the pedagogical value? – It's the Great Russian River, which flows majestically between banks with beautiful forests. – What is the pedagogical goal? – Pedagogical goal is buoys that are on the fairway of the river and help avoid shoals. Buoys without the river have no sense. Would one put them on a hillock or something? And the river is even more beautiful

without the buoys. It is more natural and organic" (Prikot, 2003). Therefore, the first phase of goalsetting is defined as the "**Strategy development of ideals and values.**" At this phase the goals of the first level of the system are set – "*Stratagems of goalsetting*", the basics *function* of which is to select and determine the hierarchy of values, which become the guidelines for setting the goals for all other levels. *The basis* for their design is the megatrends of the service and hospitality industry development. For a scientifically justified wording of the goals of this level there should be done a pre-design analysis with the use of the following *methods*:

- analysis of strategic objectives and megatrends of development of society (global and Russian);
- foresight analysis of the world, Russian and regional labor tourism and hospitality market; compilation and analysis of the results of foresight sessions, represented in the scientific literature;
- analysis of strategic documents of the tourism and hospitality industry in Russia and in other developed countries;
- analysis of the current labor market of tourism and hospitality industry, existing problems, contradictions, etc.;
- analysis of key corporate culture values of the largest enterprises in the tourism industry (for example, major international hotel chains, largest tour operators, etc.).

As an *illustration of pre-project analysis* for this level, we would like to give a synthesis and analysis of foresight sessions presented in the scientific literature and formulated on this basis of the first level goal for the training area of "Hospitality":

- "Problems and development of the hospitality industry in Russia towards 2035";
- "Required competences in tourism / hospitality."

The foresight session, conducted by the SEC in the hospitality industry in September 2014, revealed the following changes:

- growth of interest in domestic tourism;
- increased use of Internet tools for independent travel planning;
- increase in the number of tourist search services and applications that will allow one to select relevant information for customer inquiries;
- building a logistics for individual trips;
- desire of tourists to acquire additional emotions - for example, during the trip to participate in the reconstruction of the historic event and fill this event with his own personal associations and meanings that will spur the development of creativity in the hospitality industry, will give impetus to the development and implementation of new software (eg, hologram technology-and 3D-printing, allowing creation of gaming reality);
- competition between media \ entertainment and hospitality. In a competitive environment it is only possible to keep the attention of a potential client by offering him unique experiences;
- increased importance of branding of territories – giving them weight by including the game format, that allows tourists become part of a historical event and live through incomparable emotions;
- the growing demand for unusual architectural objects in extreme zones, pre-fabricated structures and "shimmering cities" – temporary phenomena where people share same interests, create a unique atmosphere and story (Goncharova, 2016).

According to the organizer of a foresight session "Popular competences for tourism / hospitality", the list of professions in industry of hospitality and tourism will change, namely:

- a number of professions will become obsolete – most duties will be assumed by the machines;
- growing demand for a number of new professions, integrating the competence of tourism, IT, artificial intelligence control, media, advertising and design, such as robotics concierge (a specialist in control of hotel robots), brand manager of the territories (a consultant and an organizer, responsible for the cultural content of the virtual space for a specific territory); architect of a territory (creating information landscapes, taking into account the realities of the region, types of consumers and popular current trends in the tourism industry), designer of augmented reality (developing various layers of augmented reality for a territory with respect to its landscape, historical and cultural context), an online consultant (offers alternatives to tourists for further navigation in the virtual world, helping to find the relevant information, reflect on the results, contact the experts in a given area), a developer of automated travel systems (expert who creates

automated purchasing systems for tickets, navigation, booking of hotel rooms); tour navigators developer (IT-specialist, creating programs and applications that allow the user to navigate properly along a particular route, taking into account their interests, tastes, plans and current affairs), travel counsellor, clientele manager etc. ([Atlas of the new professions, 2016](#)).

Methodical understanding of foresight analysis allowed us to define megatrends of service and hospitality industry and to formulate goals of the first level – "Stratagems of goalsetting" (see [Table 1](#)).

