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## THE ROLE OF HUMAN RESOURCE MANAGEMENT SYSTEM IN PREPARING OF THE SPECIALISTS FOR THE INDUSTRY OF TOURISM

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**The role of human resource management system in preparing of the specialists for the industry of tourism**

**Abstract.** In this article, the authors present the results of a retrospective analysis of the historical line of development of the human resource management system and its modern impact on both the training of tourist personnel and tourism education in general. Today, the human resource management system (HRM) is actively developing as an independent direction and an integral part of almost all spheres of the economy in which human resources are involved. HRM today is not only the results of the educational process, i.e., competencies that a graduate of the educational program "Tourism" should have, but also a unified modern approach to the very process of training personnel for the tourism industry. In its historical development, HRM has transformed from the general theory of management, formed in the writings of the classics of various schools of theoretical and practical management. The authors identified the principles of modern tourism education transformed from the human resource management system, as well as priority areas in the formation of human capital for the tourism industry, by the professional survey were formed the criteria for the development of professionals in the process of higher tourism education, the competence in the field of human capital management that a modern specialist in the tourism industry, as well as their fixation to certain disciplines of the educational program "Tourism".

**Key words:** management, human capital, human resource management, tourism education, tourism.

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**Роль системы управления человеческими ресурсами в подготовке специалистов для индустрии туризма**

**Аннотация.** В данной статье авторами приводятся результаты ретроспективного анализа исторической линии развития системы управления человеческими ресурсами и его современного влияния как на подготовку туристских кадров, так и на туристское образование в целом. Сегодня, система управления человеческими ресурсами (HRM) активно развивается как самостоятельное направление и неотъемлемая часть практически всех сфер экономики, в которой задействованы людские ресурсы. HRM сегодня это не только результаты образовательного процесса, т.е. компетенции, которыми должен обладать выпускник образовательной программы «Туризм», но и единый современный подход к самому процессу подготовки кадров для индустрии туризма. В своем историческом развитии, HRM трансформировалось из общей теории менеджмента, сформированных в трудах классиков различных школ теоретического и практического управления. Авторами определены принципы современного туристского образования трансформированные из системы управления человеческими ресурсами, а также приоритетные направления в формировании человеческого капитала для индустрии туризма, по средствам профессионального опроса сформированы критерии развития профессионалов в процессе высшего туристского образования, компетенции в области управления человеческим капиталом, которыми должен обладать современный специалист индустрии туризма, а также их фиксация к определенным дисциплинам образовательной программы «Туризм».

**Ключевые слова:** менеджмент, человеческий капитал, управление человеческими ресурсами, туристское образование, туризм.

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**Адами ресурстарды басқару жүйесінің Қазақстанның туристік біліміне әсер ету ерекшеліктері**

**Аңдатпа.** Бұл мақалада авторлар адам ресурстарын басқару жүйесін дамытудың тарихи бағытын ретроспективті талдау нәтижелерін және оның туристік кадрларды даярлауға да, жалпы туристік білімге де әсерін келтіреді. Бүгінгі таңда адам ресурстарын басқару жүйесі (HRM) дербес бағыт ретінде және адам ресурстары қатысатын экономиканың барлық салаларының ажырамас бөлігі ретінде белсенді дамуда. Өзінің тарихи дамуында HRM теориялық және практикалық басқарудың әртүрлі мектептерінің классиктерінің жазбаларында қалыптасқан менеджменттің жалпы теориясынан трансформацияланған. Авторлар туризм индустриясы үшін адами капиталды қалыптастырудың басым бағыттарын анықтады, кәсіби сауалнама арқылы жоғары туристік білім беру процесінде мамандардың даму критерийлері, туризм индустриясының қазіргі заманғы маманы ие болуы керек адами капиталды басқару саласындағы құзыреттілік, сондай-ақ оларды «Туризм» білім беру бағдарламасының белгілі бір пәндеріне бекіту.

