Employability Skills for the Hotel Sector in TRNC Comparative Study of Management Expectations and Student Perceptions

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ABSTRACT

While shaping the vocational tourism and hospitality, education must consider the expectations of the industry and students' perceptions. Students must be guided to the profession or programs after they are equipped with skills which are approved by the hotel managers. Therefore, the curricula must be designed to cover the expectations of the industry and of students. Also, the given curricula should provide the students with the skills, approved by the managers in accordance to the demands of the industry.

The purpose of this thesis is to reveal the skills which are necessary in the profession of tourism and hospitality in North Cyprus. The thesis aims at comparing the hospitality managers' expectations of the graduate skills with the students' perception of the skills. The important point is that the trained and the recruited students should compete in the workplace and make use of knowledge and technology effectively. Therefore, we need professionally trained students and a good education infrastructure. It is necessary that teachers must be well-educated pedagogically. Vocational education is very expensive. It is more important to have a good relationship with the stakeholders of the industry for sustainable infrastructure of education.

The samples of this study include the hotel managers who work in the tourism industry with three, four and five star hotels in TRNC; the hotel and department managers and the students who are studying at vocational tourism high schools, and the university students who study in tourism departments in the second and the fourth year programs. In this study, the findings show us that the expectations of the students and the industry tend to be similar and interrelated. The

results in the first state the fact that the perceptions of students and the expectations of the managers are highly consistent among half of the ranked scores; in each group , the same top two "interpersonal skills and teamwork and leadership skills" and the last two "conceptual and analytical and information management" generic skill domains are identical.

In this thesis, the discussion of the results, the managerial implications are presented besides limitations of the study, and implication for future research.

Key words: Tourism and Hospitality Education, Skills, Managers Expectations and Students Perceptions, Hotel Industry and Education Industry.

ÖZ

Mesleki turizm eğitimine şekil verirken endüstri ve işletmelerin, ayni zamanda öğrencilerin beklentilerinin karşılanması gerekmektedir. Öğrencilerin, işletmelerin beklentilerini karşılayacak becerilere sahip olabilecekleri mesleklere veya programlara yönlendirilmesi gerekmektedir. Dolayısıyla, müfredatların iki tarafın beklentilerine cevap verebilecek, iş alanlarında ihtiyaç duyulan becerileri kazandıracak, endüstri taleplerini karşılayabilecek şekilde düzenlenmesi gerekmektedir.

Bu tezin amacı Kuzey Kıbrıs'taki Turizm ve Otelcilik mesleği alanında ihtiyaç duyulan becerileri ortaya çıkarmayı amaçlamaktadır. Bu tez, otel müdürlerinin önem verdiği öğrenci mezuniyet becerileri ile öğrencilerin beklentilerinin ne kadar karşılandığının karşılaştırılmasıdır. Önemli olan iş piyasasında kabul görecek, rekabet edebilecek, bilgiyi ve teknolojiyi iyi kullanabilen kişiler yetiştirmektir. Bu da iyi bir eğitim ve eğitim altyapısı gerektirir. Eğitim verecek öğretmenlerin yeterli pedagojik eğitimlerinin olması eğitim kalitesi için çok gereklidir. Mesleki eğitim çok pahalı bir eğitimdir. Eğitim altyapısının sürdürülebilir olması özel sektörle işbirliği gerektirir.

Çalışma kapsamında örneklem olarak Kuzey Kıbrıs Türk Cumhuriyeti'ndeki üç, dört, beş yıldızlı oteller ve tatil köylerinde çalışan müdürler ve bölüm müdürleri ile Milli Eğitim Gençlik ve Spor bakanlığına bağlı meslek liselerinde okuyan öğrenciler ile Üniversitelerin iki ve dört yıllık turizm ve otelcilik okullarında okuyan son sınıf öğrencileri seçilmiştir. Yapılan araştırmada otel müdürlerinin beklentileri ve öğrencilerin algılamalarında büyük oranda tutarlılık olduğu sonuçlarda tespit edilmiştir. Sonuçlara ilk bakıldığında iki gurupta en önemli iki beceriler "beşeri ilişkiler ve takım çalışması" ve son iki "kavramsal yetenekler ve analiz edebilme, bilişim yönetimi" becerileri olduğunu belirlemişlerdir.

Genel becerilerin ortalama (mean) değerleri bulguları hesaba katıldığında, otel müdürlerinin, mezunların işe girmelerinde en önemli becerilerin "problem çözme, beşeri ilişkiler, takım çalışması ve liderlik, yazılı iletişim, adaptasyon ve öğrenme, kendi kendini yönetme becerilerine önem verdikleri görülür.

Tüm bu sonuç ışığında müfredatların işletmelerin ve öğrencilerin beklentilerine göre düzenlenmesi ve öğrencilerin algılamalarının yükseltilmesi ve beklentilerinin karşılanması gerekmektedir.

Bu tezde sonuçlara ilişkin tartışma, yönetsel belirlemeler, çalışmanın sınırları ve gelecek araştırmalar için belirlemelere de yer verilmiştir.

Anahtar Kelimeler: Turizm Eğitimi, Beceriler, Otel Müdürlerinin Beklentileri ve Öğrencilerin Algılamaları, Otel Endüstrisi ve Eğitim Endüstrisi.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Chapter 1

INTRODUCTION

The effective management of the expectations of industry is of pivotal importance for a successful curriculum design. Especially, the proper management of the perceptions and the expectations of industry play a critical role in educating promising graduates for the future.

There has been countless number of research on the 'tourism industry', 'academic curriculum', 'student expectations' and above all, 'the gap between the tourism education and tourism industry' in general (Raybould and Wilkins, 2005). Many researchers critically emphasize that tourism is the world's largest industry and it plays significant role in the world economy. As Inui and Wheeler[1], and Lankford, (2006) put it, "Tourism has been described as the world's largest industry". Inui et al., (2006) proposed that economic impacts of tourism have been a dominant theme for government, business and academics. In addition, Taulet and Molina (2008) emphasize the role of tourism in the world economy such as the role of the Valencia region in Spanish economy. Since tourism is a rapidly growing industry in the world, its education and the quality of graduates become a critical part of it; although there is a rise in the graduate education of hospitality, very little is known about their demands and the expectations from graduate programs (Erdem and Johanson, 2006). Likewise, Erdem at al., argued that how the key stakeholders, such as industry professionals, educators, and students perceive hospitality graduate programs is scarcely known. Lewis (2005) claims that balancing the vocational and

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[1] Quoted from Goeldner and Richie, 2003

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liberal aspects of tourism education is vital for producing a promising graduate. He also states that this balance will contribute to the students' knowledge about the development of tourism. What is obvious so far is that students enrolling in tourism programs cannot fully satisfy the needs of the industry (Chung, 2000). Churchward and Riley (2002) state that making use of different academic knowledge in a variety of professions within the tourism sector is necessary. One of the major problems of the tourism industry is the lack of students' communicative skills. As Raybould and Wilkins argue, the changes in the tourism industry shift from technical skills to more personal and social ones. Okumuş and Yağcı, (2005) focused on the fact that a lack of qualified academic staff, improperly designed curricula, limited practical training opportunities for students, and the difficulty of keeping qualified graduates in the industry are the main difficulties that tourism programs face. Furthermore, one can categorize these changes in two ways: the technical and the management skills of the students. However, as Rouybould and Wilkins state, "studies of management expectations have generally shown that industry management skills are more important in the academic curriculum than technical skills" (2005, p 204).