Table 1. Megatrends of service and hospitality industry as the basis for the formulation of the first level goals ("Stratagems of goalsetting") professional training for higher education graduates, stream "Hospitality"

Megatrends of service and hospitality industry (based on the foresight analysis of the world and Russian labor market for the tourism and hospitality industry)	The wording of the first level goals ("Stratagems of goalsetting")
Growth of interest to domestic tourism Growing interest of Russian citizens to the tourist facilities in Russia Tensions between Russia and a number of developed foreign countries, sanctions against Russia	Patriotism
Increase in the number of hospitality industry facilities operating in the framework of international hotel networks (Radisson, Marriott International, Hilton Hotels, Hyatt Hotels Corporation, and others.)	Tolerance, mastery of foreign languages and cultures
Active use of tourism services, the Internet tools for self-planning of journeys by the consumers Increase in the number of tourist search services and applications that will allow one to select relevant information for customer inquiries The alignment of individual traveling logistics	Computer literacy Tourism design Focus on clients Customization (targeted nature) of services
Growing number of "budget" accommodation facilities with low cost accommodation (hostels, guest houses, etc.).	Mass character
Growth of demand in additional services, related to entertainment and leisure programs Desire of consumers and the hospitality services to generate additional emotional experiences	Creativity Game Emotions Entertainment Animation Special experiences Event saturation
Increased importance of branding processes for territories Demand for unusual architectural venues in the extreme zones, prefabricated structures and "shimmering cities" – temporary venues, where people with the same interests create a unique atmosphere and storyline Competition between the hospitality industry and media / entertainment	Tourism design Branding of territories Innovation
Introduction of robotics in the field of hosting services	Programming Preservation of ethical values

It should be noted that Table 1 shows the invariant goals of first level. Variable goals are formulated in relation to a particular educational program on the basis of the analysis of the current status and foresight analysis of the regional labor market, corporate values of core enterprises, missions of educational institutions.

The second phase of goalsetting – "**Harmonization of job functions and professional competencies**" – is aimed at the correlation of labor functions, performed by the specialists, and

the forming professional competences as targeted parameters of professional training. At this stage, the goals of the second level of the system are designed – "Professional competences", whose main function – to determine the set of invariant and variable professional competencies to be formed by the graduates. The basis for the design of goals of this level is the functions exercised by the employed specialist. For evidence-based formulation of the goals of this level it is necessary to perform a pre-project analysis with the use the following methods:

- analysis and foresight analysis of the positions, represented in the labor market;
- analysis of existing Russian professional standards, job descriptions, qualifications and other documents which reflect the work functions;
- analysis of foreign qualificational (professional accreditation) and educational standards;
- harmonization of professional and educational standards.

As an illustration of a pre-project analysis for this level, let's give invariant formulation of general competence as the second-level goals for the stream "Hospitality", made on the basis of professional and educational standards (see Table 2).

Table 2. Specialist functions as the basis for the formulation of invariant goals of the second level ("Professional competences") professional training of staff with higher education, stream "Hospitality"

Generalized labor functions in MS*		General professional competences in State Standard 3 ++ "Hospitality" as the goals of the second level	
6 Qualif. level	7-8 Qualif. level	Bachelor	Master
Management of the current activities of the department (services, departments) of a hotel complex	Introduction of innovative technologies and changes into the management of a hotel chain	<i>Competences in the field of activity and resource management</i>	
		DIC-1 Able to apply complex tasks and systemic understanding of methods, techniques and technologies to manage processes in a specialized hospitality area	DIC-1. Able to apply comprehensive knowledge and systemic understanding of methods, techniques and technologies to manage processes in a specialized hospitality area
		<i>Competences in the field of personnel management</i>	
		CMO-3. Able to apply basic elements of planning, organization, coordination and control of implementation	CMO-3. Able to implement the planning, organization, coordination and control of execution functions to the full extent

* "The head of catering" and "Head (manager) of hotel complex / hotel chain"

		<i>Information competences</i>	
		DIC-2. Able to use modern information technologies and software tools for solving problems in one's professional activity.	DIC-2. Able to use modern information technologies and software tools for solving professional management tasks.
Management of the current activities of a department (services, departments) of a hotel complex	Introduction of innovative technologies and changes into the management of a hotel chain	<i>Competences in the field of quality of hotel services / catering services</i>	
		DIC-4. Able to apply legal and technical documentation, regulating the activities	DIC-4. Able to apply the regulatory and technical documentation to manage professional activities
		DIC-7. Able to provide the required quality of service processes, tourism and hospitality	DIC-7. Able to implement quality management of service processes and hospitality