**Түйін сөздер:** менеджмент, адами капиталы, адами ресурстарды басқару, туристік білім, туризм.

**Introduction.** Currently, the entire system of preparing of specialists for the tourism industry faces an important task to form actual educational programs that must meet the requirements of the state, the international community and the entire tourism industry, and hospitality in general. Thus, in his message, the President of the Republic of Kazakhstan has repeatedly stressed the importance of this process: “The task of the relevant ministry is to ensure the improvement of the quality of higher education. Universities are obliged to be responsible for the proper preparing of personnel” [1]. Thus, today, a priority has been formed for quality education based on a professional, personal and humanistic approach, where a special place should be given to professionals, as the main “capital” of our country. The very concept of “human capital” is relatively young, since in the era of the information boom and technological development, human work is less and less calculated by the physical presence and the frequency of operations performed per unit of time, and more and more passes into the category of quality indicators, when professionalism, desire to learn, constant career growth are the cornerstone of work activity. Management of the processes of acquiring professional competencies, their qualitative development is today the basis of the educational and labor process both at the regional and international levels.

Today, the World Development Bank is implementing the “Human Capital Development Project”, being a global initiative designed to promote the efficiency of investments in people in order to strengthen social justice and ensure economic growth. So, for 2021, more than 79 countries of the world are already developing strategic plans for the development of human capital, which consists not only in eradicating poverty for developing countries, but also in the planned sustainable development of the economy, through the human capital of the leading countries of the world [2].

Human capital is the totality of knowledge, skills, and abilities used to meet the diverse needs of individuals and society as a whole. The American economist Jacob Minser introduced the term into professional terminology of the management in 1958, and then Theodore Schultz in 1961 and Gary Becker developed this idea from 1964 in their research and works [3]. Currently, this theory is being actively developed in the system human resource management (HRM), and is a major factor in the formation and development of an innovative economy and knowledge economy in all directions and sectors. Thus, the introduction of the basics and principles of human capital management system in

the system of higher tourism education will allow training personnel capable of not just managing human resources, but also to plan their own and their professional formation and development. In this regard, the **purpose** of the study was the study and structuring of historical events that influenced the formation, formation and development of the human resource management system and its impact on modern tourism education.

Based on the purpose of the study, the following **objectives** were formed:

- Examine the historical development of the human resource management system;
- To analyze the transformation of the concept of “human” capital;
- To determine the needs of the tourist market in the competencies of specialists in the field of human resources and capital management.
- To form the learning outcomes for EP “Tourism”, as a result of mastering management-oriented disciplines.

#### **Methods and organization of research.**

The main method in organizing the study was a retrospective analysis of the historical line of development of the human resource management system, combining elements of the theoretical and empirical level. In the process of scientific research, the authors applied a selective analysis of the results of a professional survey of subjects of the tourism industry, as well as analyzed and modernized the contents of some management-oriented disciplines in the context of the educational program “Tourism”.

#### **Research results and their discussion.**

Currently, the human resource management system is an independent branch with all the elements of a scientific discipline, are formed in the process of its historical development. Today, the history of HRM can be shaped in three aspects, presented in the figure 1: *as management development* (HRM as an integral part of management), *as a separate direction* (development of the human resource management system as a separate direction), *as a way of using human resources* (evolution of various approaches to understanding the essence of human resources). Each of the proposed concepts forms specific approaches to understanding the basics of modern HR management.

Thus, HRM *as an integral part* of management has developed in the context of its historical development. Today, it is obvious to everyone that management is the subject of study in many sciences, including natural sciences, and is a function of biological, social, technical systems that ensures the preservation of their structure, maintains a certain mode of activity. In its most general form,