One can then argue that the growing and expanding world demands the social skills rather than the monotonous and the technical skills gained by the environment. Those who are interested in tourism, either in the tourism industry or in tourism education, must bring out a professional state of affairs in which they should bring out their own subjective methods in order to be successful (Casado, 1992; Chung 2000; Raybould and Wilkins, 2005)

However, improving students and their education before they enter into the tourism industry (Chung, 2000) is a difficult task and must be maintained through good communication, a stable curricula and suitable teaching methods. According to Chung (2000) and Raybould & Wilkins (2005), workers in the hotel industry

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possess insufficient knowledge about academic skills because what students learn at universities or at other schools (vocational) does not correspond to the needs of the industry. Another point is that the gap between students or education is one of the big problems of all tourism education and the tourism industry. In order to overcome this, the primary goal of the tourism industry is to adapt their working strategies to the education that students receive at school (Raybould & Wilkins, 2005). Among the many the required skills for students to achieve is the communication with guests, creativity in particular situations and effective communication with tourists (Chung, 2000; Chen & Groves, 1999). More precisely, according to Raybould and Wilkins, there are nine generic skills students must possess in order to be successful in the tourism industry; they are "oral communication, written communication, problem solving, conceptual and analytical [skills], information management, teamwork and leadership, interpersonal, adaptability and learning, and self management" (Raybould and Wilkins, 2005, p. 206). These skills must be developed and improved by the students through the aid of a teacher who uses his/her curricula in the best way. This is another way of saying that instead of the technical and static skills, teachers need to focus heavily on the personal and social skills of students for a good career in the industry.

Gaps and Aims in General

The impact of well designed curriculum from both the industrial and student perspective is hardly known. The tourism and hospitality literature is avoided by the students who are aware of this. This study develops and tests a generic model using data, collected from both respondents in the schools and universities of North Cyprus as well as from the employees in the industry.

Outline of the Following Chapters

In the second section, centrepiece of the discussion is the definitions associated with education, types of education (formal and informal education). Chapter two also focuses on the vocational education system in TRNC. In addition, it deals with the analysis and traces the generic skills model in graduate students' education at vocational schools and university graduates besides providing general information about tourism industry and industrial education in TRNC. It has been argued that previously managerial framework was more important, but in this chapter it is argued that generic skills are very important to graduating-vocational school students and university graduates.

Chapter three presents the literature review. It concentrates on the theoretical background, types of skills, and their definitions, new trends in tourism education, perspectives of the students and the industry both at schools and in the industry.

Chapter four focuses on the data collection, the samples, and the survey results and further demonstrates the empirical analyses of these findings on deductive methodology from the questionnaires where data was first gathered. It is evident that there is a direct relation between students and managers who both consider generic skills to be most important skill type since all of the questions in the survey are based on generic skill questions.

Within the framework of chapter five, our findings suggest a similarity between the expectations of the students and industry managers. It also provides specific information about the empirical findings of the survey, the results and the analysis of the SPSS program and the interpretation of these findings in the area of skills and education. Therefore, in the light of this research, one can say that the

skills that students are willing to learn and master in their schools are also apparent and true in the perspectives of the managers in the industry.

Chapter six includes the discussion of the eventual outcome and the evaluation of these findings to the managerial staff in the tourism industry. This chapter also focuses on the limitations of this research, besides providing examples to future research initiatives.

Importance of the Research

A closer look to international tourism literature shows us that not much research is done about the skills inventory and the expectations of managers. The overall purpose of the study is to investigate how the tourism and hospitality management programs in North Cyprus meet the expectations of the industry; educating the graduates with technical and management competencies for a successful performance by focusing on hotel organization's need in a dynamically changing industry.

Chapter 2

EDUCATION INDUSTRY IN THE WORLD AND THE HOSPITALITY SECTOR (EDUCATION) IN TRNC

2.1 What is Education?

Definitions of the concept of education are varied regarding the sources and the area of interest. Among the many, education is defined as an act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is the process by which the society deliberately transmits its accumulated knowledge, skills and values from one generation to another[2].

On a micro level, education involves the activities of educating or instructing or teaching; activities that impart knowledge or skill. According to Cruickshank et al., (1995), it indicates something worthwhile intellectually transmitted in an acceptable manner. Erden (2005) claims that education is a permanent behaviour changes in individual's life through their own experiences. In the Webster dictionary, education is defined as a process of educating and teaching. According to Webster, the purpose of education is to develop the knowledge, skill or character of students [3]

As stated in Sharma's book (1995) Plato defined education as a lifelong process starting from the first years of childhood until death; Plato used the term education in a very wide sense- which makes a man eagerly pursue- the ideal model of citizenship, teaching citizens how to obey and rule justly and properly. Plato

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[2] See http:// en.wikipedia.org/wiki/education

[3] http://www.merriam-webster.com

states that "education does not only provide knowledge and skills but also inculcates values, training of instincts, fostering right attitudes and habits" (Sharma, 1995).

2.2 Types of Education

Many schools use different approaches in teaching and learning. Yet, grasping and practicing these techniques require a great amount of research and incorporation of methods which are influential in the 20th century. Especially, in the contemporary world, instruction has been widely evaluated and criticized by many parts of the world. Some teachers make use of "Behaviourism", while others resort to "Cognivitism" or "Humanism".

To begin with, in Behaviorism, the environment is understood as a physical space that provides stimuli to which individuals develop responses. According to many scientists, the key assumption of Behaviorism is that the focus of study is the observable behaviour rather than internal thought processes. In contrast to Behaviorism, cognitive learning is concerned with the ways in which the human mind thinks and learns. Cognitive psychologists are interested in the mental processes that are involved in learning. This includes such aspects of memory building and its role in the process of learning. And finally, in humanism, the basic concern is the human potential for growth. Humanistic education aims at guiding students towards growth as a "whole" person. This growth includes physical, mental, emotional, and even moral development and its goal is the learner's self-actualization. Students should be able to discover their personal interests and manifest their potential as individuals (Cruickshank et al., 1995; Cicciarelli, 2007).

All of these learning and teaching methods provide fundamental ideas to implement a classroom teaching strategies for the development of students' behavioural, cognitive and humanistic skills. The following questions therefore are very crucial for tourism students: how can teaching/learning be maintained or

improved for the needs of the service tourism students; or, how can the teacher employ various teaching techniques to bring out the best in his/her students? Does he/she have to follow a strict method of teaching in order to prepare students for the tourism industry? Or, does she/he need to be eclectic and diverse in every school of thought by incorporating other teaching strategies and methods into his/her teaching program in order to make the classroom more creative or sophisticated?

The purposes of all teachers are to teach efficiently and make students acquire new information, knowledge and practice those skills in their school years, regardless the teaching methods. Some teachers prefer using non-flexible, classical methods in their professions. For instance, a teacher might want his/her students to respond to stimuli by motivating them. Furthermore, while they are teaching, they could also use students' prior experiences to adapt to new knowledge. Indeed, this type of teaching is very useful for some teachers. In other cases, "suggestopedia" is used, whereby the learner is supposed to guess what they are learning by the gestures, language and the clues of the teacher (Cruickshank et al., 1995). However, a teacher who defends and practices only one method is either inconsiderably ignorant of the factors that shape our current world, or he/she is incapable of performing, or bringing new teaching methods into light. Therefore, it is necessary for a well-trained teacher to be able to recognize students' perspective in learning. Teachers should also consider many aspects of students' life—race, ethical background, age, gender and their cultural differences.

2.2.1. Formal and Informal Education

According to National Education Law of Turkish Republic of Northern Cyprus (17/1986- 10/1987- 40/1992), there are two systems of education which are called "formal" and "informal". Erden (2005) defines informal education as the system in which the activities are arranged spontaneously. In informal education, the master-pupil, family and peer relations are not controlled and planned. This could have both positive and negative effects on learning behaviour, such as smoking or cheating.

The planned educational activities are called "formal education" (Erden, 2005). In formal education, the learning environment is consciously arranged and planned during the behavioural change. The aim is to create changes in individual's behaviours in accordance to the needs of society.

