

DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT

DIVINE WORD UNIVERSITY

MADANG

PAPUA NEW GUINEA

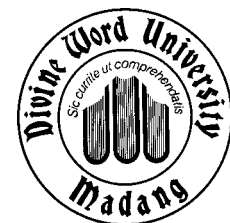
JULY 2002



TOURISM AND HOSPITALITY NEEDS ANALYSIS REPORT

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Executive Summary

RATIONALE FOR THE TOURISM AND HOSPITALITY MANAGEMENT PROGRAMME

The Department of Tourism and Hospitality Management at Divine Word University was set up to cater to the needs of one of Papua New Guinea's most essential and dynamic sectors, Tourism.

PNG is seen as a "rich developing country" because of income received through the exportation of minerals, timber and cash crops. However, with the exception of cash crops such as coffee, cocoa and copra, these resources are limited and their exploitation does not necessarily create ongoing or long term employment. Therefore, income from these operations does not benefit many Papua New Guineans nor is it sustainable for future generations.

The government encourages the development of local manufacturing and service industries in order to reduce PNG's dependence on limited natural resources and foreign know-how and money, and in order to create employment, particularly in rural areas.

Tourism is hoped to become one of these profitable and sustainable industries.

Statistics released by the Tourism Promotional Authority revealed that of the 54,000 international visitors to PNG in 2001, 25.6% of international visitors were holiday travellers and 58.7% arrived for the purpose of business travel. Most of the resulting tourism income goes to a few larger tour operators and hotels - owned by offshore companies and managed mainly by expatriates. The exploitation of business travel as a tourism income earner needs to be examined closely for the future.

Data continually reveals that major hindrances to a substantial growth in tourist numbers are due to unfavourable press overseas concerning political scandals and law and order problems in the country. Other obstacles include expensive airfares, lack of knowledge of the country as a tourism destination, and the lack of entertainment facilities, poor infrastructure, mobility and accessibility, and inefficient entry procedures for visitors.

Furthermore, qualities of facilities for tourists are low, relatively expensive and generally found only in the major centres. Complaints of poor service and punctuality, lack of local knowledge and information by staff are common in surveys. It is here that THMD can have the greatest impact.

Poor responses from tourist surveys indicate that the industry within PNG does not understand the needs and expectations of travellers and that these needs vary in each traveller due to characteristics such as traveller origin, culture, type and travel motivation. The importance of simple questions such as what do tourists wish to see, in what way do they want to see an attraction, what type of food and services do visitors want, struggle to be conveyed to the industry. More importantly, the lack of diversity and variety in services available to tourist are also a concern. Questions of what travellers wish to take home for presents and momentos of their experience and appropriate methods to offer a true representation of PNG's tourism assets have to be dealt with. These, and many other questions have not been addressed by the industry as a whole. It is now the role of the Department of Tourism and Hospitality Management at DWU to work towards solving these issues.

Foreign ownership is welcomed in PNG as long as Papua New Guineans benefit through employment by the foreign-owned business and/or spin-off income earning opportunities (food, craft, transport, guiding etc.). Generally in PNG, business owners prefer national employees at all levels provided they have the necessary qualifications and attitude to do the job. Yet, often this is not possible. Moreover, expatriates who can be expensive and often unsuited to the local environment usually occupy top and middle management positions.

The lack of qualifications and attitudes also impacts on small local tourism businesses' ability to attract, and to meet the requirements and expectations of visitors. The root cause of the problem has been a lack of strategic planning and management by the owners and operators of these businesses.

Efforts have been made to tackle the problem: The Tourism Promotion Authority, founded in 1993, conducts awareness courses in rural areas and workshops for local tour guides but with limited funding. Training Institutions such as The Business Training Institute and Lae Technical College offer technical training in tourism

and hospitality. Larger properties and hotel chains, such as the Coral Sea Hotels and South Pacific Hotels and Resorts, conduct short in-house courses focusing on areas such as customer service and organisational behaviour. A degree programme would cement Divine Word University's position as an industry leader.

The realities of the inadequate and inconsistent secondary school system in PNG at present, result in the Department of Tourism and Hospitality Management expending time and resources to bring all students to a minimum standard that prepares the students for tertiary studies.

This is reflected within the first year curriculum where a high concentration of "foundation subjects" are taught in order to develop skills in areas of Written Communication in English, Mathematics and Computing.

Currently in PNG, there is little possibility of nationals acquiring the skills and knowledge needed to manage a tourism business, whether hotel, travel agency or tour operations. For some operators the only option is to send their staff to expensive short-term courses offered in Australia. We can reverse this exodus. According to owners and managers of tourism businesses, there is a great need for education beyond awareness and vocational training, i.e. the skills, knowledge and attitude needed to take on the responsibility of managing a tourism operation.

It would be difficult and often beyond the range of acceptance for both employees and employers to leave an organisation for a long period to attend a diploma course overseas even though some employers would be willing to sponsor their employees financially. Both employers and graduates indicated that there is a need for short courses aimed at the industry. This is an option worth pursuing in the future.

Yet, right now there is a demand for courses that are suitable for graduates who are already in the work force and would like to further their formal education and increase their chances of obtaining management positions. The data gathered from this report reveals that graduates are not obtaining positions in lower or middle management as stated in the course objectives. The proposed degree programme would work to overcome this and establish Papua New Guineans in positions that are at the heart and soul of developing a sustainable, economically viable, community-friendly tourism industry.

SUMMARY OF RECOMMENDATIONS FOR THE TOURISM AND HOSPITALITY MANAGEMENT PROGRAMME

- Revision of the 2 year curriculum with emphasis on areas of Visitor Expectation and Motivation for Travel, Management Principles and Tourism Operations.
- Introduction of a further 2 year Curriculum to further develop management and administration skills in Finance, Human Resource, Training, Marketing, Property, Event and Function Management. Increase visitor awareness, understanding of Papua New Guinea, Public Relations, Communication and business skills in English and Public Relations and Speciality Markets such as Business Travel.
- Short and long term course development in response to industry requests.
- Drafting and implementation of a strategic plan for the Department of Tourism and Hospitality Management.

SUMMARY OF FINDINGS : EMPLOYERS NEEDS ANALYSIS SURVEY

This survey aims to identify the skills expected and required by potential employers of the Tourism and Hospitality Management graduates.

A total of 140 questionnaires were prepared and sent out to individuals in various organisations including hotels, airlines, travel agencies, tour operators and tourism governing bodies. Whilst some companies received one questionnaire, others received more than one questionnaire for the purpose of seeking different opinions.

26 responses were received from the industry by the 24th May to be included in the results. From these, 15 of the respondents were involved in the Tourism and/or Travel sectors of the industry with the remaining 11 respondents involved in Hospitality.

Employment and Career Opportunities

- The largest number of respondents, 42.3%, indicated that their organisations were involved in Hospitality.
- This was followed by Catering, which was composed by 38.5% of the respondents.
- 34.6% indicated that their organisations were involved in Transport.
- 23.1% of the respondents indicated that their organisation was involved in Tourism Information and Promotions.
- 19.2% stated that their organisations were involved with Tourism Operations and Travel.
- 42.3% of respondents indicated that their organisation employed staff in areas of either Hospitality Administration or Food & Beverage.
- 23.1% of the respondents stated that they were involved in Tour Operations and Human Resources.

Staff Recruitment

- 38.5% of respondents stated that they employed staff in areas of Sales & Marketing, Passenger Transport, Hotel Front Office, Travel & Tourism Reservations and the Rooms Division.
- 26.9% of the respondents specified that their organisations employed staff in Tourism Information and Services.
- The data revealed that just over one third of employers (34.6%) recruited staff in Rooms Division.
- New staff members were appointed in the Food & Beverage and Hotel Front Office departments. Each were representing 26.9% of the respondents.
- 23.1% of respondents appointed new staff in Travel & Tourism Reservations.
- 19.2% of the respondents stated that new employees were recruited in the areas of Passenger Transport, Human Resources and Hospitality Administration.
- The areas of Sales & Marketing and Tour Operations employed 15.4% of new positions in 2001.

Advertising of Job Vacancies

- Most respondents (53.8%) indicated that their organisations advertised their job vacancies by 'word of mouth'.
- 42.3% of these stated that their job vacancies were advertised through the newspapers while 30.8% indicated that they used public notice boards.

Computer Reservation System

- 56.5% of organisations had a computer reservation system.
- Of these, 46.2% used a computer reservation system for the travel industry and the remaining 53.8% operated Hospitality based Management Systems.
- The most common systems used for the Travel Industry were the Gabriel and Galileo Reservation System.
- The systems used in the Hospitality industry included the Autohost system, LTI, Dos based program, Holidex, Orion, Omins and the Hotel X-cel system.
- Note: This data contradicts findings in the DWU Proposal for Front Office & Computer Reservation System May of 2001, that data indicated that there is a common Hospitality Management System used in PNG. (i.e. Libica and Micros-Fidelio systems)

In-house Training

- In-house training is run by over 88% of survey participants.
- The most common course offered by 38.5% of all survey participants was Customer Relations.
- 19.2% of all respondents were found to run training programmes in Travel Reservation Systems, Management & Administration, and Food & Beverages.

In-house Training for Management Staff

- 86.4% of respondents indicated that their organisation provided in-house training programmes for their management staff.
- The most common (21.1%) is Occupational Health & Safety.
- Sales, Marketing & Promotion, Computer Studies and Customer Relations Courses offered by 15.8% of respondents. Other common courses offered to management staff include training in Finance & Administration, Accounting, Research & Statistics, Supervision and Hospitality.

Industry Requests for Short Courses

- Most respondents (69.6%) indicated they would enrol their staff members at Divine Word University for short courses.
- The most common area of study thought to be relevant for the staff members was Management & Administration (43.8%).
- Followed by courses in Travel & Tourism Operations, Customer Relations & Services and Hospitality Management, each represented by 31.3% of the respondents.
- 25% of the respondents claimed that the Food & Beverage Management and 18.8% indicated Front Office Management area would be relevant for their staff members.
- Communication Skills and Sales were found to be the next rated areas, each represented by 12.5%.

Subjects of Importance in the Preparation of Employees

- The results revealed that Customer Relations and Sales & Marketing were the most common subjects indicated by 88.5% as very important in preparation for employment.
- 80.8% considered Business Communications, Business & Professional Ethics, Book Keeping & Accounting, Management Principles, Computer Reservations and Computer Studies as important.
- 73.1% indicated that Travel Reservations is very important in the preparations of the students.
- Tourism Operations, Quality & Control Management and PNG Studies were indicated as being important for employee preparation by 69.2% of respondents.
- Half indicated that Food & Beverage Management was important.
- Tourism Planning & Development and Rooms Division Management received the least support with 42.3% specifying as important in preparing for employment with the various organisations surveyed.
- The data revealed that over 40% of respondents specified 'none' in level of importance to Rooms Division Management.

Suggestions for Alternative Areas of Studies

- The results showed that 56% of the respondents indicated that there were extra areas that they felt should be covered by the course.
- The remaining 44% did not think that there were other areas that should have been covered in the Tourism and Hospitality Management programme.
- Areas of study suggested by more than one survey respondent included Kitchen and Catering Operations, Environmental & Natural Resource Management, Customer Relations, Communication Skills and Occupational Health & Safety.

Industry Participation in Student Work Experience Placements

- Most survey respondents, over 75%, claimed they would provide or consider providing practical work experience for DWU.
- Of the respondents who offered to provide work experience, 85% indicated that they would offer work experience placements in blocks of 4 to 8 weeks.

Suggestion to Improve the Programme by Respondents

- Three respondents suggested that Divine Word University should provide facilities on campus for practical training in computer reservations and a training restaurant.

SUMMARY OF FINDINGS : GRADUATE SURVEY

The Graduate Survey Questionnaires were sent to all 55 graduates of Tourism and Hospitality Management since the course commencement in 1999. Of those, ten people replied by 30th May 2002 to be included in the results.

- The results showed that 70% preferred a career in the Tourism sector while the remaining 30% indicated that they were interested in either 'Tourism or Hospitality'.
- No respondent indicated a specific interest in Hospitality.

Academic Goals of Respondents

- All respondents indicated their intent to pursue degree studies in Tourism and Hospitality Management either abroad or at Divine Word University. An indication that there is a demand for graduates to develop their academic skills to gain higher employment opportunities.

Employment Details of the Respondents

- A major outcome in results is that all respondents of the survey were employed.
- Due to a majority of responses not being received it is still unclear how many graduates are currently employed and how many are not.
- Half of the respondents indicated that their organisation was involved in Tourism Operations.
- 40% of the employing organisations were involved with the Travel, Training & Education and Hospitality sectors.
- Data indicated that many organisations employing graduates were involved in more than one area of the industry.
- Respondents indicated that they worked in a variety of positions within their organisations.
- All respondents indicated that they were supervised during their working day.
- One third of these stated that they were responsible for the supervision of other staff members at sometime during work.
- 60% of respondents felt that their current position was suitable for their qualifications.
- 80% thought that the Diploma programme in Tourism & Hospitality Management had prepared them well for their jobs.
- The response to this survey was inadequate to provide a report based on the perspectives of graduates who have found employment and those who have not.
- Note, that 50% of respondents only completed their studies in 2001. Due to the transient nature of society in Papua New Guinea, many of the responses may not have been received because the past students may have moved from their original contact addresses and/or may not have received the survey questionnaires at all.