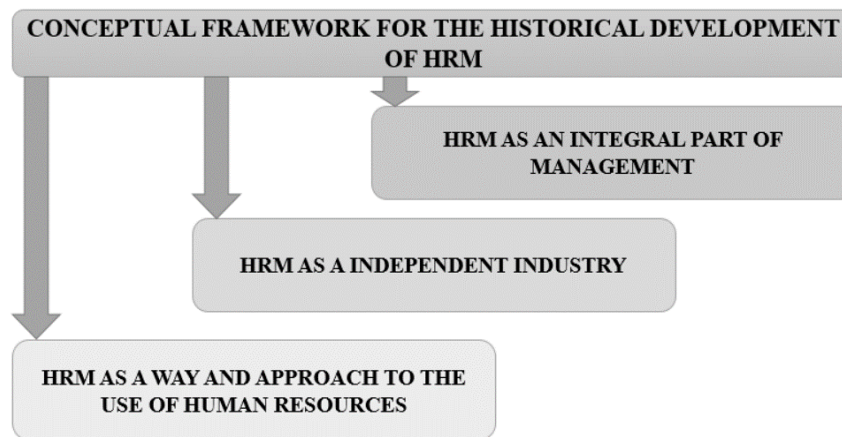


Figure 1 – Different approaches to understanding the conceptual foundations of a modern human resource management system (compiled by the authors)

management is presented as a purposeful, planned, coordinated and deliberately organized process that contributes to the achievement of maximum effect with a minimum expenditure of resources, efforts and time. That is, management is the ordering of the relevant structure and ensuring its effective functioning in full compliance with the laws of existence and development of this system [4]. Any activity is subdivided into two basic subsystems: it is formation of a product and management of all processes where work with people is a large enough sector of management [5].

HRM as an independent branch was formed as a scientific direction at the end of the XIX century and is divided into the so-called “milestones”: Late 19th – early 20th century – scientific management; 30s of the 20th century – development of trade unions protecting employee rights; 40s-50s of the 20th century – expansion of powers of human resources services; 60s-70s of the 20th century – automation of labor; 80s of the 20th century – demand for a system of training and retraining of workers; 90s of the 20th century – computerization; early 21st century – strategic planning; 10-20s of the 21st century – globalization, increasing importance of man as the organization capital. In the study of the historical line of development of human resource management system trends in favor of sociologization and psychologization are observed, i.e., a person is seen as a unique resource and capital, which has its own potential, psychological characteristics and needs, investment in which is simply necessary with the strategic objectives of improving the quality and effectiveness of its professional activities.

The change of the principal approaches to the understanding of the role of human resources and their use for the purposes of the organization, allow to form a number of distinctive characteristics of each stage. Planned, we can consider the transition from “use of human resources”, to “personnel management” and “human management”, and then to “human capital management”. Thus, the concept of the use of labor resources was used in management activities from the end of the XIX century to the 60s of the XX century by the theorists of the “School of Scientific Management”, where the main function of a person in production was labor, which was measured by two parameters: the cost of working time and the amount of wages. Since the 30s of the XX century, the conceptual approach has been based on the perception of a person through his position, and management was carried out using numerous administrative mechanisms (principles, methods, powers, functions). Human resource management began to consider a person as a “non-renewable resource” – “an element of a social organization in the unity of three main components – labor function, social relations, employee status” [6]. Proponents of the concept of human management are moving away from the “resource approach in human perception”. A person not only comes to the fore in the organization’s management system, but he begins to be considered as a “special object of management” [7].

The modern approach is a direction formulated initially as a synthesis of the economic and social component in the consideration of the organization’s activities, later developed into a full-fledged concept that considers “human capital” as a set of not only skills, knowledge, skills, but also the level of health,

the environment of human activity, etc., providing jointly satisfaction of the needs of both man and society. In fact, there has been a transition to the consideration of human capital as the main factor of the competitiveness of the country's economy [8].

All of the previously listed conceptual foundations of the modern human resource management system are based on specific theoretical and practical works of leading specialists, economists, sociologists, etc. in different historical periods. According to many researchers of the modern personnel management system, the ancestor of personnel management is Robert Owen (1771-1858), who considered personnel policy to be his main reform policy. When applying for a job, he suggested evaluating the abilities of a potential employee and, in accordance with this, offering one or another type of work. That is, with his "industrial and social experiment", he was one of the first to try to show that satisfying the interests of an employee, including in the process of work, can become a powerful incentive for the development of an enterprise. [9] R. Owen was far ahead of his time. He was the first not only to express, but also tried to put into practice the concept of socially oriented management. Many of his ideas received further justification and development only in the second half of the twentieth century. within the humanistic direction of management [10].