According to Turkish National Education System, formal education "is the regular education, conducted within school for individuals in a certain age and level, applied in programs which are developed for a specific purpose"[4] On the one hand, one can argue that the education in North Cyprus follows the same model in Turkey, since the education system and its curriculum are derived and adopted from the latter. On the other hand, however, there is another kind of education, which is sometimes referred as "informal" or "non-formal". The informal education system consists of a set of strategies that help "citizens who have never entered the formal education system or are at any level of it or have left at that level, and which may accompany formal education…"[5]

As mentioned in the previous paragraphs, formal education is a system for students to benefit from pre-primary, primary, secondary and higher education and special institutions of education. In this way, students are able to improve themselves

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[4] (http://sgb.meb.gov.tr/daireler/istatistik/meb_istatistikleri_orgunegitim_ 2006_2007. pdf).
[5] (http://sgb.meb.gov.tr/daireler/istatistik/meb_istatistikleri_ orgun_egitim_2006_2007.pdf).

because each will have a schooling phase in their life. Pre-primary school is between the ages of 4-5; Primary school is between the ages of 6-11; secondary education is between the ages of 11-16; higher education (university) 16-20 and so on. At the same time, there are also those students who do not take part in the formal education system for various reasons. For these people, the government provides assistance and supports them with informal education where they can learn how to write and educate themselves through various courses. However, informal education does not necessarily mean the absence of official education. Instead, it could also be an aspect of learning. Informal learning takes place outside traditional educational environments and hence it can be situational and contextual. Cook and Smith (2004) suggest that informal education/learning "is a learning that takes place outside a dedicated learning environment which arises from the activities and interests of individuals or groups…" (p.2)

2.2.2.1 Vocational Tourism and Hospitality Education

In the 1970s and 1980s, the tourism education had some problems because the staff in the tourism industry had insufficient personal and social skills (Chung, 2000; Amoah and Baum, 1997). Indeed, this problem still exists everywhere in the world. Due to this factor, current research and education is interested more in developing students psychologically and socially. They believe that technical skills are necessary but without proper interpersonal skills, the hotel industry and the workers would have weak reputation. For the tourism industry has to be loyal to its principles i.e., keeping customers happy and comfortable. Among the many, language, gestures, creative skills, thinking skills, sensitivity in matters, ethical work and maintenance, effective oral and writing skills are highly significant in sustaining the improvement of tourism industry (Chung, 2000; Raybould and Wilkins, 2005; Waryszak, 1999). Furthermore, Christou and Sigala (2001) state that the issues that

came up in investigating the needs for hospitality educators included "technology acceptance, perceived usefulness, ease of use, effectiveness, cost, knowledge, accessibility…"[6] (2001, p.329). With this in mind, both authors found out that the educators of hospitality need to focus on practical and specific skills of the students rather than on their theoretical skills.

Although the education system that prepares students to the tourism industry has eventually changed, the unbridgeable gap between what students expect and what the industry demands still persists. As Raybould and Wilkins(2005) put it, "whilst it is to be expected there will be changes in curriculum content and industry needs over time, for example in respect of information technology, there continues to be a distinction between industry and student perceptions of what skills and roles are appropriate for graduates entering the industry" (p.211). From another perspective, Churchward and Riley (2002) claim "…the tourism curriculum itself is largely formed by knowledge based on research, selected theory and the 'know how' of practitioners who have come into tourism education and this is as it should be" (p.1). However, one of the strictures upon vocational education is that it should be in some way 'relevant' to the industry on which it is focused (Churchward and Riley, 2002, p. 77). In the light of the arguments stated above, one can argue that there still seems to be a problem in achieving a proper curriculum: for the way curricula are designed have its roots in something else. As Ginger and Cooper (2000) puts it, "the curriculum is socially and historically located and culturally determined, effectively interwoven in the fabric of society" (p. 90).

There are many countries that have investigated the impact of curriculum and teaching skills on students. One example from Malaysia; the government had formerly a big role in student learning and development. Recently, the private sector

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[6] "Professional Development in Hospitality and Tourism Education: a Strategy for the 21st Century"

has replaced the government (Goldsmith and Zahari, 1994). In Cuba however, tourism industry has been largely developed and consequently the interest for educating students for the tourism sector increased dramatically. (Wood and Jayawardena, 2003).

Vocational education in China has a different model for teaching students for the tourism industry. Three specific schools offer this type of education; "the secondary technical school, the skilled worker training school and the vocational middle school" (Huyton and Ingold, 1999). Each student is free to choose and enrol at any one of them. The first school offers technical education whereas the second focuses on student's skills. The third emphasizes the professional education in general.

For a successful change in the curriculum, there should be a consistent plan or strategy that considers the expectations or the needs of the students and the industry. Likewise, I have formerly mentioned the shift in the curricula, and the emphasis has changed from the teacher-based approach to student-based one, as outlined in the following table by Ginger and Cooper (2000):

Table 1: The evolution of curricular approaches

From	To
Content-based approaches and values	Process-based approach
Subject matter important	Experience and learning important
Perfection emphasized	Emphasis on the growing process
Dictated and prescribed learning	Self-planning and self-direction
Scheduled sessions	Self-directed and planned time
Mass teaching	Development of individual programs
Subject matter and skills	Growth in behavior and attitude development
Memory testing	Developmental assessment
Organization of curriculum-long discipline/subject lines	Organization of curriculum to achieve effective learning environment
Teacher-led approach	Student-led approach

Source: Miel (1971); Cooper, Shepherd, and Westlake (1996).

As shown in the table, the shift is entirely based on the notions, experiences and the values of each student, participating the program (in curriculum in particular) which differs in accordance to the institution. We can, then, categorize education in three main parts: the cognitive, humanistic and behavioural approaches

(Read and Simon, 1975, p.101). The skills required for students' successful career in the tourism industry are: "intellectual skills, technical skills, industry knowledge and skills, interpersonal skills and professional skills" (Smith and Cooper, 2000, p. 93); it is argued that without these traits, students are not likely to be successful in the tourism industry. The solution suggested here then lies in educating these students (or perhaps changing the curriculum) to meet both the expectations of students and the industry. Otherwise, the expectations of each would not be realized. One way to do this is to relate student learning or the curriculum in vocational schools or in universities to student-based approaches. That is, to provide more interpersonal, communicative, one-to-one learning outcomes for students. Besides their technical and intellectual skills, students' psychology is to be cared, too. In 1950s, it was argued that cognitive skills were no longer useful for students in any subject to fully recognize his/her potential (Read and Simon, 1975, p. 102).

Among the main problems that tourism programs currently have is the lack of qualified academic staff, improperly designed curricula, limited practical training and opportunities for students (Okumuş and Yağcı, 2005, p.90) According to Okumus and Yağcı, these problems are not new to the tourism industry, because similar studies in the other countries refer to the same problems in tourism programs etc. Before 2001, several problems had been experienced in hospitality programs in in Turkey. According to Yağcı and Okumuş (2005) there were radical differences in the curricula of tourism and hospitality programs, and it was often argued that they failed to improve students' skills, knowledge and attitudes required by the industry. To solve this problem, the National Ministry of Education and the Council of Higher Education (YÖK) initiated and implemented a joint project in 2001 to standardize the curriculum in all two-year associated degree programs in vocational high schools across the country. And since North Cyprus "declared the tourism sector as its

leading sector in achieving its economic development" (Altınay and Hussain, 2005, p. 272) there are still major problems in tourism programs in vocational schools and in universities. In Turkish education system, the problem is still as complex as it has been; there is a curriculum problem, lack of qualified teachers, and perhaps the most important one, the lack of practical skills.

2.3 Vocational Education Models

There are many different applications of vocational education. Binici and Arı, (2004) pointed out that vocational education need some improvement. While doing these improvements, countries can practice / benefit from other countries' vocational education models.

As Taspınar (2006) declares "vocational education generally is classified into three models"; "the model based on apprenticeship education", "school-based model" and "the dual model". He further discusses some other classifications such as "a market model", "a school model" and "cooperative (apprenticeship) model. In the market model, vocational education is offered by private industry (e.g: Japanese model) whereas in the school model, by the state, especially with the participation of workers, employers and the industry (e.g: France and Sweden model). In the cooperative model which is called "dual system", vocational education is supplied by the school and workplace (e.g: German, western European and Southern America model), (Taspınar, 2006).