Course Evaluation

- Most respondents participated in extra training courses organised through their employers.
- Most subjects indicated to be missing from the course are now introduced in the 2002 diploma programme excluding; Boat handling, Teaching Methodologies, Internet skills and Psychology & Counselling.
- All respondents considered areas of study in Tourism and in Communications as 'important'. 80 to 100% of the past graduates indicated that all subjects within these two areas of study particularly important. Most of the respondents were employed in the Tourism/Travel/Information sector.
- Subjects in the area of Business & Management including Management Principles, Sales and Marketing, Human Resource Management and Business Communications and Accounting rated high in importance.
- In Papua New Guinea Studies, Tourist Attractions and PNG studies rated highly.
- Hygiene & Nutrition and Hospitality Marketing were the highest rating subjects in the area of Hospitality.
- In the area of Computer Studies, Microsoft Word was the subject rated as important.

Suggestions for Course Improvement

- 40% of respondents indicated that the course was not lacking in any particular area, therefore implying that they were happy at that time with how the course met the requirements of their job placements.
- Computer Reservations was found to have the most with 37.5% recommending that it should be covered in the THM Diploma course. The reason for this may be that most of the respondents were working in the Tourism, Travel or Information sectors.
- Employees of the Airline/Travel industry see the need to introduce a computer reservation system in the training programme.
- The respondents who have obtained employment in the Airline industry indicated that an introduction to a computer reservation program before joining the airline industry would have prepared them better for their employment. This is due to most airlines, travel agencies and some hotels making use of computer reservation systems in their daily operations.

SUMMARY OF FINDINGS : STUDENT CAREER PREFERENCE SURVEY

All 55 current students of the Diploma One and Two course in Tourism and Hospitality Management were asked to indicate their job preferences on a survey sheet. Informal interviews with the students were carried out to give students opportunity to further discuss their preferences.

- The data revealed that most students (62%) wish to pursue careers in the Tourism sector particularly in the Travel or Airline industry and in Tourism Planning and Development.
- The remaining 38% want careers in the Hospitality Industry, particularly in Food and Beverage, Human Resource Management and Hospitality Administration.
- No students wished to pursue careers in the Hotel Front Office or the Rooms Division of the Hospitality Industry.
- Interviews with students revealed that some students had long-term goals that differed from their present choice of career. During interviews many students wished to return to their home province in the future, and operate their own small business venture as tour and/or guesthouse operators.

Full findings are detailed in the Appendices 1, 2 and 3.

Introduction

As requested by the Academic Board of Divine Word University in November 2001, The Department of Tourism and Hospitality Management of Divine Word University conducted a Needs Analysis of the Tourism and Hospitality Industry in Papua New Guinea.

The guidelines in section 5 of the Academic Manual were followed in order to obtain approval for the programme upgrades.

The results of these three surveys have been analysed and used in the assessment of educational needs in the areas of tourism and hospitality in the country.

Recommendations from this report are used to ensure the programme at Divine Word University meets the needs of the Tourism and Hospitality Industry.

Report Objectives

The objective is to establish the framework for the development of the courses conducted by the Department of Tourism and Hospitality Management at Divine Word University, Madang.

Moreover, the report aims to assist the department in developing the programme to meet expectations and needs for both short and long term goals indicated by course participants and the needs of the Tourism and Hospitality Industry in Papua New Guinea.

Methodology

In this report, the quantitative data obtained from the questionnaire has been collated and tabled. The method of analysis of the data obtained through primary sources was through percentages and averages and the final results were combined with the qualitative data obtained from independent interviews and industry input.

Primary data was collected from both interviews and questionnaires.

The research instruments used were the questionnaires as listed:

- **Tourism and Hospitality Needs Analysis Survey**
- **Graduate Survey Analysis**
- **Student Career Preference Survey Analysis**

Tourism and Hospitality Needs Analysis Survey

The Needs Analysis Survey was addressed to managers of various private and government run organisations including hotels, airlines, travel agencies, tour operators and tourism governing bodies.

Graduate Survey Analysis

The graduate survey was sent to all 55 graduates of Tourism and Hospitality Management. A total of 55 students have graduated from the Diploma course since its commencement in 1999.

Student Career Preference Survey Analysis

All current students in Diploma One and Two of Tourism and Hospitality Management were asked to indicate their job preferences on a survey sheet. Informal interviews with the students were carried out to give students opportunity to further discuss their preferences.

Secondary sources included data from visitor reports released from Divine Word University, Madang, resources and publications listed in Bibliographies at the end of this report and the Tourism Promotion Authority and the Department of Education of Papua New Guinea.

Recommendations from data collected from both primary and secondary sources were completed at the Department of Tourism and Hospitality Management of Divine Word University, Madang, and presented to the Academic Board of Divine Word University as part of this report.

Background

THE TOURISM INDUSTRY IN PNG

The number of international visitor arrivals in Papua New Guinea has increased by an average of 3.8 percent a year in the last ten years, i.e. from approximately 37,000 in 1991 to 54,235 in 2001¹. In fact, statistics for 2001 showed a drop of 7.2% from figures in 2000. Statistics revealed that approximately 51% of international visitors came from Australia. Data showed that of these 13,896 (25.6%) were holiday travellers and 34,346 (58.7%) came for the purpose of business, the remaining arrived for the purpose of visiting friends and relatives or other personal business. Most holiday travellers were from Australia 39.1% USA 19.2% and Japan 12.4%. Figures indicate that approximately 30% of all holiday travellers to PNG came for scuba diving.²

ANALYSIS BY PURPOSE OF VISIT - 2001 : PNG TPA

■ TABLE: Visitors by country and purpose of visit

COUNTRY OF RESIDENCE	PURPOSE OF VISIT				Total 2001	Total 2000	Change %
	Holiday	VFR	Business	Other			
Australia	5432	3273	18810	146	27661	29285	-5.5
New Zealand	401	248	2063	19	2731	2648	3.1
Oceania	194	248	919	49	1410	1364	3.4
China	117	96	799	4	1016	294	245.6
Japan	1724	90	848	24	2686	3244	-17.2
Malaysia	250	146	1427	8	1831	509	259.7
Philippines	265	270	1967	38	2540	686	270.3
India	155	159	681	18	1013	323	213.6
Other Asia	464	162	1165	9	1800	7502	-76.0
UK	568	193	1358	14	2133	2276	-6.3
Germany	557	81	505	5	1148	976	17.6
France	142	19	169	0	330	106	211.3
Other Europe	644	120	767	19	1550	1943	-20.2
USA	2669	337	2223	85	5314	5429	-2.1
Canada	228	62	409	6	705	1723	-59.1
Other America	55	8	57	3	123	39	215.4
Africa	31	29	179	5	244	92	165.2
Total	13896	5541	34346	452	54235	58439	-7.2

¹ PNG Tourism Promotion Authority, Various Reports,

² PNG Tourism Promotion Authority, *Visitor Arrival Report – 2001, 2002*

■ TABLE - Visitors by purpose and length of stay

PURPOSE OF VISIT	LENGTH OF STAY							TOTAL
	1-3 days	4-7 days	8-14 days	15-28 days	29 days to 3 mths	Over 3 mths	Not stated	
Business	3809	7442	4782	5469	6081	6692	76	34351
Holiday	1839	4342	3951	1951	1321	491	1	13896
VFR	297	1115	1349	1015	1437	322	1	5536
Other	12	47	63	57	65	205	3	452
Total	5957	12946	10145	8492	8904	7710	81	54235

In an attempt to increase visitor numbers to PNG, Air Niugini has released promotional airfares from Australia to domestic destinations in PNG and direct flight to Narita, Tokyo. Initial reports indicate that these have had some success.

The National Governing body for tourism, Tourism Promotional Authority (TPA) has appointed a new chief executive officer, Mr. John Kambowa. For several years a debate has been going on whether to develop Madang (tourism) or Lae (business) after Port Moresby into a second international airport.

The principal country of visitor origin is Australia (approximately 51%) although it receives most of the bad press, one of the major deterrents to tourism from overseas. Leisure travellers either book fully organised tours through the country or visit particular dive resorts. Diving - apart from the cultural shows - is one of PNG's major tourist attractions. A declared goal of the Tourism Promotion Authority (TPA) is the promotion of eco-tourism and culture-related tourism.

Major hindrances to a substantial increase in tourist numbers are unfavourable press overseas, especially in Australia, concerning political scandals and law and order problems in the country.

Other obstacles include expensive airfares even from "neighbouring" countries (e.g. Australia), lack of knowledge of the country as a tourism destination, and the lack of entertainment facilities especially in the evenings, infrastructure, mobility, accessibility and inefficient entry procedures for visitors.

Furthermore, qualities of facilities for tourists are low, relatively expensive and generally found only in the major centres. Complaints of poor service and punctuality, lack of local knowledge and information by staff are common in surveys.

The primary share of the industry's income goes to a limited number of hotels and tour operators, which are mainly located in the bigger towns. Guesthouse development was booming at the local level in the early 1990's. Many of these structures have now deteriorated due to the lack of use. TPA encouraged this development in the mid 1990's, but has since stopped due to the low number of tourists travelling into the country.

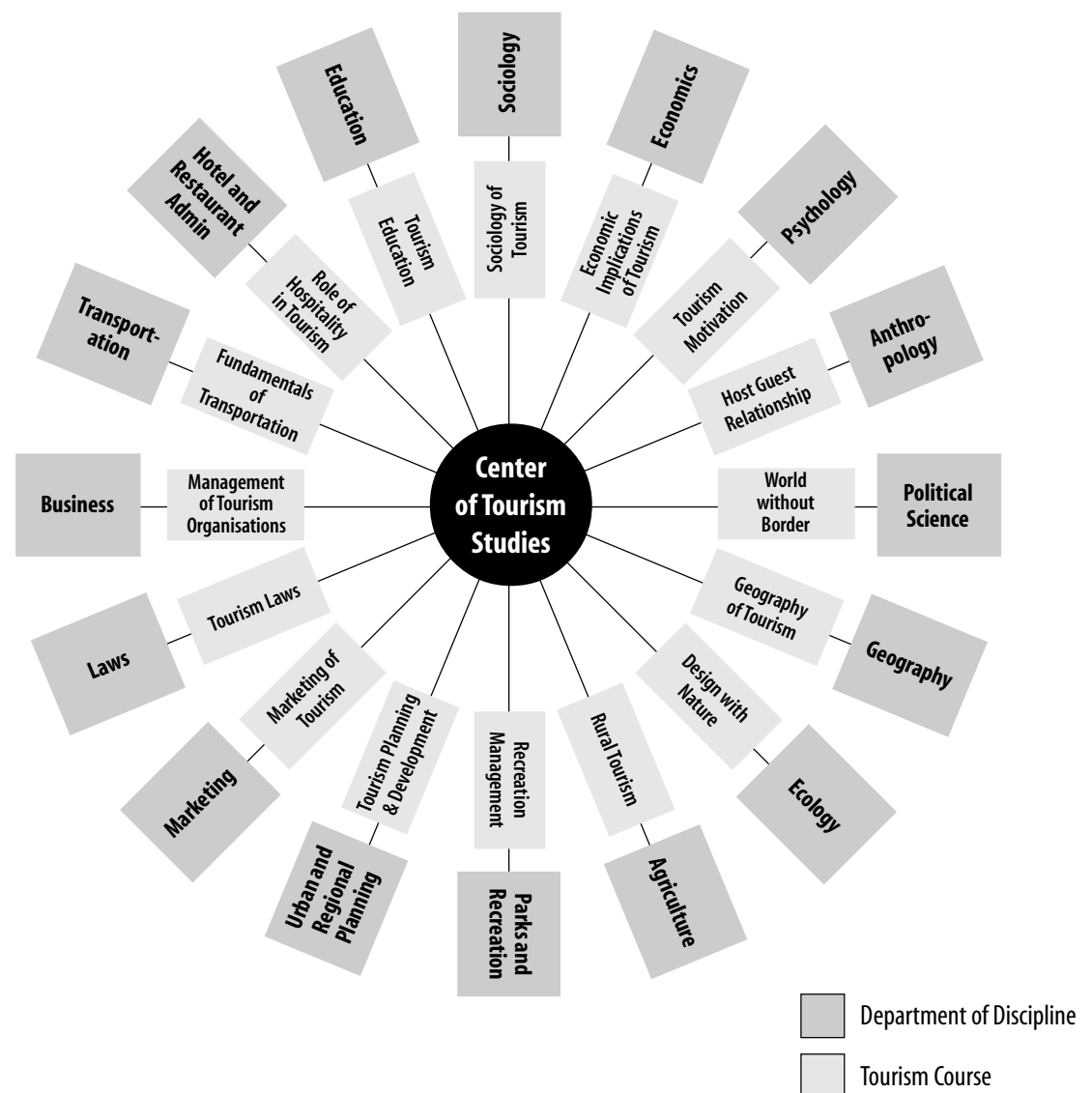
Also lacking is the know-how in management skills of the market as well as the limited support in infrastructure and accessibility. All this restricts the success of such projects.