An early tendency to comprehend the process of human resource management through "psychologization" can be seen in the writings of the American psychologist Hugo Munsterberg (1863-1916). His proposed aspects of business covered the psychology of the organization, which is expressed in three main aspects: 1) the need to find people whose intellectual qualities make them the most suitable for performing the required work; 2) determining the psychological conditions under which the organization will be able to get maximum results from each employee; 3) the choice of ways to influence employees in terms of ensuring the effectiveness of the organization. The concept of "industrial psychology" developed by Hugo Munsterberg, which includes career guidance, increasing work motivation, creating conditions to overcome the negative impact of monotony of work, improving production discipline, proper selection and placement of personnel, etc. he called the most significant positions for the development and success of the organization [11].

Early ideas about human resource management existed in the general management system, and in his writings Frederick Taylor, the founder of the

scientific organization of labor and management, considered not a person, but first of all his main function "labor", which should bring the maximum possible effect at its minimum cost. F Taylor and his followers personalized responsibility, i.e. each employee of the organization is responsible for the quality of the work performed by him, and the vertical division of labor allows specific functions to be assigned to each hierarchical level. Also, it was then that the importance of stimulating, rationalizing and rationing labor, focusing on economic methods and the predominance of an authoritarian management style, etc., was emphasized [12].

Further development of the scientific system of human resource management is outlined in the works of G.L. Gant, who defined personnel as the most important element in the implementation and rationalization of the production process [6, p. 46]. Brothers F. and L. Gilbert laid the beginning of micro-elemental planning, their research was aimed at forming principles of practical recruitment, placement and training using modern technology [13].

In the first half of the twentieth century, A. Fayol (1841-1925), who is rightfully considered the founder of the classical school of management, he proposed 14 principles of administrative activity of the head: division of labor; power – responsibility; discipline; unity of management; unity of management; subordination of private interests to general; remuneration of staff; centralization; hierarchy; order; justice; constancy of staff; initiative; unity of staff. In addition to the basic principles of management, the author has also developed the basics of functional management ("Controls"). The theory of A. Fayol was actively used and was dominant until the 60s of the XX century. Nevertheless, his principles of management are still used in the practice of personnel management [14].

The formation of the theory of "human relations" takes place at the turn of the XIX – XX century, and is associated with the practical developments of E. Mayo (1880-1949). During his experiment, it was found that labor productivity changes not only depending on the above-mentioned physical factors, but also under the influence of socio-psychological factors (group norms, interest in the labor process, etc.). In fact, he pointed out that the behavior of an employee in the labor process is largely determined by the influence of those formal and informal groups of which he is a member [15]. It was Mayo who highlighted the greatest influence of informal groups in the workforce, and also pointed out the importance of taking into account the individual needs of the employee, his social relations and needs.

An outstanding scientist-psychologist, the founder of “humanistic psychology” is A. Maslow (1908-1970), and his “hierarchy of needs” allowed to form approaches to building a system of personnel motivation at the enterprise, which today remains popular among specialists of the human resource management system [16].

By the middle of the twentieth century, there was an active transformation of the school of “human relations” into a “behavioral school”, a school of “behavioral sciences”, where special attention was paid to the research of methodological aspects of improving the effectiveness of a particular employee of the organization. The largest representatives of this direction are R. Laikert (theory of four human resource management systems), D. McGregor (theories “X” and “Y”), F. Herzberg (“the theory of two factors”), who studied the problems of social interaction, motivation, power and authority, organizational structure, communication in organizations, leadership, etc. [8, p.16]. This period of development of the science of personnel management is characterized by another feature – the rejection of the dominance of the technocratic approach to the management of the organization and the promotion of the “human factor” to the fore [17].

The XX of behavioral and situational approaches, as well as the use of systems analysis, “systems empiricism” at the end of the twentieth century. As a bright example of developments of theorists of this school it is possible to consider model 7C developed by consulting firm “McKinsey” according to which seven key elements can be included: strategy, leadership style, composition of personnel, sum of skills, joint values, structures and systems. Thus, the theories of the late twentieth century are systemic in nature, where human resource management itself is an element and even a full-fledged subsystem of a higher order, as well as the basis of the concept of “human resource management”.