On the basis of the research of Binici at al,. (2004) and Taspınar (2006) in this thesis, the models of vocational education of some countries are going to be mentioned. The first model is the Britain model (U.K); In Britain, great deal of financial support is used for vocational education. According to this model, technological developments propose new demands in business world. UK model is often accepted as more complicated when compared with German and French

model. Compulsory education continues until the age of 16. The students then have to choose among the five alternatives; the first is the colleges, offering advanced level vocational technical education. The second is the organisations that offer in-service and out-of-service courses. Another is the training programs for the youth. However it is compulsory for each to comply with national vocational standards.

On the other hand, German vocational education system has been successfully applied for years. It is also stated that in the German Model, there is a strong relation between working life and vocational education. They focus on the fact that working and learning, or training, would be more beneficial for the vocational school students. Linder (1998) states that the success of this project depends on the cooperation between the companies and schools and also the quality and capability of the educators and learners. The German model is based on the dual system of vocational education and training (Taspınar, 2006). After the compulsory education, three quarters of 16 to 18-year-olds pursue their training in vocational Technical Education System. This system of education has two programs; one-year full-time or a three-year part time education. In the German model working hours consist of two academic periods. The first period is followed by the multi- functional second period which serves for different age groups. (Taspınar, 2006).

The 15-18 year-olds who do not follow the full-time program can prefer to study at vocational schools where they can get training and qualification with part-time attendance. Around two-thirds of the students are included in the dual system. In Germany, full- time education is provided within the general education system. In this model, student spends three weeks in the industry and one week at school in a month. Balcı, (2007)[7]

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[7] http://www.tümgazeteler.com/haberleri/ömer-özyılmaz. http://education.ankara.edu.tr/aksoy

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In Germany, people need to take 16 vocational courses before they start their professions.

Binici at al,.(2004) also pointed out the facts about the USA Model. In the USA model, the reforms in corporations in the 20th century helped people from some technical institutions and public colleges to be occupied in vocational areas. However, providing financial support for these institutions didn't contribute to the benefit of vocational education. Therefore, in the last twenty years the idea of directing vocational and technical education at lyceums and higher education instituted by two different foundations has been successfully applied in the USA.

The full-time vocational education is the basis of the French model. The difference between German and French model appears at this point. In the French model students can begin their vocational education at the age of 14-15, which is offered as an option during compulsory education. The system of vocational technical education remains centralised. This centralized structure has eight levels and each level is called a cycle. After the age of 15, students are offered two options. The first one is vocational and the second option is general or technical high school education. Students take a test at the end of the third year and if they are successful, they receive a vocational education certificate.

In Australia however, graduate education has been improved and adapted to the current technological advance and changes in the world. The Australian vocational education model aims at developing, enriching, expanding, exploring (internally and externally) their knowledge of generic skills and their capabilities of application to their industries (Wagen 2006, Bowden et al., 2000). Furthermore, the current research, cited in Commonwealth of Australia (2002) the system of vocational education in Australia specifically aims at providing students and making it available for them to discover and innovatively bring out their employability skills

(Raybould and Wilkins, 2005; Sandwith, 1993; Martin and McCabe, 2007). They improve students' personal, humanistic, communicative and cognitive skills in the best possible way.

Binici et al,.(2004) also proposed valuable information about the Southern Asia Model. It is argued that besides the models of the European Union countries, there are also very successful vocational and technical education models. For example, in Korea, Malasia, Singapour, Taiwan and China tax exemption was the issue in order to support vocational education. Also, in these regions; educational foundations have autonomy in selecting students, registering employees, and choosing lessons. The employers take part in the most of the phases of the vocational education.

As it is suggested in the Hong Kong Model, there is a need for improving the authority of the corporations. It is stated that making independent decision would be more beneficial for the corporations. Binici et al,. (2004) also pointed out the fact about Burnei Model. Education as the key to success is very common in Southern Asia countries. And thus, the Burnei government focused on the importance of improving vocational school education as well as the petrol resources. They also proposed that the country provided help for the development of vocational education by supporting the foreign capital to invest in Burnei.

Taspınar (2000)[8] states that the Turkish education system consists of two main parts. These are formal and non-formal education. Formal education provides regular school instruction. It is delivered as pre-primary, primary, secondary and higher education. Pre-primary is for the children who haven't started compulsory education yet. On the other hand, primary education is compulsory and free of charge in the state schools for the children aged between 6-14. Secondary education

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[8] See Taşpınar's article for the Ministry of National education

covers all education institutions namely general, technical or vocational education. It consists of three parts: general secondary education, vocational and vocational-technical secondary education. Higher education covers all education institutions, offering at least two years of higher education after secondary education. These institutions are universities, faculties, institutes, higher education schools, conservatories, vocational higher education schools and applied research centres.

There is also apprenticeship training which start after secondary school for the students who didn't have the opportunity for a higher level of education. The vocational training system has three basic fields of application. These are formal vocational training, apprenticeship training and vocational courses. The aim of the vocational courses is to provide employment opportunities for individuals who quit formal education.

2.4 Generic Skill Framework versus Management Framework in Hospitality

The changing nature of work requires skilled graduates to compete in the global economy. Knight and York (2003, p.7) point out that the employability skills help "gain employment to the graduates and be successful in their chosen occupations.[9]"

Some researchers specifically define the generic skills (Raybould and Wilkins. 2005; 2006) as employability skills, soft skills, and life skills (Martin and McCabe, 2007)[10]. Furthermore, Curtis and McKenzie (2001) quoted generic employability skills from ACNielsen Research Services (2000) and referred them in their report (Australian Council for Education of Research, 2002). Generic skills have also been called as "core skills", "key competencies" and "employability

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[9] cited in Martin and McCabe (2007).
[10] www.ballard.edu.au

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skills" (Raybould and Wilkins. 2005; 2006). Australian Chamber of Commerce and Industry, (2002) Raybould et al,. (2005; 2006) stated that Sandwith's (1993) study, which is called management competency model, has accepted generic skills framework.

Several studies are emphasised for determining General Management Skills (GMS) that hospitality students should gain in their graduation (Tas, 1988., Ashley, 1995). As shown in the table below, Kretovics, (1999) grouped the 12 skills which are important in a business environment.

Table 2: Explain 12 general management skills

General Management Skills
Interpersonal skills
Help skills
Leadership skills
Relationship skills
Information gathering skills
Sense-making skills
Information gathering skills
Information analysis skills
Analytical skills
Goal- setting skills
Action skills
Initiative skills
Behavioural skills
Theory skills
Quantitative skills
Technology skills

Kretovics, (1999)

> Employability skills defined as skills required not only to gain employment but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions (Australian Council of Educational Research review, 2002).

Accordingly, these skills are important for students' improvement especially when they get into the industry. They must develop and improve their employability skills in order to understand and apply their technical skills that they have gained in their graduate programs. However, there is a shift from technical skills to employability or generic skills. (Raybould and Wilkins, 2006; Misty, 2006; Martin

and McCabe, 2007; Wagen, 2006). Knight and York (2003:7) define employability skills as a "set of achievements - skills, understandings and personal attributes".

More significantly, after all these research it has become clear that there is a certain distinction between the technical and the generic or the employability skills. Technical skills are those skills that students learn conceptually at graduate programs without resorting to their practical or individual abilities (Raybould and Wilkins, 2005; Martin and McCabe, 2007; Wagen, 2006) whereas others find a distinction between the academic and the vocational skills (Bailey and Merritt (1997). Moreover, referring to the previous distinction between the technical and the generic skills, employability skills must be mentioned. Australian Council for Educational Research, (2006) describes these skills as follows:

> Employability is more attractive as a descriptor than employment-related since it conveys a greater sense of an individual's long-term capacity to build a career and to prosper in a dynamic labour market. Employability implies qualities of resourcefulness, adaptability and flexibility, whereas employment-related suggests an orientation to the current state of the labour market. As such, employability has more potential as a term to signal the qualities needed for success not only in paid employment but also in other domains of life. (p. 6)

It is obvious that the given generic skills are more significant in developing a person's character for the industry. It is more relevant for him/her in the long run in creating a better potential for his/her careers. From this perspective, students must do their best to pursue these skills in their graduate programs if they wish for success in industry (Raybould and Wilkins, 2005; Wagen, 2006; Commonwealth of Australia, 2002). Technical skills, on the other hand, are temporary and only functional within a limited profile. It is suggested that students should develop a diverse profile, together with effective employable skills in order to compete in their professions.