EDUCATION IN TOURISM AND HOSPITALITY, A GLOBAL PERSPECTIVE

Tourism and Hospitality education has emerged only recently as an academic discipline. The multidisciplinary nature of the industry tends to draw from many disciplines and is approached in a variety of methods.

- Vocational-competency based courses have recently been popular especially in regions of recent Tourism development offering skills training.
- Educational programmes in Tourism and/or Hospitality as stand alone disciplines.
- Educational courses in Tourism or Hospitality are used as enrichment of traditional disciplines. Examples include areas such as Business, Management and Administration, Sociology, Marketing and Economy with majors in either Tourism or Hospitality.

Refer to Figure- Centre of Tourism Studies following:



■ FIGURE - Study of Tourism: Choice of Discipline and Approach

Source: Jafar Jafari, University of Wisconsin-Stout, 1981. McIntosh and Goeldner, *Tourism Principles Practices and Philosophies*, 1990

EDUCATION IN TOURISM AND HOSPITALITY IN PAPUA NEW GUINEA

Possibilities for education or further study in the field of tourism and hospitality in the country are very limited. The TPA organises awareness seminars and tour guiding workshops in rural areas.

Major hotels such as the South Pacific Hotel Chain and Coral Sea Hotels offer extensive in-house training programmes. Further training is also sought overseas in Australia or other associated hotels overseas.

Other Institutes offering courses in hospitality training include:

■ Business Training Institute (BTI)

Hospitality Training College of PNG

PO Box 1149

Port Moresby, NCD

Course offered: *Certificate in Hospitality I, II & III*
Certificate in Travel & Tourism III
Proposed Introduction in 2003/2004 of a Diploma in Travel & Tourism
(Through Tafe in Australia)

■ Commercial Training College (CTC)

PO Box 3781

Lae, Morobe Province

Courses offered: *Certificate in Hospitality (Hotel Management)*
Certificate in Hospitality (Catering)

■ Hohola Youth Development Centre (HYDC)

PO Box 1911

Boroko, NCD

Course offered: *Vocational Training Programme, Hospitality is offered for a 6month option within a 2 year programme. This may be introduced as a full 2 year programme in the near future.*

This training programme began in 2001, part of the Community Development Scheme, an AusAID funded programme.

■ International Education Agency

IEA College of Tafe Coronation College Campus

PO Box 2989

Lae, Morobe Province

Course offered: *TAFE Certificate II Hospitality-Operations*

This programme has been offered since 2001.

Course and training methods based on Australian Institute of Tafe

IEA College of Tafe, Coronation College is the PNG representative of Tafe in PNG.

- **The University of Technology**
Department of Accountancy and Business Studies
 Private Mail Bag
 Lae, Morobe Province

Courses offered: *Degree in Business Management includes a Tourism and Promotion module.*

- **Lae Technical College**
 PO Box 2386
 Lae, Morobe Province

Courses Offered: *Certificate in Tourism & Hospitality*
Diploma in Hospitality Management

Since the beginning of 2000, the Technical College in Lae offers a 2-year diploma course in Hospitality Management. However, as it is a newly developed programme it is too early to make a quality assessment of the course. Apart from the diploma programme Lae Technical College also offers a 2 year Technical Training Course. The programme is practically oriented with facilities including four motel units attached to the school, commercial kitchen, test kitchen, function centre and restaurant. Both courses require a successful year 12 entry level with the diploma course requiring a minimum of two years industry experience.

Some of the ongoing problems that hinder the development of a Tourism and Hospitality Management course are:

- High teaching staff turnover
- Inability to acquire appropriate teaching personnel
- Inability to continuously finance upgrading and construction of facilities
- The acquisition of appropriate teaching resources
- Continuing erosion value of the Kina
- Lack of ongoing industry support
- Inavailability of recurrent funding for the sustainability of the course

In 2000, the Department of Education recommended to the National Trade Testing Board (NATTB) that Tourism and Hospitality be declared as a trade under relevant legislation and requested the support from National Technical Training Curriculum Services Support Programme for the extension of trade testing to the Tourism and Hospitality Trade.¹

¹ Department of Education, May 1999, *Technical Vocational Education Corporate Plan 1999-2003*

EDUCATION IN TOURISM AND HOSPITALITY AT DIVINE WORD UNIVERSITY

Tourism & Hospitality Management History and Purpose

Divine Word University is the first National University to recognise the need of Papua New Guinea's tourism and hospitality industry for top class professionals capable of developing one of PNG's most promising industries. In 1998, the Department of Tourism and Hospitality Management was established. A Diploma in Tourism and Hospitality Management was introduced with plans for the introduction of a degree program subject to the outcome of a needs analysis survey.

The primary objective of the Tourism and Hospitality Management program is to provide locally trained professionals for an industry that can help reduce Papua New Guinea's dependence on foreign resources, create employment opportunities, and develop the local tourism infrastructure in a way that is sustainable and environmentally sensitive.

Students acquire a thorough theoretical knowledge as well as practical skills in the key areas of hospitality, travel and tour operations, and tourism, and learn the management and communication skills necessary for their future profession. Special emphasis is given to educate responsible and critical professionals who will be capable of meeting industry requirements.

Course Objectives

To provide trained local professionals for the tourism industry that can help reduce PNG's dependence on foreign know-how and finances, create employment opportunities and develop the local tourism infrastructure in a sustainable and environmentally sensitive way. Graduates of the Tourism & Hospitality Management Programme will be able to:

- Develop concepts and skills to enable them to become effective in assuming lower and middle management positions with the potential for further development in the Tourism and Hospitality industry.
- Establish their own small tourism businesses or support such businesses with management advice.
- Identify, develop and promote appropriate sustainable tourism.
- Capitalise on knowledge and understanding of Papua New Guinea in the context of the World.
- Discern moral and ethical issues in the workplace.

Department Objectives

- Establishment of a programme/s in Tourism & Hospitality Management that responds to the demand and needs of PNG's tourism industry.
- Continuous development and adjustment of this programme according to a changing situation and requirements in country.
- Develop and review educational programmes in accordance with the DWU Academic Manual.
- Achievement of the highest possible educational standard for students enrolled in this programme.
- Implement staff development and nationalisation programmes.
- Establish the department as the leading institution in research and development of Tourism in Papua New Guinea.

Course Structure and Student Intake

The Diploma in Tourism and Hospitality Management is a two-year full-time course. Classroom instruction, practical training (on and off campus), guest lectures and field visits are combined to achieve an efficient transfer of knowledge and skills.

First Year Applicant Selection Summary 2002¹

■ Diploma of Tourism & Hospitality Management

TOTAL APPLICANTS			APPLICANTS SELECTED		
TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE
219	98 (45%)	121 (55%)	28 (13%)	9 (32%)	19 (68%)

■ Department Student Enrolment for 2002

COURSE	TOTAL No.
<i>Tourism and Hospitality Management</i>	
Diploma 1	28
Diploma 2	27
<i>Department Total</i>	55

The admission committee for the various departments consist of the department head, lecturers of the department and the registrar, and select students for the following academic year.

Criteria taken into consideration are:

- Academic qualification
- Positive references from the school principal and the Parish Priest
- Religious denomination (overall a Catholic majority is desired)
- Special consideration is given to gender aspects
- Home province of the students (a significant majority for one province is avoided)
- Professional background of non-school leavers (mainly in Health Administration and Tourism and Hospitality Management)

¹ Divine Word University, Registrar's Office

Target Groups

Direct

- Grade 12 graduates who are interested in further education in the field of tourism and hospitality after matriculating.
- Graduates from other recognised and related tertiary courses.
- Employees from the tourism industry who wish to undertake further education (year 12 is still preferred, at least two years of relevant work experience is preferred).

Indirect

- Existing tourism businesses and organisations that require qualified personnel.
- Inhabitants of mostly underdeveloped rural areas for whom the development of tourism would mean an important contribution to their welfare.

Tourism & Hospitality Management Diploma Programme at 2001

SUBJECT CODES DIPLOMA THM 2001		HOURS PER WEEK
Semester 1 Year 1		
EN101	Personal Development & Life skills 1	2
TH020	Written Communication for Tourism & Hospitality	4
TH010	Introduction to Economics	4
TH000	Mathematics for Tourism & Hospitality	3
TH121	People Skills & Customer Relations 1	3
CS001	Introduction to Computing	2
CS101	Word	2
RS151	Fundamental Christian Ethics	3
Total		25
Semester 2 Year 1		
EN102	Personal Development & Life skills 2	2
TH130	Hospitality 1 (Theory and Practical)	6
TH140	Travel & Tour Operations 1 (Theory and Practical)	6
TH150	Tourist Attractions in Papua New Guinea 1	3
TH101	Accounting for Tourism & Hospitality 1	3
TH122	People Skills & Customer Relations 2	3
CS201	Excel 1	2
TH190	Ethics for Tourism & Hospitality	2
Total		27
Semester 3 Year 2		
EN201	Personal Development & Life skills 3	2
TH231	Hospitality 2 (Theory and Practical)	6
TH241	Travel & Tour Operations 2 (Theory and Practical)	6
TH251	Tourist Attractions in Papua New Guinea 2	3
TH202	Accounting for Tourism & Hospitality 2	3
TH252	A Profile of Papua New Guinea for the Tourist	3
CS203	Computing – Industry Packages 1	2
RS254	World Religions	2
Total		27
Semester 4 Year 2		
EN202	Personal Development & Life skills 4	2
TH260	Tourism Development & Planning	4
TH270	Marketing for Tourism & Hospitality	4
TH271	Human Resources in Tourism & Hospitality	3
TH203	Cost Accounting for Tourism & Hospitality	4
TH280	Regulations for Tourism & Hospitality	3
CS204	Computing – Industry Packages 2	2
RS255	Papua New Guinea Traditional Religions	2
Total		24
<i>40 Day Work Experience Module</i>		

Recommendations

RECOMMENDATIONS FOR THE TOURISM AND HOSPITALITY MANAGEMENT PROGRAMME

- Revision of the 2 year curriculum emphasizing areas of Visitor Expectation and Motivation for Travel, Management Principles and Tourism Operations.
- Introduction of a further 2 year Curriculum to further develop management and administration skills in Finance, Human Resource, Training, Marketing, Property, Event and Function Management. Increase visitor awareness, understanding of Papua New Guinea, Public Relations, Communication and business skills in English and Public Relations and Speciality Markets such as Business Travel.
- Short and long term course development in response to industry requests.
- Implement strategic plan for the department of Tourism and Hospitality Management.

Education in Tourism and Hospitality

Tourism and Hospitality education has emerged only recently as an academic discipline. The multidisciplinary nature of the industry tends to draw from many disciplines and is approached in a variety of methods.

- Vocational-competency based courses have recently become popular, particularly in regions of recent Tourism development. These courses often offer narrow skills training, and little development of analytical skills. Again, a reminder that this is considered training rather than education and designed to give students specific and particular skills. E.g. Food and Beverage Service, Travel Agent practices.
- Educational programmes in Tourism and/or Hospitality as stand alone disciplines.
- Educational courses where Tourism or Hospitality is used as an enrichment of traditional disciplines. Examples include areas such as Business, Management, Sociology, Marketing and Economy with majors in either Tourism or Hospitality.

Course Evaluation

- Evaluation of the progress of the course should be performed on a continual basis by use of performance indicators set through the Academic Quality Assurance Course Specifications document.
- A course review should occur after a three-year period as per section five of the Academic Manual.
- Procedures followed to obtain this analysis will provide a guideline and set a standard for further course development.
- The Department of Tourism and Hospitality Management should continue relations with the industry and observe the career progress of its graduates.
- Consult with the operators in the Tourism and Hospitality Industry for opinions of any further changes to the programme.
- Introduce semesters 5-8 of Four-year programme subject to the course review in accordance with the Academic Quality Assurance Committee course specification documents.

Revision of Current Curriculum

The realities of the inadequate and inconsistent secondary school system in PNG results in the Department of Tourism and Hospitality Management expending time and resources to bring all students to a minimum standard that prepares the students for tertiary studies.

This is reflected within the first year curriculum where a high concentration of “foundation subjects” are taught in order to develop skills in areas of Written Communication in English, Mathematics and Computing.

The first year is characterised by the foundation subjects and students are introduced to the Tourism and Hospitality industry. The programme will concentrate on the streams of Tourism, Hospitality, Business and Management, Computing, Communication and PNG Studies.

The second year will further develop the skills acquired by the student in the first year. Students are directed in independent studies applying and analysing issues in management perspectives. Assessments will aim to produce more analytical work.