The transition from the concept of “human resource management” to “human capital management” is associated with a change in economic management, when there is a complication of connections, the volume of information flows is growing, integration processes are intensifying. Modern economy is “knowledge economy”, “information economy”, which makes new requirements to the personnel, to its qualification, development and constant self-improvement. The formation of a full-fledged theory of human capital can be observed in the works of G. Becker, T. Schultz and S. Kuznets, where constant investment in the development of a person, his competences, creation

of a favorable environment for his life activity is assumed.

Thus, the Western theory of personnel management has gone through several key periods in its development, and the historical line of HRM development represents several main periods, which are characterized by an intensive change in the role of a person, a professional in different spheres of the economy. Thus, the end of the XIX – beginning of the XX century is characterized by the formation of the conceptual foundations of HRM in the works of Frederick Taylor, Frank and William Gilbert, Elton Mayo and other scientists [19]. Further, with each decade of the twentieth century, the role of high-quality human resources has grown and the gradual transition to the concept of human capital, which in the 21st century has become the most relevant definition. In the process of its historical development, personnel management in the Republic of Kazakhstan is a process in which the last 50 years has passed almost all stages at an “accelerated” pace. If at the beginning of the twentieth century human resources were quantitative in nature, when numbers were of paramount importance, then in the period from the 50s to the 80s of the twentieth century there is an important turning point when qualitative characteristics, if not superior, then become as important as quantitative ones. Since the 90s, an important period of formation of the national vector of economic, social and management development has been coming in the republic. Currently, the human resource management system has its own sectoral directions that reflect the distinctive features of various spheres of the economy, this of course also applies to tourism, as one of the most contact areas of professional activity, lying in the plane of “man – man”, where human resources represent an important capital that requires constant investments both at the professional level and at the level of training specialists. The trends of the last 5 years have been the introduction of the principles of personnel management into the educational process in many areas, including in the tourism education of the republic [20].

Human capital management today is the basis of a modern approach to the educational process, the result of which should be the training of a highly qualified specialist, i.e., in a higher educational institution there is a process of formation and development of “human capital” capable of management activities. Thus, when training specialists for the EP “Tourism”, the basic principles of the human resource management system are implemented (Figure 2).

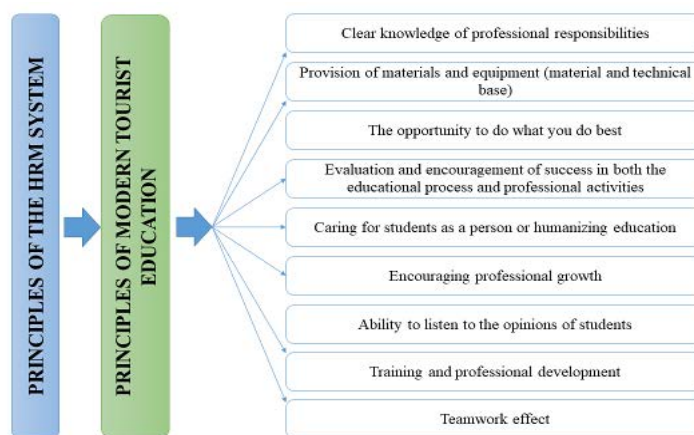


Figure 2 – Principles of human resource management system in the system of tourism education (compiled by the authors)

Figure 2 shows the basic principles of the human resource management (HRM) system transformed into the principles of modern tourism education in the Republic of Kazakhstan:

- A clear knowledge of professional responsibilities, formed through a step-by-step process of acquiring professional competencies and contributing to the further development of a travel industry specialist.

- Provision with materials and equipment (material and technical base), both for mastering professional competencies, and for their subsequent implementation in the workplace.

- The opportunity to do what is best done as the highest manifestation of student-centered education, pluralism and humanization of education in the construction of an individual curriculum (IEP), its vector of professional development.