In another perspective, these technical skills are basically about questions regarding the ways of understanding the given material in class and effectively reflecting their understanding in order to develop a certain dialogue between the teacher and themselves. However, generic and employability skills require a stronger version of this endeavour. It requires students to be interpersonal, creative and spontaneous in any given situation since they will not be dealing with questions or problems in their workplace, based on very specific cases. Instead, in the case of tourism industry, graduates will be assessed in demonstrating the best of their abilities by fully complying with the humanistic, interactive, communicative, cognitive, behavioural and generic skills that they are supposed to reflect onto the managerial staff. (Raybould and Wilkins, 2005; Sandwith, 1993; Martin and McCabe, 2007). For better understanding, let's have a look at the definition of Dr. Laurie Field (2001) [11].

> Employability skills were taken to mean not only the skills necessary to gain employment, but also to progress within a company so as to (a) achieve one's potential and (b) contribute successfully to company strategic directions. (p.11)

There is no longer a question about learning theory or information in a university atmosphere but it is significant to be able to apply these theories into practice, and this is what Raybould and Wilkins, (2005), Martin and McCabe(2007), Wagen,(2006) Bailey and Merritt, (1997) have been discussing for several years in their articles on basic skills. For further information, the diagram below shows basic employability skills' framework.

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[11] See his article, "Skill Requirements of Leading Australian Workplaces":

Table 3: Employability skills framework

Employability skills framework
Communication
Teamwork
Problem solving
Self management
Planning and organising
Technology
Learning
Initiative and Enterprise

A comparison among two frameworks could be traced in the following table.

Table 4: Comparing generic skill and management competency frameworks

A Generic Skills Framework	Management Competency Domains
Oral Communication	Conception/ Creative Domain
Written Communication	Leadership Domain
Problem Solving	Interpersonal Domain
Conceptual and Analytical	Administrative Domain
Information Management	Technical Domain
Teamwork and Leadership	
Interpersonal Skills	
Adaptability and Learning	
Self Management	

(Raybould and Wilkins, 2006)

Furthermore, if one is to discuss these skills types in detail, the best source is of Raybould and Wilkins, ACER, Teacher Guide to Generic Skills (TAFE), Bailey and Merritt, Martin and McCabe and others. Unlike technical skills which focus only on students' cognitive development, the generic and the employable skills go one-step further since they foster students' level of understanding, creativity and their ability to cope with, or to handle daily issues and problems by using their interpersonal skills. As quoted in ACER (2006), TAFE (2004), Raybould and Wilkins (2005) and others, employability skills or generic skills can be listed as follows; literacy/communication skills, teamwork skills, problem solving skills, self-management skills, planning and organizational skills, technological skills, learning and applicability skills, and initiative and enterprising skills. There are

those who outline these skills in different variations than the listed classification shown above. However, they chiefly mention the same thing; students' interpersonal development in addition to the humanistic tendency in the given environment for functioning as professional employees.

- Literacy/communication skills

This skill is mainly based on developing students' external capabilities for effective communication with customers by bringing out a state of affairs which are valuable in a working atmosphere. In communication skills, students are expected to use their gestures and mimics and their power of language/representation to the fullest.

- Teamwork

Teamwork is very important for employers as they enter the tourism industry. They must be able to work within a team in order to fulfil the needs of the sector. Working environment requires detailed attention to one's peers and one's colleagues and hence, every employee should maintain a good manner while working within a team. They must be able to work things and attack problems and issues collectively.

- Problem Solving

This is another area where entry level managers must be fully competent. All new employees will, one time or another, be confronted with complex issues in which they must have the required skills to solve problems and invent alternatives out of conflicts within a given atmosphere.

- Self Management

In self-management, entry level employees who have just graduated from university have to realize their own potential. In other words, they must be able to control themselves and manage their own activity by using their own subjective

minds and be responsible about the events which are internally or externally related. Therefore, having good discipline has a prior importance in this case.

- Planning and organizing

Another significant point in any industry is that all employers must be able to implement an organizational behaviour. They must stick to the schedules and must not forget or dismiss deadlines for any required work to be finished. They must fully participate in organizing the environment of the workplace for the smooth running and functioning of the related things and duties.

- Technology

Everybody in every sector should possess an adequate knowledge regarding the use of technological tools. On the one hand, they must be familiar with computer-oriented programs such as (Word, Excel, PowerPoint, Galileo, Fidelio, etc). On the other hand, they should be able to *use* other technological devices such as computers, fax machines, photocopiers, and etc. There is a scarce possibility that lack of technological knowledge for to work within any given circumstances.

- Learning

There is always learning even after graduation and students should never abstain from acquiring new information from their workplaces. They must continually improve themselves to adapt themselves to the new environmental needs of their industries. They must be proactive in enriching their language, technical and professional skills as well as improving their cognitive abilities.

- Initiative and Enterprise

It is believed that this is one of the most important skills which are required by an employee in the tourism sector. It is important because every single employee on earth will one way or other face problems that will require "individual", "subjective" and "initiative" judgments based on their confronted problems. For example, if the

General Manager of the hotel is absent, the person responsible for front-office desk should be able to provide a comfortable accommodation for a wealthy businessman. Therefore, employees must be able to develop their initiative and enterprising skills in any given circumstance. (Acer, 2002; Martin and McCabe, 2007; TAFE, 2004)

2.5. Tourism Industry in North Cyprus

Turkish Republic of Northern Cyprus (TRNC) is located in the northern part of Cyprus. Entire TRNC is 3,355 square kilometres and a total coastal resource is 360 kilometres long. It is possible to reach to TRNC with the airway and maritime line. There are two harbours, Girne and Famagusta and two airports, Ercan and Geçitkale.

Cyprus is an ancient land of relics of the Great Mediterranean cultures and civilizations. Because of its weather, beaches, fauna and flora, rich history and historical places, delicious cuisine, and the Cypriot hospitality; tourism have became the locomotive sector of TRNC economy. Tourism became one of the most developing sectors in the world. Therefore, tourism is the most primary sector for TRNC economy as well. Since 1980's, TRNC tourism sector has been declared as the leading sector in the economic development which provides prosperity (Altınay and Hussain, 2005). In addition, tourism is one of important sources of income of TRNC. The population of TRNC was around 265,100 in 2007[12]. Eighty percent of the hotels are located in the Kyrenia region and there are some good hotels in Famagusta. In 2010, larger new hotels will be opened in Bafra region, and are expected to attract customers from all around the world. In 2004, 250,000 tourists visited North Cyprus. The number increased up to 300.000 in 2005 [13]. However, in 2008, there was an unexpected decline; only 142,736 tourists visited TRNC, which

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[12] http://.TRNCinfo.com/TANITMADAIRESI/2002/-TURKCE/KKTC
[13] http://www.TRNCinfo.com/tanitmadairesi/2002/TURKCE/MAKALEveYORUM LAR /M49.htm

was followed by a rise up to 147.418 in 2009[14]. As the Tourism and Planning Office stated, there were 129 accommodation establishments and the total bed capacity was 15,732 beds and the total tourists' number was 314.893 in 2007. In 2009, the ministry of Tourism, Environment and Culture declared that there were 119 accommodation establishments with 15.705 bed; they added that the total tourists' number was 147,418. Government Planning Organization calculated the annual budget of Northern Cyprus as 1,494,981,613 YTL in 2005. From 2004 to 2005, one can trace a rise from eleven point four percent to fifteen point four in the economy of North Cyprus economy. The net income of TRNC economy was estimated as 434.3 million USD in 2008. Again, the percentage of the net tourism income in the trade balance was estimated as 27.2 percent in 2008.