Revision of Current Two Year Curriculum

■ TABLE - Proposed Two-year Curriculum

SUBJECT	CODE	CREDIT POINTS	HRS PER WEEK
THD1 – SEMESTER 1/2003			
Introduction to Travel & Tourism	TH142	6	4
Tourism Attractions in Papua New Guinea	TH151	6	3
Written Communication	TH020	6	4
Commercial Mathematics	TH000	6	3
Basic Accounting	BS101	6	4
Introduction to Computing	CS001	4	2
Fundamental Christian Ethics	RS151	4	3
Personal Development & Life Skills 1	EN101	2	2
Total (8)		40	25
THD1 – SEMESTER 2/2003			
Hospitality 1 (3 theory + 3 practical)	TH130	6	6
Interpretation Skills and Tour guiding (2 theory + 2 practical)	TH141	4	4
People Skills & Customer Relations	TH121	4	4
Partnership & Company Accounting	BS106	6	4
Management Principles	BS103	6	3
Word	CS101	4	2
Ethics for Tourism & Hospitality	TH190	4	2
Personal Development & Life Skills 2	EN102	2	2
Total (8)		36	27
THD2 – SEMESTER 3/2004			
Hospitality 2 (3 theory + 3 practical)	TH231	6	6
Travel Reservations Procedures	TH242	4	3
Papua New Guinea Profile	TH252	6	3
Introduction to Cost Accounting	BS204	4	4
Introduction to Microeconomics	BS102	4	4
Excel	CS201	4	2
World Religions	RS254	4	2
Personal Development & Life Skills 3	EN201	2	2
Total (8)		34	26
THD2 – SEMESTER 4/2004			
Tourism Planning & Development	TH260	6	4
International Studies	TH253	6	3
Principles of Marketing	BS208	4	3
Human Resource Management	BS308	6	3
Computing – Industry Packages	CS203	6	3
Melanesian Traditional Religions	RS255	4	2
Personal Development & Life Skills 4	EN202	2	2
Total (7)		34	20
40 Day Work Experience Module			

List of New Subjects

Subject name and schedule changes have occurred to allow for the introduction of the credit point system and to coincide with the scheduled programme of the servicing department. Example: Business studies for Basic Accounting and Introduction to Cost Accounting, have been changed to match the schedule and course code of the business studies programme. People Skills and Customer Relations is reduced to one semester to allow for the introduction of the Personal Development programme.

Refer to following table:

SUBJECT DETAILS			AMENDED SUBJECT DETAILS		
Code	Title	Credit Points	Code	Title	Credit Points
TH000	Commercial Mathematics for T & H	6	TH000	Commercial Mathematics	6
RS151	Fundamental Christian Ethics	6	RS151	Fundamental Christian Ethics	4
TH101	Cost Accounting for T & H I	6	BS101	Basic Accounting	6
TH190	Ethics for T & H	6	TH190	Ethics for T & H	4
TH202	Cost Accounting for T & H II	6	BS106	Partnership & Company Accounting	6
TH252	A Profile of PNG for the Tourist	4	TH252	Papua New Guinea Profile	6
TH203	Cost Accounting for T & H	6	BS204	Introduction to Cost Accounting	4
TH270	Introduction to Marketing for T & H	6	BS208	Principles of Marketing	4
TH271	Human Resource in T & H	4	BS308	Human Resource Management	6
RS254	World Religions	6	RS254	World Religions	4
CS203	Industry Packages I	4	CS203	Industry Packages	6
CS204	Industry Packages II	4			
RS255	PNG Traditional Religions	6	RS255	Melanesian Traditional Religions	4

Replacing **Travel & Tourism Operations I** and **Travel & Tourism Operations II**

■ INTRODUCTION TO TRAVEL AND TOURISM-TH142

Credit Points: 6

Contact hours: 4 hours per week

Description:

In this subject the students are introduced to the concepts and structure of the Travel and Tourism industry. The students acquire the knowledge essential for the travel and tourism industry. Methods of travel, the distribution of tourism products and services, challenges travellers face and their expectations are investigated. Students acquire an understanding to the interrelationship between travel, tourism and leisure. This subject enables students to examine the tourism products found in associated areas including hospitality. Teaching is by lectures, tutorials, group discussions, field visits and guest lectures.

■ TRAVEL RESERVATION PROCEDURES-TH242

Credit Points: 4
Contact Hours: 3 hours per week

Description:

In this subject the students acquire thorough theoretical knowledge & practical skills necessary for travel reservation operations. The combination of your day-to-day job experiences and the activities in the subject will help the student develop the skills and confidence required to begin a retail travel career. Methods of travel, the distribution of tourism products & services, challenges travellers face and expectations they have, tasks & skills of travel agents and other reservations staff. Designing & managing of tours are explored. Students practice the acquired theoretical knowledge in a simulated setting. Potential new itineraries in Papua New Guinea are examined and connections to the attractions and hospitality sectors are made.

■ INTERPRETATION SKILLS AND TOUR GUIDING-TH141

Credit Points: 4
Contact hours: 2 hours theory and 2 hours practical per week.

Description:

In this subject students learn to assess and analyse the tourism potential of sites and attractions in Madang town and surrounding. They will be taught to undertake all preliminary steps to a guided tour, such as the preparation of an itinerary, and operational, interpretation plan and a tour program. They will study relevant information on sites and attractions in Madang and surroundings, as well as presentation techniques. They will be familiarised with the role and importance of the tour guide for the tour and the company and its code of conduct with regard to the tourists. The ultimate goal of the subject is to teach students to run a professional site-seeing tour for tourists in Papua New Guinea.

Introduction into the Management Stream

■ MANAGEMENT PRINCIPLES-BS103

Credit Points: 6
Contact Hours: 3

Description:

An introductory subject to the understanding of the functions, practices and role of management. The students explore the basic functions of managers; specifically, planning, organising, leading and controlling. Case studies are analysed to consider appropriate management strategies and techniques based on the relevant principles and theories. The first part of this subject is a practical and theoretical introduction to management, looking also at the management environment. A second module examines planning and decision making. Then students explore Organisation Theory and the concept of Human Resources. Finally the issues of leadership and controlling are addressed.

International Studies, Tourist Expectations and Travel Motives of International Visitors

■ INTERNATIONAL STUDIES-TH253

Credit Points: 6
Contact Hours: 3 hours per week

Description:

In this subject students learn the basic elements of the cultural, historical, political and economic environment of selected countries in the South Pacific, selected countries in South East Asia and other tourism generating countries, such as the USA, Germany and Great Britain. Students are introduced to the expectations of travellers from these countries towards a tourism destination and all relevant components. The main objective of the course is to enable the students to understand their clients' behaviour and subsequently to deal with them professionally and appropriately based on a deeper understanding of their culture acquired during this course.

Introduction of the Tourism and Hospitality Management Four Year Programme

Divine Word Institute currently offers education at the diploma level in Tourism and Hospitality Management. Data indicates that graduates are not obtaining positions they want on completion of the two-year programme. Industry input shows a lack of management personnel in the country and secondary data proves that to further develop the Tourism Industry, a workforce with analytical skills and strategic management qualities are required.

Therefore, this report reveals the need to develop a four-year degree programme in Tourism and Hospitality Management.

Divine Word University's combined expertise in the areas of Management (Business Studies), Communication (Journalism) and Social Sciences as well as its location in Madang, with adequate tourism industry support, offers great potential in further course development.

AREAS OF STUDY PROPOSED FOR THE FOUR-YEAR PROGRAMME

Suggested Subject List for Year 3-4 of the Four-year Programme:

TOURISM

■ Business Travel – TH

The student will be introduced to areas of incentive travel as a motivational instrument and as a management tool. Areas of motives for business travel, event marketing, convention business, seminar and business marketing and trade show planning will be investigated. Discussion on the best incentive sales approaches for potential business clientele. The world of corporate seminar and meeting will be analysed by the student.

■ Tourism Product-Asia Pacific Rim – TH

This subject further develops knowledge and skills gained in International Studies and Tourism Attractions PNG with studies concentrating on the Asia Pacific Rim.

Overview of the trends in travel and tourism industry of the Asia-Pacific Rim and the possibilities and strategies involved with generating business from these regions.

■ Event Management - TH

This subject is presented in the final semester and combines skills gained in Business Tourism, Marketing Management and Presentation Skills.

Introduction to best practices presented by case studies. The students will learn to plan an event and festival with the use of client briefing and event evaluation avenues of fundraising and sponsorship.

Students will be prepared not only on how to plan the operations of conferences and events but learn to select subject matter and participate actively and obtain skills in networking.

PLANNING AND DEVELOPMENT

■ Nature Protection and Regional Planning - TH

The subject gives the student an understanding of landscape, environment protection, land use and planning and development planning in tourism development. Specific tasks in tourism management in the context of nature conservation and protection of the environment will be allocated using examples of Wildlife Management Areas supported by conservation organisations such as the World Wildlife Fund.

Students will investigate methods used to increase visitor number to an eco-tourism development. With a focus on acceptable sustainable limits using feasibility studies and carrying capacity estimates.

HOSPITALITY MANAGEMENT

■ Hotel and Guest House Management – TH

This subject follows skills obtained in Hospitality I & II with the understanding of key functions of Food & Beverage, Rooms Division and Front Office Management. Students will investigate further ancillary operations such as tours and tourism product knowledge and other guest expectations. The essential activities of planning, delivery and control systems for the production of service in Hotel and Guesthouse Management are presented. Case studies presenting properties specific to the Industry in Papua New Guinea will be examined.

■ Restaurant & Catering Management – TH

The students gain an understanding of strategic, operational and managerial issues facing restaurant and catering management. The subject presents an overview of the restaurant and catering industry both nationally and internationally, with particular attention to socio-cultural, market and competitive factors. The aim of the subject is to allow students to plan, organise and execute and evaluate restaurant and catering operations with the emphasis on customer satisfaction and meeting cost/profit targets within ethical parameters.

BUSINESS AND FINANCE

■ Financial Management - BS303

Introduce the student to the following concepts, principle theories that are needed in investment analysis such as risk, return, cost of capital, capital budgeting, techniques of evaluating capital budgeting projects, payback, discounted payback, net present value, internal rate of return, cash flow estimations and other financial investment portfolio opportunities.

■ Occupational Health and Safety – TH

Provide students with an understanding of occupational health and safety issues through acquisition of knowledge of various theoretical frameworks skills and techniques and their application in the workplace.

■ Marketing Management - BS304

This subject is to further develop objectives presented in Marketing Principles. Marketing Management is concerned with concepts, principles and strategic plans of marketing. It includes the study of philosophies and challenges of marketing management, strategic planning and marketing process, the environment, segmentation, targeting and positioning of markets. It also includes the design, pricing, packaging and of products through product launch.

Students will be introduced into the promotion of special event marketing.

■ Tourism Law and Regulations -TH

The aim of this subject is to familiarise the students with the legal environment of the tourism & hospitality business. After completion of the courses students should have a basic understanding which laws and regulations govern and influence the operation of hotels, restaurants, transportation and travel businesses. They should be able to advise visitors to Papua New Guinea on regulations and policies, be they legal or cultural, that may be of concern to them as national or international tourists. The focus is on Papua New Guinea, but examples of regulations in other countries are also provided and the role of regulatory bodies in a national and international context is studied.

■ Business Communications – TH or BS

The subject introduces both international and domestic models and skill bases of business communication and profession as they are being shaped by historical, disciplinary, organisational, cultural and technological boundaries.

Students examine methods in business communications and presentation techniques used through a variety of mediums.

COMPUTING - MANAGEMENT

■ Management Information Systems I - BS401

Introduces the student to various concepts, principles and theories pertaining to management information systems such as definitions and distinction between data and information, types of systems, data management, information modules, systems analysis and design, information development, implementation and development, implementation and evaluation of information systems, computer based information systems relative to manual information systems.

■ Management Information Systems II - Accounting Packages - CS402

The subject aims to enable students to acquire skills to use this accounting software. The subjects will help students to set up their own Quick Books company, analyse data, processing of these data and produce the necessary reports (accounting reports). The subject is conducted in the computer labs covering theory lectures and hands on exercise.

■ Excel II - CS202

The subject develops skills obtained in Excel 1 to spreadsheets using Microsoft Excel for Windows. It covers the fundamental principles and practical skills required producing professional worksheets. Topics include workbook and worksheet basics, using formulae and built-in functions to perform calculations, editing and formatting worksheets, What-If Analysis, creating and formatting charts, and printing worksheets.

■ Access - CS301

The subject aims to provide the basic concepts of database design and implementation with Microsoft Access. Students learn how to organise data in a logical, orderly way using database fields and records, by creating tables. Students are taught how to keep their tables organised and how to link tables as well as create queries (complex searches) to sort and manipulate records. Students also learn how to present the data by formatting and printing reports. Students create their own databases using these features. The subject also focuses on activities with business applications such as personnel, inventory, and financial record management.