- Evaluation and encouragement of success both in the educational process and in professional activity. When training personnel for the tourism industry, great importance should be given to the practice-oriented approach, in which professional.

- Taking care of students as a person or humanizing education, the ability to self-realize not only professionally, but also through participation in various cultural events, interest clubs, master classes, etc.

- Encouraging professional growth through participation in competitions at various levels, organizing and conducting master classes, etc.

- Ability to listen to the opinions of students through several “communication channels”: online reviews on the official website, meetings with management; “trust box”, participation in the professional group for the development and improvement of educational programs; participation in commissions, etc.

- Training and professional development as the basis of a modern training system for the tourism industry, expressed in a qualitative approach to the development, coordination and implementation of EP.

- The effect of work in a team is formed through the educational process and extracurricular activities, active types of tourist activities, organization and participation in mass sports and cultural events, competitions and conferences, professional and educational practices, and so on.

The introduction of these principles, transformed from a human resource management system into a system of higher tourism education, makes it possible to train personnel for the tourism industry that meet international and national standards. Thus, the modern principles of HR management are not only interpreted in higher tourism education, but also should be introduced into the educational process itself through management-oriented disciplines. When conducting a professional survey among the subjects of the tourism market, it was revealed that human resource management is considered one of the most important skills for a modern specialist in the tourism industry, along with knowledge of marketing, languages of booking systems and touroperating (Figure 3).

Thus, when analyzing the demands of the tourist labor market, the competencies necessary for a modern specialist were identified, namely: The ability to form, develop and manage professional human capital; Ability to create multidirectional tourism products and promote it by means of marketing; Skills of working with foreign companies, knowledge of languages, etc.; Ability to form new tourist offers based on regional tourist resources.

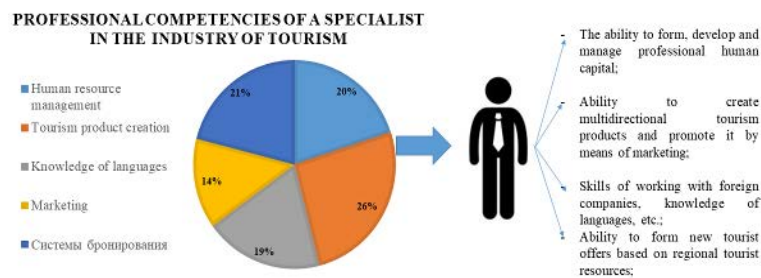


Figure 3 – Professional competencies transformed into learning outcomes for EP “Tourism” (compiled by the authors)

These competencies were transformed for the educational program “Tourism” and adapted for management-oriented disciplines: “Infrastructure of tourism”, “Planning, organization, regulatory basis of tourism business”, “Tourism Management”, “Professional ethics and etiquette in tourism”, “HR management in tourism”, “Touroperating”, “Project management in tourism”, “New information technologies in tourism”, “Logistics in tourism”, “Business meetings industry” and other. As a result of mastering management-oriented disciplines in the student formed the skills necessary to work with the formation and promotion of human capital, i.e. professionals of the tourism industry.

HRM today is not only a professional field of human resource management, but modern principles are translated into higher education in tourism. As a result of the study, the following **conclusions** were obtained:

- A retrospective analysis of the historical line of development of the human resource management system allowed us to identify key stages in the formation of a modern approach to HRM and determine the principles of its further development;

- Modern needs for training specialists for the tourism industry should be based not only on regulatory and legislative acts in the field of tourism and education, but also on the requirements of the subjects of the tourist market, which are systematically identified in the process of monitoring professional surveys.;

- The introduction of a human resource management system in higher tourism education should be aimed both at the development of management-oriented disciplines and at the very organization of the educational process through the principles of HRM.

Thus, the modern development of the human resource management system is based on the historical stages of its formation and is translated into higher tourism education through adapted HRM principles. In this process, the higher educational institution assumes the main role in the formation of professional human capital for the entire tourism industry, which has not only all the competencies necessary for a specialist, but also capable of self-development and personal growth in a competitive tourism market.

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