Due to the global crisis, some of the touristic hotels have been closed and the total tourist number has decreased as formerly mentioned. Considering this number together with the number of 45 new hotels which are still under construction, there will be an rise in the total bed capacity from 10.883 to 28.000 in the couple of years[15]. After TRNC had been granted the membership of the International Congress and Lecture association (ICCA), the congress and lecture tourism bazaar developed[16]. According to Government Planning Organization, in 2010, the annual budget of Northern Cyprus was 2,645,273.043 TL. From 2009 to 2010, three point six percent rise was observed in the economy of North Cyprus [17]

2.6 Education Industry in Turkish Republic of Northern Cyprus

The economy of Turkish Republic of Northern Cyprus (TRNC) is mostly relied on tourism, education, agriculture, and foreign trade. Education became one of the leading the top with forty-three thousand students in 2007.With the number of

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[14] http://www.turizmcevrekultur.org
[15](http://www.yeniduze-n.com/ars_template.asp?articleid=555, 2008).
[16](http://www.turizmdebu-sabah.com/haber_detay.asp?ref=rss&haberNo=41848).
[17] (http://www. Yeniduzen .com/ detay .asp ?a =14625).

students which was 43 thousand in 2007, education industry became one of the leading sectors for the TRNC economy. The students and their families from Turkey (TR), the Middle-East and TRNC contributed to the economy and the tourism of TRNC. Therefore, the importance of education industry will gradually increase. The universities have contributed to TRNC economy as much as the tourism industry. The contribution of nine universities is estimated as 650 million TL which forms forty percent of the TRNC economy. This number is almost the same as the one estimated in the contribution of the tourism industry. According to the data of YÖDAK, one billion four hundred million dollar gross national income comes from the service sector, especially tourism and education, which formed forty percent of the total contribution. According to the statistics of the academic year 2007-08, out of forty-three thousand students in the TRNC universities, 29 thousand students came from Turkey, 10 thousand 500 students from TRNC and 3 thousand 500 students came from different countries[18].

There are nine universities and thirteen vocational high schools in TRNC[19]. These are Eastern Mediterranean University, Cyprus International University, Near East University, Lefke European University, Middle East Technical University, Anatolia University and Girne American University, Atatürk teachers training academy and Nurse Institution of higher education. The universities have been approved by the Turkish Higher Education Council. From the 1988-2007 academic year, the number of the total students in TRNC universities was 40,687; 10,338 of them were from TRNC, 27,339 students were from Turkish Republic (TR), and 3,010 students were from other countries[20]. The number of students, studying in TRNC Universities comes from 61 different countries. Therefore, one can argue that

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[18]http://www.halkinsesi.org, http://www.tumgazeteler.com/?a=4082764
[19] See Appendix C
[20]http://www.mebnet.net. See also appendix D.

education is one of the most important sectors and sources of income in TRNC. In addition, Istanbul Technical University (ITU) will open three campus in TRNC in 2010. These are Faculty of Maritime Studies in the Karpaz region, faculty of Environment in Famagusta and faculty of Art Design in Nicosia. Furthermore, Cukurova University (CU) is planning to open a campus in 2010, starting its first academic year in 2011. Also, Karadeniz Technical University (KTU) notifies that they are willing to open campus in TRNC[21].

In education, considering the needs in the sector, recently more students have started to enrol in Tourism and Hospitality Management courses. More workers are needed in order to provide satisfactory services to customers. The Tourism in North Cyprus has also developed over the years and important attention was given to educating students both theoretically and practically. There are many programs of education at all levels, which are related to tourism and hospitality management, ranging from the vocational schools to the universities in Turkish Republic of Northern Cyprus. There are 9 universities and 12 Vocational and Commercial High Schools. However, only five Universities and 4 Vocational and Commercial High Schools in North Cyprus offer tourism and hospitality programs to students and only through these institutions and programs, students can have the opportunity to get into the tourism industry. The services in these programs include servicing, front office management, kitchen planning, floor management, manager courses, safety and health, and other relevant subjects in tourism. The universities that offer tourism and hospitality management programs are Eastern Mediterranean University, Cyprus International University, Near East University, Lefke European University and Girne American University.

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[21](http://www.aa.com.tr). (http://www.tumgazeteler.com/?a=4082764).

In North Cyprus, there are four colleges that offer tourism education under the supervision of Ministry of Education and Culture which are informal. These two schools provide active tourism education and training programs offering both practical and theoretical courses. However, these schools must be renewed in order to catch up with the advances in the technology i.e, front office programs,). Furthermore, students do not fully understand the requirements of the course in Gazimağusa, Haydarpaşa and Güzelyurt Commercial Schools and Karpaz Vocational High School.

Students need to be motivated to pursue further studies and careers, at least up to the university standard. The problems of the Vocational high schools and other private institutions, offering courses on tourism are mainly on the curriculum, the duration of the courses and the hours.

Haydarpaşa Commercial High School has six double rooms, a kitchen, a restaurant and a lobby. Also, in Gazimağusa and Güzelyurt Commercial Schools, new buildings have been built which are the kitchen and the receptionist service. In these environments, students have chance to practice what they learn in schools. For the practice is always necessary if students expect to be active in the tourism industry. To make an active involvement in the tourism industry possible, the school has to be financed and keep the equipment and its materials new and usable for students. The Karpaz Vocational School has a larger hotel in which students can practice their skills. The school needs renovation in order to provide uninterrupted training for students.

North Cyprus seems to be adapted to the global standards. The importance of both the tourism education and the industry has been increasing because Tourism

has become one of the viable sectors that have advanced in the past years. Its development is uninterrupted[22].

Furthermore, the government has initiated a program to improve vocational and technical education in North Cyprus in tourism education. Raising the standards of vocational and technical education has been an important issue for the ministry of National Education and Culture of TRNC. For this purpose, METGE project was started in the academic year of 2002-2003 to develop, train and adapt to the changing needs of the tourism industry[23].

The purpose of the METGE project is stated as follows:

- To Develop A New School Structure And Education Systems Which Is Sensitive Toward Local Needs

- To Provide An Environment Participation And Cooperation

- To Develop E Module Education Program Towards The Needs

- To Be Able To Apply Modern Technology In Education System

- To Apply Occupational Standards In Education

- To Prepare Source Materials (Such As Computer-assisted Modules

- To Inform Students About Working Life And Employment Possibilities

- To Provide A Source By Selling Profits, Giving Service And Educating

- To Increase School Capacity And Equipment

Right after METGE project, the TRNC government wanted to expand this operation and extended the project and renamed it as the Reformation Project of Vocational and Technical Education (MEYAP) in 2005. This project was proposed by Girne American University and the Ministry of National Education and Culture. The project was prepared in three years with the cost of 240,000 (€).

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[22] See appendix B for the curriculum of the commercial high school in tourism and hotel section.
[23] For a sample examination of METGE project, see appendix C

The aim of the project is to improve the vocational and technical schools up to the standards of those in the European countries. It also aimed at providing the students and adults with a high quality education in more modular and flexible programs which initiate their analytical and creative skills. In short, the main aim of this project is to make structural changes in vocational education.

The objectives of the project can be summed up as follows; the first is to balance between the demands of the business world and the supplies of the educational institutions. The second is to prepare professional standards for the improvement of vocational education. The third is to provide the public institutions, social partners and business enterprises to contribute to the solution of the problems of vocational education. Another is to prepare a system of education which will satisfy the needs and the demands of individuals, the business world and the society, besides a student-centred education.

According to the market demand analysis, unemployment is one of the most important problems in TRNC. market demand analysis focuses on the importance of the standards and the programs of vocational education which is considered as a key for solving the unemployment problem in TRNC.

It is also suggested that all the administrators and the teachers should participate instructional seminars, planned and coordinated by the Directorate of Vocational and Technical Education.

The standards of Vocational education should not only comply with the national, regional and local conditions but also with the international ones. Vocational education institutions and their programs should be attractive to both local and foreign students; they should be recognised by their international standards.

There are some innovations proposed in the project. These are the adaptation of the UK system and the system in Scotland. In those systems, the vocational abilities are categorized from level one to five; international needs, identification of these abilities for all levels for different types of professions, organising seminars and making regulatory studies on educational standards.