PAPUA NEW GUINEA STUDIES

■ Colonial Experiences of Papua New Guinea - PG202

This course offers an introduction to the history of colonialism in PNG, beginning with the earliest experiences of western contact, through to Independence in 1975. The objective is to reveal the layered story of colonialism in PNG and the ways it shapes the present social, political and economic outlook of the country. It is also an opportunity to explore history from two complementary perspectives: the coloniser and the colonised. German, British and Australian histories—administrative, commercial and missionary - will be discussed alongside recorded experiences of first contact, in a pairing that moves through the two world wars and the movement to self-determination.

■ Ancient and Pre-colonial Peoples and Cultures of the South Pacific - PG121

To give the students an insight about the ways in which the Pacific islands were peopled, by exploring the evidence from archaeology, geology, botany, languages and cultures.

■ Contemporary Themes in Literature - PG312 (Elective)

In this subject students will continue to develop a critical approach to literature. This includes extensive reading of classical and contemporary works that address contemporary social issues in PNG such as gender, ethnicity, political life, corruption and nepotism, and nation building. Students will also develop their own creative writing skills, expressing their own response to these themes.

RESEARCH

■ Social Research Methodology - PG214

In this subject students will gain competency in the processes and skills of social and cultural inquiry. They learn the steps in the process of “finding out” and they learn the standard instruments for social research: case studies, interviews, questionnaires, sampling, participant observation. They learn the different types of research: case studies, social indicators, surveys and community studies, evaluation and action research. They learn how to present their findings within the genre of discursive writing (letters to the editor, short essays and commentaries for newspapers and journals, longer research or opinion articles, and “broad-sides”). The historical and contemporary literature of social comment in Papua New Guinea is evaluated and students are encouraged to participate in national debates on contemporary issues. Special attention is paid to logic and argumentation skills. They undertake one small individual or team study and one large individual or team study, as well as participation in an ongoing research project of the university. The method of teaching is primarily by lecture and guided research.

■ Research Project - TH (*One to Two Semesters*)

The aim of this course is to round off theoretical studies with a research project and give students the opportunity to do extensive research on a project or sector of their interest within the tourism industry. They learn research methods and put them into practice through a literature review, multiple modes of data collection, data analysis and expressing the finding and recommendations for further study. Each project will require a tailored social research method, with emphasis on participant observation and ethnographic interpretation of the context. In this way, students will be trained not to simply replace Europeans conducting research in PNG, but to better these formulaic strategies with research that is more sensitive, more meaningful and more educational to Tourism from a PNG perspective.

COMMUNICATION & PUBLIC RELATIONS

■ Publications and Publicity for Small Business - CA414

The subject covers the skills needed to work as communicators within small organisations. Students will learn the stages of planning a media campaign that will promote the work of an organisation. Students learn how to produce the types of publications most frequently needed by small business, such as leaflets and newsletters. They will also learn how gain publicity for organisations through writing press releases and giving interviews.

Working in public relations in a developing country and crisis management are also covered.

■ Working with the Media - CA415 (Elective)

To allow the students to identify and research a major issue within the tourism and hospitality and plan a strategy that co-operates with the news media to bring the issue to the attention of the PNG people.

INTERNATIONAL & LANGUAGE - Electives

■ Foreign Language-Advanced English – TH

Designed to advance communication English skills for business.

■ Foreign Language-Japanese – TH

This subject/s is a continuation of international studies with region specific approach. Subjects designed to provide basic communication skills in Japanese language related to business and tourism situations and a basic understanding into culture and society.

Note: This could be presented in line with projects operated by JICA, Japanese International Co-operation Agency.

INDUSTRY PRACTICAL TRAINING FOR ONE SEMESTER

Students will gain further practical experience through compulsory work experience placements for all of semester 6. This time should be spent in businesses or organisations of the hospitality, travel and/or tourism sectors. The semester holidays in the first and second year as well as the Christmas holidays between the first and second year can be used to undertake the eight weeks of work experience. Experience gathered at special events and functions when local hospitality and tourism businesses require the students' assistance may also be credited towards this work experience requirement.

The purpose of this industry placement is to assist in the transfer of knowledge, skills, and professional attitude. At the same time students, as well as employers, have the opportunity to meet potential future employers/employees.

The department, together with the employer, will set the performance indicators for the placement. Evaluation sheets completed by the supervisors furthermore provide valuable information concerning course content and student attitudes.

CAREER OPPORTUNITIES FOR GRADUATES

As per course objectives, Graduates from the Tourism & Hospitality Management Programme will be able to:

- Develop concepts and skills to enable them to become effective in assuming lower and middle management positions with the potential for further development in the Tourism and Hospitality industry.
- Establish their own small tourism businesses or support such businesses with management advice.
- Identify, develop and promote appropriate sustainable tourism.
- Capitalise on knowledge and understanding of Papua New Guinea in the context of the World.
- Discern moral and ethical issues in the workplace.

Career prospects for graduate will include, Hotel and Guesthouse Management, Tour Operations, Travel Reservations, Tourism Information, Sports and Leisure Operations, Small Enterprise Development in Tourism and Hospitality, Management, Administration and Human Resources.

RECOMMENDATIONS FOR COMPUTER RESERVATION SYSTEM TRAINING

The report revealed that over half of the respondents' organisation operated with a Computer Reservation System. Data revealed that the Gabriel reservation System is the most common Travel Reservation System. Data showed that there is not a common Management Information System in the Hospitality.

The CRS Proposal, May 2001 in fact showed the MICROS-Fidelio Front Office System (South Pacific Hotels, Lae International Hotel, Alotau International and Airways Hotel, and as June 2002 Madang Resort Hotel), and Libica Front Office System (Coral Sea Hotels) as the most popular Management Information in the Hospitality industry.

“FUTURE PERSPECTIVES” - DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT

The demand from both grade 12 students wishing to continue education at tertiary level and the tourism industry concerning the diploma programme in Tourism & Hospitality Management, shows that the project caters for the educational needs in PNG. The establishment of the new four year degree programme would complement the educational programme DWU offers and would certainly be an asset to the university's strategic development for the future.

One long term goal is to reach a high degree of financial independence for the course from overseas sponsors. In the long run, costs should be covered by tuition fees collected from the students, government sponsorships and sponsorships by the tourism industry in PNG. A sponsorship programme will be put forward to members of the Tourism & Hospitality Industry.

Department activities for future planning:

- Prepare submission and recommendations for the planned set-up of new training facilities allowing for the introduction of a four year programme.
- Develop and become involved in tourism promotion strategies for PNG.
- Continue research activities and projects in tourism.
- Develop tourism resources for access and promotion to the public.
- Continue professional relationships of contacts in the tourism & hospitality industry and associations and organisations supporting Tourism.
- Involve and inform the Tourism and Hospitality Industry for the development of the department.
- Develop appropriate teaching strategies with appropriate learning outcomes for the industry.
- Develop short-term courses to match industry requirements.
- Recruit national staff as part of the University staff nationalisation programme.
- Organise further academic development overseas for national staff on the teaching fellow programme.
- Liaise with appropriate work experience venues as to content that would be required for their trainees.
- Assist graduates of Tourism and Hospitality Management to obtain appropriate employment.
- Liaise with Hotel industry for graduate employment programme.
- Collaborate with the Academic Quality Assurance Committee to further develop and update the Tourism & Hospitality Management Programme and Department to an international level.
- Obtain overseas university recognition for the Department of Tourism and Hospitality Management.

Introduction

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TOURISM AND HOSPITALITY NEEDS ANALYSIS SURVEY - 2002

Introduction

The Department of Tourism & Hospitality Management of Divine Word University carried out a Needs Analysis Survey on the Tourism and Hospitality Industry in Papua New Guinea. This survey aims to identify the skills expected and required by potential employers of the Tourism and Hospitality Management graduates. Results from this survey are used to ensure the programme at Divine Word University meets the needs of the Tourism and Hospitality Industry. This survey analysis presents the results of the survey and analysis of the implications to the programme of the Department of Tourism and Hospitality Management.

Methodology

The research instrument used was by questionnaire. A total of 140 questionnaires were prepared and sent out to individuals in various organisations including hotels, airlines, travel agencies, tour operators and tourism governing bodies. Whilst some companies received one questionnaire, others received more than one questionnaire for the purpose of seeking different opinions.

26 responses were received from the industry by the 24th May to be included in the results. From these, 15 of the respondents were involved in the Tourism and/or Travel sectors of the industry with the remaining 11 respondents involved in Hospitality. Whilst the two general sectors were considered as separate, some organisations fell into both categories.

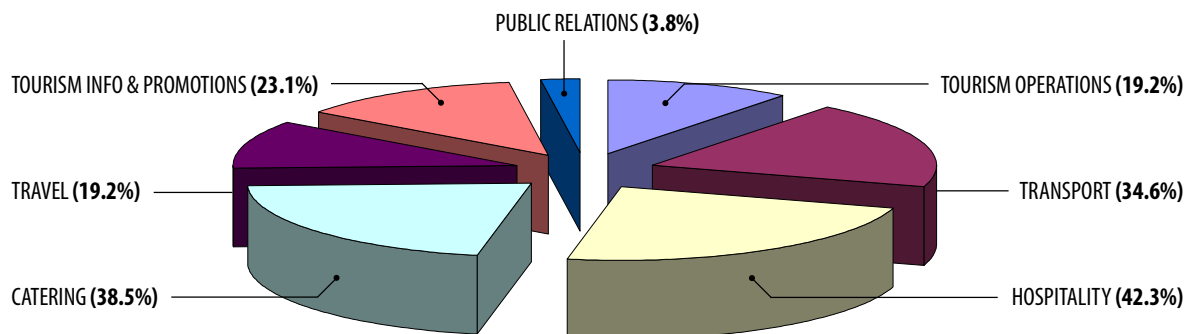
In this survey analysis, the quantitative data obtained from the survey was collated and tabled. The method of analysis is by percentages and averages and the final results were evaluated and presented in this document.

Recommendations from this survey were completed at the Department of Tourism and Hospitality Management of Divine Word University, Madang, and presented to the Academic Board of Divine Word University as part of the "Tourism & Hospitality Needs Analysis Report-2002".

Survey Findings

The largest number of respondents, 42.3%, indicated that their organisations were involved in Hospitality practices. This was followed by Catering, which was composed by 38.5% of the respondents. 34.6% indicated that their organisations were involved in Transport. Furthermore, 23.1% of the respondents indicated that their organisation was involved in Tourism Information and Promotions. 19.2% stated that their organisations were involved with Tourism Operations and Travel while only one respondent representing 3.8% of the responses claimed that his organisation also involved Public Relations.

■ CHART - Percentage of Industry Representation by Survey Participants



Employment & Career Opportunities in Tourism & Hospitality

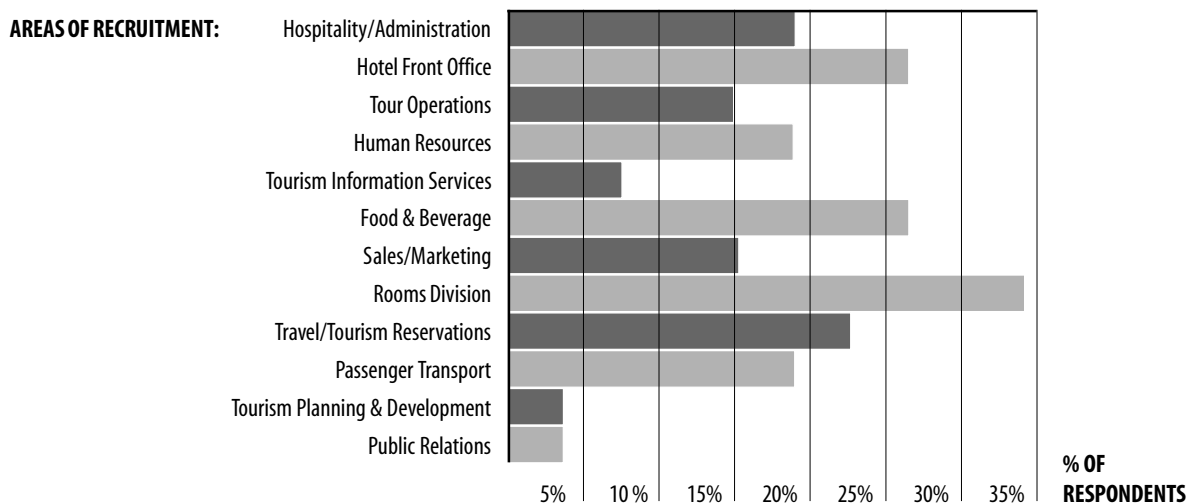
34.6% indicated that their organisation employed 11 to 50 employees. 23.1% stated that their organisation employed one to ten employees while 11.5% indicated that they employed 51 to 100 employees. Two people representing 7.7% mentioned that their companies employed 101 to 200 employees. Air Niugini responded as the largest employer with over 1500 employees.

The average number of workers currently employed by respondents excluding Air Niugini was 83.