		DIC-8. Able to ensure compliance with health and safety regulations	DIC-8. Able to organize and monitor compliance with the health and safety requirements
Interaction with customers and stakeholders	Business Interaction with owners and partners	<i>Competences in the field of oral and written communication</i>	
		DIC-6. Able to carry out internal and external professional communication, resolve conflicts and maintain effective communication with customers	DIC-6. Able to organize internal and external professional communication, develop and implement measures to prevent and resolve conflicts with clients and staff
Monitoring and evaluation of the effectiveness of the departments (services, departments) of a hotel complex	Creation and implementation of the development strategy of a hotel complex Project management and changes in the hotel complex	<i>Design competences</i>	
			DIC-9. Able to develop projects in the field of one's professional activity and their provide peer review
	Strategic management of a hotel complex development	<i>Settlement and economic competences</i>	
		DIC-5. Able to assess the costs and revenue while exercising his professional activity	DIC-5. Able to implement the assessment of costs and revenues while exercising his professional activity

Note that [Table 2](#) shows invariant goals for training of professional competences, necessary to any expert.

Variable goals of the second level are formulated for specific positions in companies of a certain type, based on an analysis of staffing, job descriptions, monitoring of employment, employer surveys.

The third phase of goal-setting – "**Design of learning results**" – directed at specification of professional competences in a set of specific knowledge, skills, personal qualities. At this stage, the goals of the third level are designed – "*Goals-targets of learning*", whose main *function* – to describe the concrete results of professional training, which must be received and can be evaluated (diagnosed) with graduates. The *basis* for the design of goals of this level is:

invariant goals:

- professional tasks of a particular specialist (group of experts);
- position of the educational program;

variable goals:

- characteristics of a given educational institution;
- individual style of a teacher;
- specific requests of employers.

For evidence-based formulation of the goals of this level it is necessary to perform a pre-project analysis, using the following methods:

- analysis of foresight meetings, to identify new professional tasks, functions, operations of specialists, which will require appropriate knowledge and skills;
- observation of professional work of experts in order to identify their basic operations, and functions, and relevant knowledge, abilities and skills;
- a survey of employers and professionals of the tourism and hospitality industry;
- expert assessments (to highlight the most important knowledge, abilities and skills).

As an *illustration of the pre-project analysis* for this level, let's give the formulation of learning results as third-level goals for the stream "Hotel business", executed on the basis of analysis of results of foresight sessions (see [Table 3](#)).

Table 3. New professional tasks of professionals of tourism and hospitality industry as the basis for the formulation of the third-level goals for "Hotel business"

<i>New professions</i>	<i>New professional tasks of professionals of tourism and hospitality industry</i>	<i>Graduate training results in "Hotel business" as the goal of the third level</i>
Travel advisor Online consultant	Selection of relevant information for customer inquiries as to accommodation facilities and tourism products Building the logistics of individual trips Online counseling - providing tourist assistance to quickly find the desired information, offer alternatives on navigation in the virtual world	The ability to select with the help of search services and applications relevant information requested by the clients On-line consumer counseling skills Commercial flair Ability to listen and work in a team
Developer of automated tourist information systems Developer of tour navigators	Development of automated tourist maps Creation and use of automated ticket purchasing systems, navigation and booking of hotel rooms Creation of computer programs and applications, enabling customers to navigate on a particular route, taking into account his interests, preferences, plans and current cultural events	Literacy in specialized software products not only at the level of experienced user but the developer Ability to create automated ticket purchasing system, navigation and booking
Manager of "budget" accommodation facilities (hostels, etc.)	The development of business projects for the creation and development of the "budget" accommodation facilities Management of "budget" accommodation facilities	Ability to calculate the economic impact of the creation of affordable accommodation facilities Ability to find and evaluate new market opportunities of "budget" housing facilities, formulate business ideas, promoting their development
Brand Manager of a territory Territory architect	Creating unique experiences for consumers of tourist services Development and implementation of animator programs Branding of territories – giving them weight, including game format, allowing tourists to be part of an event and live through incomparable emotions	Ability to create game realities Fantasy, imagination, creativeness Ability to generate unique ideas Ability to brand territories Knowledge of geography, venues of natural and cultural-historical heritage of Russia and foreign countries
Augmented reality designer	Virtual reality design	Literacy in design technologies for building information landscapes, considering realities of the region, types of consumers, and popular ideas in the travel industry Literacy in hologram technology and 3D-Printing
Robotics concierge	Robotics management Communication with artificial intelligence	High level of organization of labor Multi-tasking skills Knowledge of mechanisms Skills of communication with artificial intelligence

Clientele fiduciary	Guarantees quality of tourist services rendered Promotion of tourism services from travel agents to customers	Information skills Inflexibility of character Energy Ability to easily come into contact with the customer Reactivity PR technology of tourist products
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Note that the [Table 3](#) shows only a small fragment of the objectives of the 3rd level. The rest of the invariant part is determined on the basis of the analysis of professional tasks and operations performed by specialists, and with the consideration of the educational programs. Variable goals are designed on the basis of the characteristics of educational institutions, individual style of the teacher and demands of concrete employers (i.e. some goals are modeled taking into account the peculiarities of a particular company where a graduate is going to be employed).