The third year in vocational schools follows the system of METGE while the first and the second years follow the MEYAP project until the 2006-07 academic years.

In spite of several attempts of improvement, there were still problems in the education in North Cyprus. The researchers argued that some teachers were not qualified enough to provide the required information to students. In order to overcome this problem, the TRNC government opened the Education Development Centre (EDC), the Workforce Initiative for Skills and Education (WISE) project in relation to MEYAP in 2006. The goal of this project is to "Educate the Educator" with the "Teaching Skills Development for Active Learning" training in March, April and May, 2007 so that students can learn in a more inspirational environment[24].

The purpose of WISE is to improve the labour force systems and contribute to the economic development in the TRNC. Also, the project aims at identifying the problems of the labour force area which is economically competitive; This would be achieved by following the interest of the youth in the technical and vocational careers; by focusing on the lacks of the technical and vocational schools; by creating environment to foster effective learning; improving effective communication and collaboration between the educational and the private sector.

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[24] For detailed curriculum for the year of 2009-10 see appendix H

In the scope of WISE project, Education Development Centre prepared a 'Case Analysis' work mainly on the needs of the workers in TRNC and the challenges of they meet between June-September 2009.

The case analysis of the WISE project includes the assessment of available the industrial standards in TRNC, the analysis of employment trends, the case analysis in technical and vocational education in TRNC, and the investigation of MEYAP- Vocational Education Reform which aims at developing Vocational and Technical education and the attitudes of research towards the vocational careers.

The current vocational and technical education programs are able to fulfil the needs of the sector. Although the relation between vocational and technical education schools and the private sector is clearly understood, the relation between the business world and education hasn't reached the desired level yet.

There are four primary aims of the project:

1. Improving the educational and teaching skills of vocational technical education teachers.

2. Maintaining strong relation between the private business and education sectors.

3. Creating a new curriculum for job application skills and career counselling.

4. Raising the awareness of the community towards the careers in the vocational technical education.

In addition, the demographics claimed for unequal gender distribution in tourism programs; seventeen percent of students were female, whereas eighty-three percent of them was male (State Planning Organization, 2000). This was mainly due to hard working conditions and responsibilities such as night shifts. Therefore, tourism seems to be a career that has been ignored by females. The METGE project has been very helpful for those students who found formal education difficult or had

difficulties in making a choice. METGE project, then, attempts to provide students to the best courses, the best curricula and exam schedules, so they can enter the tourism industry from these vocational high schools[25].

2.6.1 Universities with Tourism Programs, supervised by the Ministry of National Education, Youth and Sports

There are nine universities in TRNC. However, only five of them offer programs on tourism and hospitality programs to students, supervised by the ministry of national education, youth and sports. The universities are listed below:

2.6.1.1 Eastern Mediterranean University

Eastern Mediterranean University (EMU) was founded in 1979 in Famagusta formerly as an Institute of Higher Technology with three departments and 105 students. In the academic year of 1986-1987, this institute was then, developed and brought to the standards of a university, called Eastern Mediterranean University. English is the medium language in EMU. Today, there are more than 15.000 students coming from 68 different countries. There are seven faculties and three schools; faculty of Architecture, faculty of Arts and Sciences, faculty of Business and Economics, faculty of Communication and Media Studies, faculty of Education, faculty of Engineering, faculty of Law, school of computing and technology, School of Applied Disciplines and the School of Tourism and Hospitality Management.

Eastern Mediterranean University has been approved by the Higher Education Council of Turkey (YÖK). EMU is a full individual member of the European University Association (EUA), Community of Mediterranean Universities (CMU), Federation Universities of Islamic World (FUIW) and International Association of Universities (IAU). Eastern Mediterranean University is a full

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[25] See Appendix C an example of an examination of Housekeeping department; for a full detail of curriculum given in Vocational High Schools in North Cyprus see Appendix E

member of institutions and organizations such as The Association to Advance Collegiate Schools of Business (AACSB), The American Board For Engineering and Technology (ABET), The Association European des Conservatories Academies de Musique et Musikhochhulen (AEC), The World Association for Hospitality and Tourism Education and Training (AMFORTH), The American Society for Engineering Education (ASEE), The American Society of Mechanical Engineers (ASME) , the International Council for Research and Innovation in Building and Construction (CIB), The European Association for Architectural Education (EAAE), The European Association for Education in Electrical and Information Engineering (EAEEIE), The European Consortium for Political Research (ECPR), The European Communication Research and Education Association (ECREA), Higher National Diploma-HND-UK (EDEXCEL), The Environmental Design Research Association (EDRA), The Electrical Engineering Students' European Association (EESTEC), The European Foundation For Management Development (EFMD), The European Network for Housing Research (ENHR), The European Students of Industrial Engineering and Management (ESTIEM), The European Public Relations Education and Research Association (EUPRERA), The pan-European Federation for Cultural Heritage (EUROPA NOSTRA), International Association of Teachers of English as a Foreign Language(IATEFL), International Council of Graphic Design Associations (ICOGRADA), The Institute of Industrial Engineers Student Chapter (IEE), The Institute of Electrical and Electronics Engineers Student Branch (IEEE), The Icograda Education Network IEN, Interior Architects / Designers (IFI), The International Interior Design Association (IIDA), The International Organization for Standardization (ISO 9001-2000), The London Chamber Commercial Industry Examination Board (LCCI), The Nuclear Energy Agency(NEA) and Data Bank Membership, The Organization for Economic Co-

operation and Development (OECD), The Teaching Education Quality in Tourism (TEDQUAL), The National Recognition Information Centre For the United Kingdom (UK NARIC), The United Nations Educational Scientific and Cultural Organization (UNESCO), The Turkish Republic of Northern Cyprus Board of Higher Education Planning, Accreditation and Coordination Board(YÖDAK), Consortium of TRNC Universities.

The School of Tourism and Hospitality management was established in 1990. It offers tourism and hospitality management and recreation management programs as four- and two-year programs[26]. The Tourism and Hospitality Management Program offers two options as four- and two-year programs. The school presents practical training with the Computer Labs, Multimedia Lab and Speaking Centre, Fidelio, Galileo and Amadeus lab, Demo Kitchen, Rebecca Training Centre, Tower Restaurant and Beach Club besides the theoretical education program. The School of Tourism and Hospitality Management of the Eastern Mediterranean University is approved by TEDQUAL (Teaching Education Quality in Tourism) and EDEXCEL (Higher National Diploma-HND-UK) Centre. USEH (International Training and Education Services) provides different training programs in Europe, USA and Canada from 2 to 18 months for students[27].

2.6.1.2 Near East University

Near East University (NEU) founded in Nicosia in 1988. NEU has 11 faculties with 20 departments. These are Faculty of Medicine, Faculty of Atatürk Education, Faculty of Maritime Studies, Faculty of Dentistry, Faculty of Pharmacy, Faculty of Arts and Sciences, Faculty of Arts and Design, Faculty of Law, Faculty of Economics and Administration, Faculty of Communication, Faculty of Architecture, Faculty of Engineering, Faculty of Health Sciences, Faculty of

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[26] See appendix F
[27] http://web2009.emu.edu.tr/

Performing Arts, the School of Education and Sports and the School of Tourism and Hospitality Management. The students are from 50 different countries.

The School of Tourism and Hospitality Management founded in 1994 as a part of the Faculty of Economics and Administration. The School of Tourism and Hospitality Management offers four- and two-year and master programs. The school presents practical training at Dorana hotel for those who study tourism and hospitality management; the TEAL research and training boat is for the students of the Faculty of Maritime Studies. Also, NEU presents Atatürk Research Centre for Modern Turkish History, Cyprus Research Centre, Psychiatric Research Centre, Tourism Research Centre, NEU-IBM Advance Research Centre, Innovation and Information Technologies Centre, Earth, Ocean, Atmosphere Environment Research Centre and Herbarium. NEU has been approved by the Higher Education Council of Turkey. NEU is a full individual member of the European University Association, International Association of Universities, and International Society for Engineering Education, Consortium of TRNC Universities, Federation Universities of Islamic World and International Association of Universities[28].