When asked about which specific area the organisations employed, 42.3% indicated that their organisation was involved in either Hospitality Administration or Food & Beverage. Areas with the second highest tally of respondents (38.5%) included Sales & Marketing, Passenger Transport, Hotel Front Office, Travel & Tourism Reservations and the Rooms Division. 26.9% of the respondents specified that their organisations were involved in Tourism Information and Services. Following this, 23.1% of the respondents stated that they were involved in Tour Operations and Human Resources. Other areas, which had five or less respondents respectively, included Event & Function Management (19.2%), Training & Education (15.4), Tourism Planning & Development (11.5%). 3.8% of respondents indicated their organisation employed in the areas of Public Relations, General Maintenance, Air Transport, Engineering, Accounts or Information Technology.

24 out of the 26 respondents indicated whether or not their companies had employed new staff last year (2001). From the findings, the majority of the respondents (58.3%) claimed that their companies recruited between one to ten staff members. 20.8% indicated that their organisations did not recruit new workers last year. 12.5% of those who responded claimed that their companies employed between 11 to 50 workers whilst one stated that his organisation recruited up to 200 employees last year.

■ GRAPH - Areas of Recruitment by Percentage of Respondents



The data revealed that just over one third of employers (34.6%) recruited staff in Rooms Division. New staff members were appointed in the Food & Beverage and Hotel Front Office departments each were representing 26.9% of the respondents. Travel & Tourism Reservations was the next most common area of employment with 23.1% of respondents appointing new staff in the area. 19.2% of the respondents claimed that new employees were recruited in the areas of Passenger Transport, Human Resources and Hospitality Administration. The areas of Sales & Marketing and Tour Operations employed 15.4% of new positions last year while the 7.7% of respondents indicated that they appointed new staff in areas of Tourism Information and General Maintenance.

Advertising of Job Vacancies

53.8% specified that their organisations advertised their job vacancies mainly by word of mouth. 42.3% of them stated that their job vacancies were advertised through the newspapers while 30.8% indicated that they used public notice boards. 11.5% of the respondents indicated that they advertised their vacancies through the means of recruitment agencies while an equal portion of the respondents claimed that their companies advertised using other sources. 7.7% of the respondents mentioned that vacancies within their companies were advertised internally whilst another 7.7% were advertised through training institutions. No employer indicated that their job vacancies were advertised using television or radio.

Those who advertised their job vacancies through training institutions claimed that they advertised their job vacancies at Lae Technical College, universities such as Divine Word University and the Institute of Business Studies in Port Moresby.

Employment Opportunities for Graduates of Tourism & Hospitality Graduates

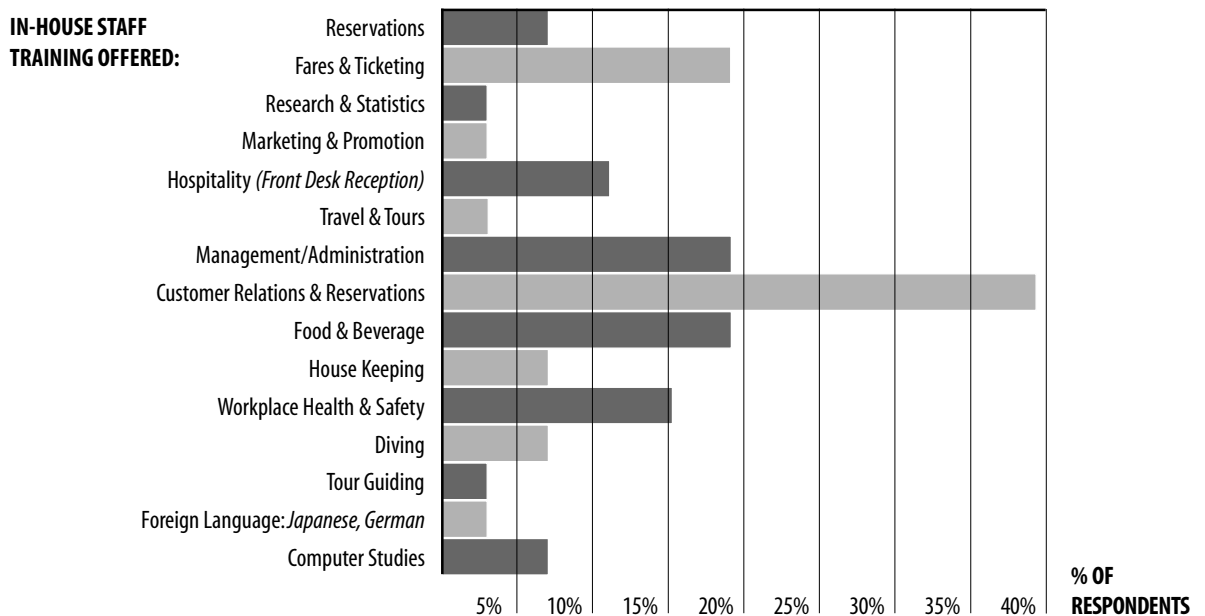
When companies were asked if they considered hiring DWU graduates, 81% of the respondents replied. 47.6% of these stated that they would hire DWU graduates after graduation. 23.8% indicated that they would consider hiring the students in a few years time and 28.6% claimed that they would not consider hiring DWU graduates.

Computer Reservation Systems

56.5% of organisations had a computer reservation system. 46.2% used a computer reservation system for the travel industry. This mainly included the two airline companies Air Niugini and Air Link. Three organisations (23.1%) indicated using a Gabriel Reservation System, 15.4% indicated that their organisations used the Galileo Reservation System and one from Qantas on the QUBE system. The remaining seven, 53.8%, specified front office reservation systems including Autohost system, LTI, Dos based program, Holidex, Orion, Omins and the Hotel X-cel system. These systems were used by 7.7% of the total respondents.

In-house Staff Training Offered by Respondents

■ GRAPH - In-house Staff Training Offered in the Tourism & Hospitality Industry



In-house training is run by over 88% of survey participants. Of these, 38% indicated Customer Relations as the most common course delivered as in-house training for their staff. 19.2% respondents were found to run training programmes in Travel Reservation Systems, Management & Administration, and Food & Beverage. Following these, 15.4% indicated that their staff members have undergone training in Workplace Health & Safety. 11.5% indicated courses related to the Hospitality Front Desk in-house training. 7.7% included Reservations, Housekeeping, Induction courses, Diving and Computer Studies as part of their in-house training programme. Other in-house courses which were mentioned once included Travel Reservation System, Research & Statistics, Planning & Development Travel & Tours, Tour Guiding, Foreign Languages such as Japanese or German, Technical courses, Boat Handling, Conflict Resolution, Proposal Writing and Pilot Training. 11.5% of the group did not indicate what in-house training courses were offered to their staff.

In-house Training for Management Staff

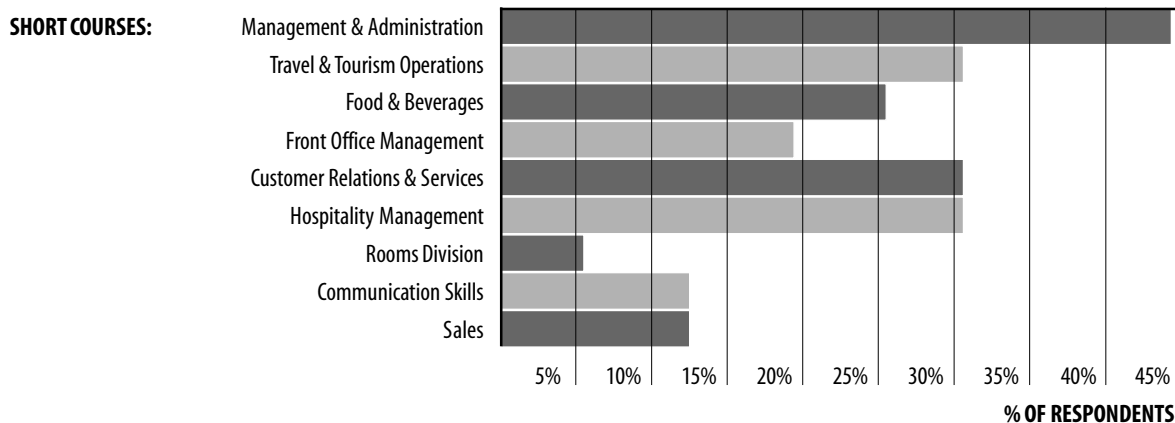
■ TABLE - In-house Training for Management Staff

Area of Training	Percentage of Respondents
Finance & Administration	10.5
Research & Statistics	10.5
Planning & Development	5.3
Sales/Marketing & Promotion	15.8
Computer Studies	15.8
Car Hire Courses	5.3
Environmental Studies	5.3
Diving	5.3
Occupational Health, Safety	21.1
Supervision	10.5
Hospitality	10.5
Food & Beverage Management	5.3
Rooms Division	5.3
Front Office Management	5.3
Customer Relations & Service	15.8
MYOB	10.5
Tourism & Travel	5.3
Human Resources	5.3
Management	10.5
Stock Control	5.3
Time Management	10.5

86.4% of respondents indicated that their organisation provided in-house training for their management staff. Some claimed that they provided more than one course. The course with the highest frequency (21.1%) appeared to be Occupational Health & Safety. Courses offered by 15.8% of respondents included Sales, Marketing & Promotion, Computer Studies and Customer Relations. 10.5% of respondents indicated providing training for management in Finance & Administration, Accounting, Research & Statistics, Supervision and Hospitality as areas in which they trained their management staff. Other subject areas which were mentioned once and composed 5.3% included Planning & Development, Car Hire Training, Environmental Studies, Diving, Food & Beverage Management, Rooms Division, Front Office Management, Travel & Tourism, Human Resource and Stock Control.

Industry Requests for Short Courses

■ GRAPH - Short Course Requests by Respondents



69.6% responded that they would enrol their staff members at Divine Word University. Of those that agreed that they would send their staff to DWU, 50% did not specify the course that they thought would be most relevant for their staff members. The most common area of study thought to be relevant for the staff members appeared to be Management & Administration (43.8%). The next most preferred area of study offered by DWU, and thought to be relevant to the staff members, included Travel & Tourism Operations, Customer Relations & Services and Hospitality Management, each represented by 31.3% of the respondents. Following this, 25% of the respondents claimed that the Food & Beverage Management area would be relevant for their staff members whilst 18.8% indicated Front Office Management. Communication Skills and Sales were found to be the next rated areas, each represented by 12.5%. Areas of study indicated by only one respondent included Tourism Research & Marketing, Tourism Development & Planning, Quality & Control Management, Rooms Division, Geography, Computer Reservations, Research & Statistics.

Subjects of Importance in the Preparation of Employees

■ TABLE - Importance of Subjects for the Preparation of Employment

SUBJECT	IMPORTANCE					NR	% Importance	% Not Important	(NR) % No Response
	Very	Some	Little	None					
Tourism Operations	9	9	6	2	0		69.2	30.8	0.0
Travel Reservations	13	6	5	0	2		73.1	19.2	7.7
Tourism Planning & Development	6	5	9	2	4		42.3	42.3	15.4
Food & Beverage Management	10	3	6	6	1		50.0	46.2	3.8
Front Office Management	12	4	4	4	2		61.5	30.8	7.7
Rooms Division Management	9	2	1	10	4		42.3	42.3	15.4
Quality & Control Management	16	2	1	4	3		69.2	19.2	11.5
PNG Studies	8	10	5	1	2		69.2	23.1	7.7
International Studies	9	8	9	0	0		65.4	34.6	0.0
Business Communications	10	11	2	0	3		80.8	7.7	11.5
Business & Professional Ethics	16	5	3	1	1		80.8	15.4	3.8
Book keeping & Accounting	10	11	3	1	1		80.8	15.4	3.8
Management Principles	14	7	4	0	1		80.8	15.4	3.8
Strategic Planning	11	5	5	2	3		61.5	26.9	11.5
Event & Function Management	7	7	5	4	3		53.8	34.6	11.5
Sales and Marketing	17	6	3	0	0		88.5	11.5	0.0
Customer Relations	21	2	0	0	3		88.5	0.0	11.5
Tourist Behaviour	10	7	5	2	2		65.4	26.9	7.7
Human Resource Management	12	4	6	1	3		61.5	26.9	11.5
Computer Reservations	16	5	1	1	3		80.8	7.7	11.5
Computer Studies	11	10	1	1	3		80.8	7.7	11.5

The results revealed that Customer Relations and Sales & Marketing were the most common subjects indicated by 88.5% as very important in preparation for employment with the various companies. The subjects that ranked next in terms of importance included Business Communications, Business & Professional Ethics, Book keeping & Accounting, Management Principles, Computer Reservations and Computer Studies. 80.8% each of the responses represented these courses. 73.1% indicated that Travel Reservations is very important in the preparations of the students. Following this are several subjects including Tourism Operations, Quality & Control Management and PNG Studies with 69.2% each of the total respondents. 50% of the respondents thought that Food & Beverage Management was important. Tourism Planning & Development and Rooms Division Management received the lowest support with 42.3% specifying as important in preparing for employment with the various organisations surveyed. The data revealed that over 40% of respondents specified 'none' in level of importance to Rooms Division Management.