The fourth phase of goalsetting – "**Professional self-design**" – helps a learner to create a self-project-image of a future specialist, to help him plan his career and to design, on this basis, his own professional development goals. At this stage the goals of the fourth level are designed – "*Self-design goals*" whose primary function is self-design by a given student his own goals of training on the basis of his own self-analysis of identified advantages and disadvantages, taking into account a planned professional career, personal growth. The *basis* for the design of the goals of this level is the results of self-examination of the individual student and his plan of professional development and career growth.

For evidence-based formulation of the goals of this level it is necessary to perform a pre-project analysis, using the following *methods*:

- reflection of himself as a future specialist by a student;
- self-introspection of a student, identifying strengths and weaknesses, qualities that should be developed or adjusted for a successful professional self-fulfillment, career growth;
- modeling by a student his own self-project-image as a future specialist.

4. The results of the study. The results of the study helped us simulate:

- a multilevel system of goals for specialists with higher education, stream "Hospitality";
- the system of science-based reasons for setting goals at every level;
- step by step algorithm of goalsetting;
- methods of design of goals at every level.

Generalized results of the study are presented in [Table 4](#).

Table 4. System approach to the formulation of goals of higher education in the field of tourism and hospitality

Step by step algorithm of goalsetting	Levels of goals	Type of goals	Functions of the level	Grounds for setting goals	Methods for design of goals
Strategy development of ideals and values	1	Stratagems of goalsetting	Define a set of values and their hierarchy that become markers for goalsetting of all other levels	Megatrends of service and hospitality	- analysis of the strategic objectives and mega-trends in a society, - foresight analysis of the world, Russian and regional labor markets; synthesis and analysis of results of foresight sessions; - analysis of strategic documents of the hospitality and hospitality industry; - analysis of the current state of the labor market;

					- analysis of the core values of the corporate culture of major businesses of the tourism industry
Harmonization of job functions and professional competences	2	Professional competence	Determine the set of invariant and variable professional competencies that need to be formed in the graduate	Work functions of a specialist	- analysis and foresight analysis of the positions represented at the labor market; - analysis of the existing Russian professional standards, job descriptions, qualification requirements, and other documents, which reflect the labor functions; - analysis of foreign qualification and educational standards; - harmonization of professional and educational standards
Design of learning results	3	Targets Results Training	Describe the results of professional training, which must be received and can be evaluated (diagnosed) with the graduates	- professional tasks of a particular specialist (groups of experts) - focus of the educational program; - features of the educational establishment; - an individual-style of a teacher - specific requests by the employers	- analysis of foresight meetings to identify new professional tasks, functions, operations by specialists, which will require appropriate knowledge, abilities, skills; - observation of the professional activity of experts in order to identify the set of their basic operations, functions, and relevant knowledge, abilities and skills; - survey of specialists and employers of the tourism and hospitality industry; - expert assessments (to highlight the most important knowledge, abilities and skills).
Professional self-design	4	Goals of self-designs	Self-design of the goals of their training by the students	The results of the student's self-analysis and his plan of professional development and career growth	- reflection of a student as a future specialist; - self introspection of a student, revealing of strengths and weaknesses, qualities that should be developed or adjusted for a successful professional self-realization, career growth; - modeling by a student his own image-self-design as a future specialist

5. Conclusions

This article describes a systematic approach to setting goals of higher education in the sphere of service and tourism, which consists of science-based designing of a multilevel system of invariant and variable goals.

Proposed approach:

- sums up the best domestic and foreign practice of training for this industry;

- in goalsetting it allows taking into account the development trends in the industry on the global and regional scale, labor market requirements of specific businesses of tourism and hospitality, the specifics and possibilities of the educational institution and the individual characteristics of future experts;

- to encourage the student for the self-design of his own professional career;
- improve the quality of higher education.

Article submissions may be used for the improvement of higher education for the tourism and hospitality industry, establishing a productive co-cooperation of educational institutions and enterprises of tourism and hospitality.

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