Suggestions for Alternative Areas of Study by Respondents

The results showed that 56% of the respondents indicated that there were extra areas that they felt should be covered by the course. The remaining 44% did not think that there were other areas that should have been covered in the Tourism and Hospitality Management programme.

Some of these respondents specified more than one area that should be covered by the course. Areas with the highest response (21.4%) included Kitchen and Catering Operations, Environmental & Natural Resource Management and Customer Relations. Communication Skills and Occupational Health & Safety were areas preferred by 14.3% each. Subject areas that were specified by only one respondent included Fares & Ticketing, Hotel security, Diving, Boat Handling, Product Development, Language Skills e.g. Japanese, Housekeeping, Tourism Awareness programme, Tourism Research & Marketing.

Industry Participation in Student Work Experience Placements

The results revealed that 65.4% of the respondents would provide practical work experience for DWU. 11.5% claimed that they would not whilst another 11.5% indicated that they may take that into consideration. The remaining did not respond to the question.

Of the respondents who offered to provide work experience, 85% indicated that they would offer work experience placements in blocks of 4 to 8 weeks. The remaining offers were for work experience on a weekly or fortnightly basis.

Suggestions to Improve the Programme by Respondents

Three respondents suggested that Divine Word University should provide facilities on campus for practical training in computer reservations and a training restaurant. One proposed that for practical purposes the students should be engaged in the nearby tourism industries to gain experience. Another respondent stressed that there should be specialised and experienced lecturers teaching in the department whilst one emphasised that there should be a foreign language being taught as part of the course. One respondent suggested that diploma students pursuing degrees should have at least 1 year work experience. It was also raised that students should do work experience during the peak periods such as during December to January to gain more experience.

Evaluation of Results

Employment and Career Opportunities

The largest number of respondents, 42.3% indicated that their organisations were involved in Hospitality practices. This was followed by Catering, which was composed by 38.5% of the respondents. 34.6% indicated that their organisations were involved in Transport. Furthermore, 23.1% of the respondents indicated that their organisation was involved in Tourism Information and Promotions. 19.2% stated that their organisations were involved with Tourism Operations and Travel while only one respondent representing 3.8% of the responses claimed that his organisation also involved Public Relations.

42.3% of respondents indicated that their organisation employed staff in areas of either Hospitality Administration or Food & Beverage. 38.5% of respondents stated that they employed staff in areas of Sales & Marketing, Passenger Transport, Hotel Front Office, Travel & Tourism Reservations and the Rooms Division. 26.9% of the respondents specified that their organisations employed in Tourism Information and Services. Following this, 23.1% of the respondents stated that they were involved in Tour Operations and Human Resources. Other areas, which had five or less respondents respectively, included Event & Function Management (19.2%), Training & Education (15.4).

The data revealed that just over one third of employers (34.6%) recruited staff in Rooms Division. New staff members were appointed in the Food & Beverage and Hotel Front Office departments each were representing 26.9% of the respondents. Travel & Tourism Reservations was the next most common area of employment with 23.1% of respondents appointing new staff in the area. 19.2% of the respondents claimed that new employees were recruited in the areas of Passenger Transport, Human Resources and Hospitality Administration. The areas of Sales & Marketing and Tour Operations employed 15.4% of new positions last year.

Advertising of Job Vacancies

Most respondents (53.8%) indicated that their organisations advertised their job vacancies mainly by word of mouth. 42.3% of them stated that their job vacancies were advertised through the newspapers while 30.8% indicated that they used public notice boards.

Computer Reservation System

56.5% of organisations had a computer reservation system. Of these, 46.2% used a computer reservation system for the travel industry and the remaining 53.8% operated Hospitality based Management Systems. The most common systems used for the Travel Industry were the Gabriel and Galileo Reservation System. The systems used in the Hospitality industry included the Autohost system, LTI, Dos based program, Holidex, Orion, Omnis and the Hotel X-cel system. Contrary to the data collected now, DWU Proposal for Front Office & Computer Reservation System in May 2001, indicated the Lubica and the Micros-Fidelio systems as common Hospitality Management Systems used in PNG.

In-house Training

In-house training is run by over 88% of survey participants. The most common course offered by 38.5% of all survey participants was Customer Relations. 19.2% of all respondents were found to run training programmes in Travel Reservation Systems, Management & Administration, and Food & Beverage. 15.4% offer Workplace Health & Safety as part of their in-house training programme.

86.4% of respondents indicated that their organisation provided in-house training programmes for their management staff. The most common (21.1%) is Occupational Health & Safety. Sales, Marketing & Promotion, Computer Studies and Customer Relations Courses offered by 15.8% of respondents. Other common courses offered to management staff include training in Finance & Administration, Accounting, Research & Statistics, Supervision and Hospitality.

Industry Requests for Short Courses

Most respondents (69.6%) indicated they would enrol their staff members at Divine Word University for short courses. The most common area of study thought to be relevant for the staff members was Management & Administration (43.8%). Followed by courses in Travel & Tourism Operations, Customer Relations & Services and Hospitality Management, each represented by 31.3% of the respondents. 25% of the respondents claimed that the Food & Beverage Management area would be relevant for their staff members whilst 18.8% indicated Front Office Management. Communication Skills and Sales were found to be the next rated areas, each represented by 12.5%. Note that survey data showed that 38% of respondents indicated that they run Customer Relations as part of their in-house training programmes.

Subjects of Importance in the Preparation of Employees

The results (88.5%) revealed that Customer Relations and Sales & Marketing were the two subjects considered most important in preparation for employment with the various companies. Other subjects indicated to be important included Business Communications, Business & Professional Ethics, Book Keeping & Accounting, Management Principles, Computer Reservations and Computer Studies. 80.8% each of the responses represented these courses. 73.1% indicated that Travel Reservations is very important in the preparations of the students. Following this are several subjects including Tourism Operations, Quality & Control Management and PNG Studies with 69.2% each of the total respondents. Only half indicated that Food & Beverage Management was important. Tourism Planning & Development and Rooms Division Management received the lowest support with 42.3% specifying as important in preparing for employment with the various organisations surveyed. The data revealed that over 40% of respondents specified 'none' in level of importance to Rooms Division Management.

Suggestions for Alternative Areas of Studies

The results showed that 56% of the respondents indicated that there were extra areas that they felt should be covered by the course. The remaining 44% did not think that there were other areas that should have been covered in the Tourism and Hospitality Management programme. Areas of study suggested by more than one survey respondent included Kitchen and Catering Operations, Environmental & Natural Resource Management, Customer Relations, Communication Skills and Occupational Health & Safety.

Industry Participation in Student Work Experience Placements

Most survey respondents, over 75%, claimed they would provide or consider providing practical work experience for DWU. Of the respondents who offered to provide work experience, 85% indicated that they would offer work experience placements in blocks of 4 to 8 weeks. The remaining offers were for work experience on a weekly or fortnightly basis.

Suggestion to Improve the Programme by Respondents

Finally, the survey invited some suggestions for improvement from the respondents. Three respondents suggested that Divine Word University should provide facilities on campus for practical training in computer reservations and a training restaurant. One proposed that for practical purposes the students should be engaged in the nearby tourism industries to gain experience.

Spiros Manolakis
Hellen Gimbo

30 June 2002

Introduction

Methodology

Survey Findings

Evaluation of Results



DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT GRADUATE SURVEY ANALYSIS - 2002

Introduction

The Department of Tourism & Hospitality Management of Divine Word University carried out a survey on past graduates to assist in the evaluation of the course and progress of graduates of the Diploma Programme in Tourism and Hospitality Management. This report presents the results of the survey and analysis of the implications to the Department of Tourism and Hospitality Management.

Methodology

The research instrument used was a questionnaire. The forms were sent to all 55 past graduates of Tourism and Hospitality Management. A total of 55 students have graduated from the Diploma course since its commencement in 1999. Of those, ten people replied by 30th May 2002 to be included in the results.

In this survey analysis, the quantitative data obtained from the questionnaire was collated and tabled. The method of analysis is by percentages and averages and the final results were evaluated and presented in this document.

Recommendations from this survey were completed at the Department of Tourism and Hospitality Management of Divine Word University, Madang, and presented to the Academic Board of Divine Word University as part of the "Tourism & Hospitality Needs Analysis Report-2002".

Survey Findings

Questions 1 to 5 of the questionnaire are based on the personal details of the respondents.

Seven of the respondents were from Tourism/Travel and Information sectors, including Education, while the remaining three were from the Hospitality sector.

According to the results, 60% of the respondents completed their studies at the end 2001.

Another 20% graduated from the Tourism & Hospitality Management course in 2000.

The results showed that 70% preferred a career in the Tourism sector while the remaining 30% indicated that they were interested in either 'Tourism or Hospitality'. No respondent indicated specific interest in Hospitality.

Academic Goals of Respondents

All the respondents indicated an intention to pursue degree studies in Tourism and Hospitality Management at Divine Word University.

80% indicated that they would consider taking up another course outside of the Department of Tourism & Hospitality Management. Of these, 62.5% wish to pursue an alternative degree programme at Divine Word University, while the remaining 37.5% would look to study abroad. No respondent wished to study at any other Papua New Guinean institution other than Divine Word University.

All respondents that indicated an interest in studying abroad considered Australia as the best overseas option. Two stated that they would choose to study in a Tourism & Hospitality institution, and one would choose a TAFE college in Australia.

The results revealed that three of the eight people who would consider pursuing another course at another institution wanted to study Tourism. Another three showed that they preferred to take up Business. Whilst one respondent was interested in studying Hospitality, another would prefer to study Marketing.

Employment

The results also revealed that all respondents were employed at the time of the survey.

The Divine Word University qualification was the 'major contributing factor' towards gaining employment for all that responded to the question.

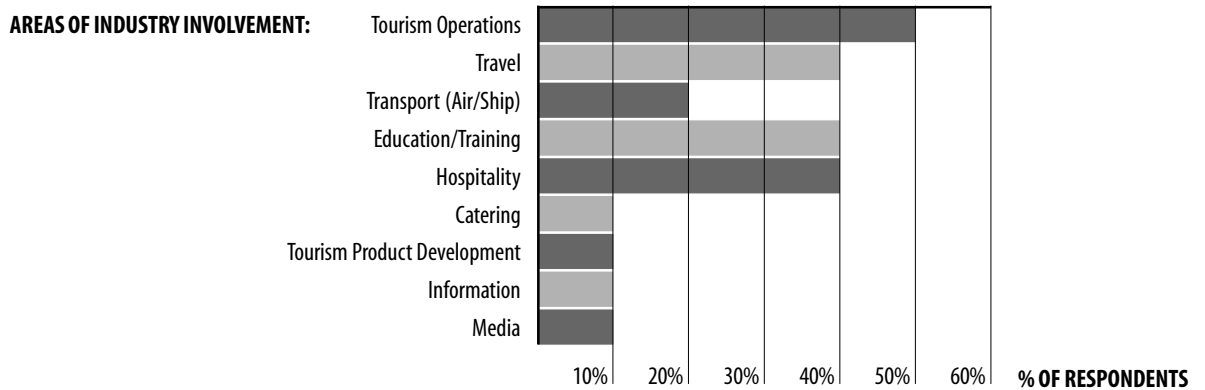
The 10 respondents were employed in nine establishments within the Tourism industry in PNG, these included:

- **Kuri Lodge** in the North Solomon's Province
- **Trans Niugini Tours** in Mt Hagen, Western Highlands Province
- **New Ireland Tourism Bureau** in Kavieng, New Ireland Province
- **Air Niugini**, Morobe Province
- **Lae International Hotel**, Morobe Province
- **Morobe Tourism Bureau in Lae**, Morobe Province
- **Loloata Island Resort** in Port Moresby, NCD
- **Air Link**, Madang Province
- **Department of Tourism and Hospitality Management**, DWU, Madang Province (*two respondents*)

50% of the respondents started working this year (2002). 20% started working in 2001 while another 20% commenced working in 2000. One graduate claimed that he had worked for the Morobe Tourism Bureau since 1999.

Employers: Areas of Industry Involvement

■ GRAPH - Percentage of Respondents by Employer Area of Industry Involvement



In some cases, more than one answer was given when asked in which areas their employers were involved. 50% of the respondents indicated that their organisation was involved in Tourism Operations. 40% claimed that their organisations were involved in the Travel sector. A further 40% of graduates also indicated that they were involved in Training or Education and Hospitality. 20% of the graduates worked with companies involved with transport. Catering, Tourism Product Development, Information and the Media sectors were the areas with lowest involvement by employers of past graduates.

Position of Employment held by Respondents

Results revealed that some of the respondents worked in more than one area of their organisation. A total of 15 responses were collected with the highest number of response of graduates. These areas included Tourism Information Services, Tourism Training and Education & Airline Operations. Other areas in which the graduates were employed included Hospitality Administration, Sales & Marketing in Hospitality, Hotel Front Office, Hospitality Training & Education, and Travel & Tourism Planning Development.

Computer Reservation System

40% of respondents stated that their company had a Computer Reservation System. Of those with a CRS, 50% of these did not specify which system was used in their organisation, the remaining 50% were employed in the Air Transport Industry and indicated that their company used the Gabriel System.

Responsibilities in Supervision

30% of respondents stated that during some periods of work they would be responsible in the supervision of between one to ten employees even though all the respondents claimed that they too, were supervised 'most' or 'some of the time' in their jobs.

Training Organised by Employers

60% of the respondents participated in training courses organised or sponsored by their employers. Areas indicated to be lacking in the THM Diploma course included Airline Operations, Computer Reservation Systems, Diving & Boat Handling, Tourism Planning and Development, Marketing, Human resources, Computing, Freight Handling Procedures, Air Traffic Procedures, Customer Services and Teaching/Training Methodology.

Employment Satisfaction

All graduates stated they were employed. The majority (60%) felt that their jobs were suitable placements for them after having completed the Tourism & Hospitality Management course. 30% of the graduates indicated 'not sure', while only one claimed that the course was not suitable for his/her job placement.

Suggestions for Alternative Areas of Study

60% of the respondents indicated that there were subjects, or areas of study, not offered during the Diploma course which would have been helpful for their jobs.

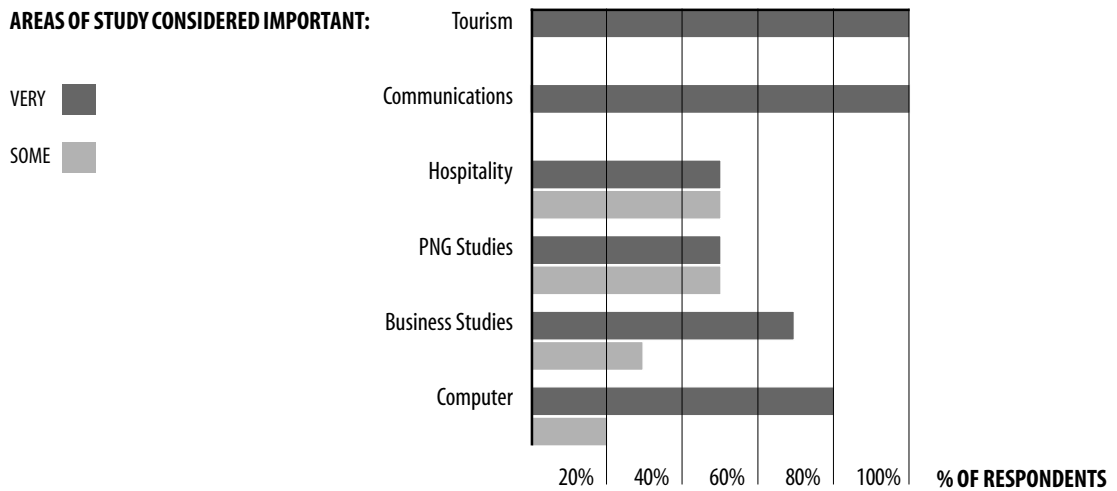
These subjects/areas included:

- **Internet Skills**
- **Customer Services/Relations**
- **General Diving Knowledge**
- **PNG Culture**
- **Computer Reservations**
- **Psychology**
- **Education**
- **Counselling**

40% of respondents did not indicate whether the course was lacking in any particular area.

Areas of Study Considered Important by Respondents

■ GRAPH - Areas of Study Considered Important by Percentage of Respondents



All graduates stated that study in Tourism and studies in Communications were 'very important' areas when asked to grade certain subjects of the Tourism and Hospitality Management course. Computer Studies was the next highest of importance, with 80% of respondents stating it was 'very important' and the remaining 20% stating that it was of 'some importance'. 70% of the students thought that Business was 'very important' while remaining 30% rated it 'some importance'. All respondents felt that Computing was either 'very important' or of 'some importance' to their preparation. 50% of the respondents thought that Hospitality and PNG Studies were 'very important' and the remaining 50% rated it of 'some importance'.

Subject Importance in the Tourism & Hospitality Management Course

■ TABLE - Subjects considered Important by Percentage of Respondents

Area of Study/Subject	Percentage of Respondents
Tourism	
Tourism Operations	100
Travel Reservations	90
Tourism Development & Planning	80
Tourism Marketing	90
Communications	
People Skills & Customer Relations	100
Personal Development & Life Skills	90
Written Communications	80
Hospitality	
Food & Beverage	50
Quality & Control	50
Front Office procedures	60
Hygiene & Nutrition	80
Housekeeping	40
Hospitality Marketing	70
PNG Studies	
PNG Studies	70
Tourist Attractions	90
Melanesian Religion	40
Business & Management	
Human Resources Management	80
Management Principles	90
Accounting	70
Sales & Marketing	90
Business Communications	70
Accounting	60
Economics	50
Computer & Information Technology	
Microsoft Word	70
Microsoft Excel	60
Microsoft Access	60
Computer Reservations	60

The respondents were asked to indicate the areas of study within the Tourism & Hospitality Management course they found important. The results revealed that all the respondents found the subjects 'Tourism Operations' and 'People Skills & Customer Relations' to be particularly helpful and important in their job placements. Other subjects which fell in line with 90% of the students claiming them to be helpful included Travel Reservations, Tourism Marketing, Personal Development & Life Skills, Tourist Attractions, Management Principles and Sales & Marketing. Subjects which were favoured by 70% of the total responses included Hospitality Marketing, PNG Studies, Business Communications and Microsoft Word. The subjects with the least number of responses were Melanesian Religion and Housekeeping, each indicated by 40% of the respondents.

Suggestions for Alternative Areas of Study

80% of the respondents indicated that there were subjects or areas of study not offered during the Diploma course which would have been helpful for their jobs. The only subject that was indicated by more than one respondent was Computer Reservation Systems. Other areas respondents thought should have been covered included Internet Usage, Catering, Feasibility Studies on tourism project proposals, Eco-tourism/Environment Conservation, and Foreign Languages such as Japanese and German. One respondent indicated that Tourism is a '*people industry*' and students whom graduate from this course should be well educated on how to deal with people. One common suggestion was that there should be '*Qualified lecturers to teach the THM subjects*'.

Other suggestions included that there should be facilities for practical experience in Hospitality and that the Tourism section of the course should be separated from the Hospitality section, as the course was too broad. One respondent suggested that there should more national lecturers in the department another suggested that there should be more emphasis+ on the teaching of Tourism Development in PNG. It was also suggested that a subject on Foreign or International Relations would be appropriate for the course.

Finally, one respondent suggested that there should be consistency in the course syllabus and that the number of intakes for the diploma course should be reduced and limited until there is a demand for the graduates of the Tourism & Hospitality Management course by the tourism industry in PNG.

Evaluation of Results

The results showed that 70% preferred a career in the Tourism sector while the remaining 30% indicated that they were interested in either Tourism or Hospitality. No respondent indicated a specific interest Hospitality.

Academic Goals of Respondents

All respondents indicated their intent to pursue degree studies in Tourism and Hospitality Management either abroad or at Divine Word University. The respondents are indicating that there is a demand for graduates to develop their academic skills to gain higher employment opportunities.

Employment Details of the Respondents

A major outcome in results is that all respondents of the survey were employed. However, due to majority of responses not being received, it is still unclear about how many are currently employed and how many are not.

Half of the respondents indicated that their organisation was involved in Tourism Operations. 40% of the employing organisations were involved with the Travel, Training & Education and Hospitality sectors. Data indicated that many organisations employing graduates were involved in more than one area of the industry.

In addition, respondents indicated that they worked in a variety of positions within their organisations.

All respondents indicated that they were supervised during their working day. One third of these stated that they were also responsible for the supervision of other staff members in their workplace.

60% of respondents felt that their current position was suitable for their qualifications.

Course Evaluation

Most respondents participated in training courses organised through their employers. Most subjects indicated to be missing from the course are now in the diploma programme except Boat Handling, Teaching Methodologies, Internet Skills and Psychology & Counselling.

All respondents considered areas of study in Tourism and in Communications important. Between 80 to 100% of the past graduates indicated that all subjects within these two areas of study are particularly important.

This is mainly due to the fact that the majority of the respondents were employed in the Tourism/Travel/Information sector. Subjects in the area of Business & Management including Management Principles, Sales and Marketing and Human Resource Management rated highly in importance. These subjects were followed closely by Business Communications and Accounting. In the area of Papua New Guinea Studies Tourist Attractions and PNG Studies rated highly. In the area of Hospitality Hygiene & Nutrition and Hospitality Marketing were the highest rating subjects. Within the area of computer studies Microsoft Word was the subject rated as important by most respondents.

60% felt that there were other subjects that should have been covered in their THM Diploma course. Computer Reservations was found to have the most with 37.5% recommending that it should be covered in the THM Diploma course. The reason for this may be that most of the respondents were working in the Tourism, Travel or Information sectors. Employees of the Airline/Travel industry see the need to introduce a Computer Reservation System in the training programme.

Suggestions for Course Improvement

The most common suggestion was that Computer Reservations should be taught. The respondents who have obtained employment in the Airline industry indicated that an introduction to a Computer Reservation program before joining the airline industry would have prepared them better for their employment. This is due to most airlines, travel agencies and some hotels make use of computer reservation systems in their daily operations.

Significantly, a high rate of 40% of respondents indicated that the course was not lacking in any particular area. Therefore implying that they were happy at that time with what the course offered in meeting the requirements of their job placements.

80% thought that the Diploma programme in Tourism & Hospitality Management had prepared them well for their jobs.

The response to this survey was inadequate to provide a report based on the perspectives of graduates who have found employment and those who have not. Noting that 50% of respondents only completed their studies in 2001. This is likely due to the transient nature of society in Papua New Guinea. Many of the responses have not been received because the past students may have moved away from their original contact addresses and/or may not have received the survey questionnaires at all.

Results from this survey are to be used in conjunction with Tourism and Hospitality Industry Needs Analysis Survey: 2002.

Spiros Manolakis
Hellen Gimbo

30 June 2002



STUDENT CAREER PREFERENCE SURVEY ANALYSIS - 2002

Introduction

The Department of Tourism & Hospitality Management programme at Divine Word University asked students to state their career preference after graduating. The results of the survey would assist the department in developing the course whilst taking into consideration the employment opportunities in the industry for the course graduates. The report evaluates the results and presents the expectations of students of Tourism and Hospitality Management.

Methodology

Fifty-five students responded to the survey as shown in the following table. All students of the Diploma One and Two course in Tourism and Hospitality Management were asked to indicate their job preferences on a survey sheet. Informal interviews with the students were carried out to give students opportunity to further discuss their preferences.

In this survey analysis, the quantitative data obtained from the questionnaire was collated and tabled. The method of analysis of this data was by percentages and averages and the final results were combined with the qualitative data obtained from independent interviews and presented in this document.

Survey Findings

Results indicated that 62% of the students wished to find employment in the Tourism sector of the industry. 36% indicated interest in the Travel and Tourism Reservations sector, preferably as travel agents or travel consultants.

11% are considering careers in Tourism Planning and Development and the remaining students showed interests in Cruise & Shipping Operations, Tourism Information Services and Tour Operations.

The data revealed that no students wanted to be involved in Tourism Training & Education or in Diving Operations.

38% of the students want to enter the Hospitality Industry after graduating from Divine Word University. 11% of the students showed interests in the Human Resources, while another 11% prefer a career in the Food & Beverage Service. Nine percent wish for a career in Hospitality Administration.

Two students are interested in Sales & Marketing and only one chose Event Management as preferred career choice.

■ TABLE - Career Preferences for Students of Tourism & Hospitality Management

Career Preference	No. of Students	Percentage (%)
Hospitality		
Hospitality Administration	5	9
Food & Beverage	6	11
Event Management	1	2
Sales & Marketing	2	4
Human Resources	6	11
Hotel Front Office	0	0
Rooms Division	0	0
Hospitality Training & Education	1	2
<i>Total Hospitality</i>	21	38
Tourism		
Travel & Tourism Reservations	20	36
Tour Operations	3	5
Diving Operations	0	0
Cruise/Shipping Operation	2	4
Tourism Information Services	3	5
Tourism Training & Education	2	4
Tourism Planning & Development	6	11
<i>Total Tourism</i>	34	62
Survey Total	55	100

Evaluation of Results

The data revealed that most students (62%) wish to pursue careers in the Tourism sector particularly in the Travel or Airline industry and in Tourism Planning and Development.

The remaining 38% want careers in the Hospitality Industry, particularly in Food and Beverage, Human Resource Management and Hospitality Administration.

No students wished to pursue careers in the Hotel Front Office or the Rooms Division of the Hospitality Industry.

Interviews with students revealed that some students had long-term goals that differed from their present choice of career. During interviews many students wished to some time in the future return to their home province and operate their own small business venture as tour and or guesthouse operators.

Results from this survey are to be used in conjunction with Tourism and Hospitality Industry Needs Analysis Survey: 2002.

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15 June 2002

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LAYOUT AND DESIGN



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