2.6.1.3 Cyprus International University

Cyprus International University (CIU) was established in 1997. CIU consists of six faculties with 19 departments, two institutes and two schools; these are Faculty of Engineering, Faculty of Economics and Administrative Sciences, Faculty of Communication, Faculty of Art and Sciences, Faculty of Fine Arts, Faculty of Education, School of Tourism and Hotel Management, School of Applied Sciences and School of Foreign Language. The university has approximately 4000 students from 35 different countries. CIU has also been approved by the Higher Education

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[28] http://www.neu.edu.tr/. Also see appendix G for further information.

Council of Turkey. Cyprus International University is a full member of institutions and organizations such as The Turkish Republic Higher Education Board(YÖK), The Turkish Republic of North Cyprus Board of Higher Education Planning, Accreditation and Coordination Board (YÖDAK), the Federation of the Universities of the Islamic World(FUIW),The European Council for Business Education(ECBE), The Council on Hotel, Restaurant and Institutional Educational (CHRIE), The Association of International Educators(NAFSA), The European Consortium for Political Research (ECPR), The National Recognition Information Centre for The United Kingdom(UK NARIC), The European Association for International Education(EAIE),International Association of Universities(IAU). The school of Tourism and Hotel Management offers four year degree programs[29].

2.6.1.4 The European University of Lefke

The European University of Lefke (EUL) was founded in 1990. EUL has 5 faculties, offering 28 undergraduate degree programs and 10 postgraduate degree programs; these are Faculty of Architecture and Engineering, Faculty of Arts and Sciences, Faculty of Economics and Administrative, Faculty of Communication Sciences, Faculty of Agricultural Sciences and Technologies and School of tourism Management and Information Sciences and School of Applied Sciences. EUL has been approved by Higher Education Council of Turkey (YÖK), Accreditation Council of Higher Education of the TRNC (YÖDAK), Higher Education Commission of Pakistan, Ministry of Higher Education and Scientific Research in United Arab Emirates, Ministry of Higher Education in the Sultanate of Oman, The greatest Socialist People's Libyan Arab Jamahiriya, and Ministry for Higher Education in Iran.

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[29] See appendix H. Also http://www.ciu.edu.tr

EUL International Memberships can be listed as follows: European Council for Business Education (ECBE), Council of international Schools (CIS), World Association of Universities and Colleges (WAUC), International Association of Universities (IAU), Federation of the Universities of the Islamic World (FUIW), Global Compact- UNDP, Principles for Responsible Management Education (PRME) and American Council on Education (ACE).

The School of tourism Management and Information Sciences offers Gastronomy, Tourism Management and Management Information Systems (MIS) programs. There are approximately 3000 students from 35 different countries[30].

2.6.1.5 Girne American University

Girne American University (GAU) was founded in 1985 as the name of University College of Northern Cyprus. In 1990-91 academic years it was changed to GAU. GAU has 13 faculties and 1 English preparatory school. These are Faculty of Business Management, Faculty of Banking and Finance, Faculty of Marketing and International Business, Faculty of Economics, Faculty of Management Information Systems, Faculty of International Relations, Faculty of Political Science and Public Administration, Faculty of Communication, Faculty of Education, Faculty of Engineering, Faculty of Architecture, Faculty of Humanities, Faculty of Law, School of Tourism and Hospitality Management, School of Sports. The university population is approximately 10.000 students.

The School of Tourism and Hospitality Management founded under the Faculty of Business and Economics. (please look at the appendix K) The school present practical training and research centre with the Camelot Beach Club and Millennium and Park Tourism and Hospitality Management Centre with Vocational Tourism School Hotel Building with 300 rooms which was opened 2007 and The

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[30] See appendix J. Also visit http://www.eul.edu.tr for further information

Legend Restaurant and Kitchen , Campus Restaurant and cafeterias. The other facilities are Millennium Park Library, Front office and Food and Beverage labs and Fidelio labs.

The business programmes of the University are accredited by the International Assembly for Collegiate Business Education (IACBE)**.** The IACBE is the primary accrediting body for specialist business colleges and schools in the USA that has been internationally known. Business bachelor and graduate courses are also accredited by the European Council for Business Education (ECBE). GAU is recognized in the UK by NARIC (National Recognition Information Centre), which is quite important for those, wishing to transfer or later use their qualifications in Europe. Accreditation has been achieved from TedQual for our tourism and hospitality programmes. TedQual is the accreditation arm of the World Tourism Organization (WTO). GAU is accredited locally by YÖDAK, the Higher Education Council of the Turkish Republic of Northern Cyprus and by the Turkish Higher Education Council (YÖK).

The University is the member of the International Association of Universities (IAU) of UNESCO, the Federation of the Islamic Universities of the World (FUIW), European Foundation for Management Development (EFMD)**,** The Association of Collegiate Business Schools and Programs (ACBSP)**,** Eurhodip Leading Hotel Schools in Europe, the Erasmus Student Network (ESN), International Vocational Education and Training Association (IVETA), Archi-Students the first original European organization for the architects of tomorrow, an institutional member of the Society of Business Practitioners; a member of, the European Council of International Schools (ECIS), the founding member of the European Council for Business Education (ECBE), the International Federation for Business Education (IFBE) and the International Award Association for young People (IAA). GAU is a

founder member of the American Educational Consortium (AEC) an international body formed to encourage and exchange information between international institutions offering education based on the American system. The programmes of GAU are accredited by the Ministries of Education of various countries including the Higher Education Commission of Pakistan and by the equivalent authorities in U.A.E, Oman, Thailand, and Iran which are recognized in Central Asian countries[31].

2.6.1.6 Middle East Technical University

Middle East Technical University (METU) was founded in 2000 in Kalkanlı which is located 6 km on the north of Güzelyurt. The university offered 12 graduate programs in the 2006-2007 academic years with total 1000 students. However, METU doesn't offer Tourism and Hospitality Management program at the moment. Istanbul Technical University, Çukurova University, Gazi University will open campuses in North Cyprus in 2010.

2.6.2 The High Schools with Tourism Programs under the supervision of the Ministry of National Education Youth and Sports

There are four Tourism Colleges which provide education on Tourism, supervised by the Ministry of National Education Youth and Sports. Only two schools have active tourism training units.

The high school with tourism programs are as given below:

2.6.2.1 Haydarpaşa Commercial High School

Haydarpaşa Commercial High School was founded in 1959 in Lefkoşa. Haydarpaşa Commercial High School has six double rooms, one kitchen, one restaurant and a lobby, where students have the chance for improving their practical

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[31] See http://www.gau.edu.tr

knowledge. Haydarpaşa Commercial High School consists of three departments; Tourism College, Accounting and Office Management programs.

2.6.2.2 Karpaz Vocational High School

Karpaz Vocational High School was founded in 1991 in Kumyalı, which is 50 km away from Famagusta. Karpaz Vocational High School has a bigger training hotel. It has 17 hotel rooms with 34 bed capacities which are fully furnished; it has 2 kitchens, one indoor restaurant, serving 130 people, and an open air terrace restaurant for 250 people, a reception unit and a TV room. The school needs renovation. Karpaz Vocational High School consists of 3 schools with 5 departments; computer, electronics and mechanics in vocational high school; tourism and hospitality department in the commercial high school; furniture and decoration department in industrial Practical High School.

2.6.2.3 Güzelyurt Multiprogrammed Vocational High School

Güzelyurt Commercial High School was founded in 1975 in Güzelyurt. Güzelyurt Commercial High School has housekeeping, kitchen, service-bar, and reception units for better practical education. In the academic year of 2006-2007 Güzelyurt Vocational High School and Güzelyurt Practical Art School were united under one directorate and were named as Güzelyurt Commercial High School in accordance to the decision of the Ministry of Education and Culture. Güzelyurt Vocational High School has Accounting and Finance, Tourism College, Construction Technology and Electrics and Electronics department.

2.6.2.4 Gazimağusa Commercial High School

Gazimağusa Commercial High School was founded in 1978 in Famagusta. Gazimağusa Commercial High School has housekeeping, kitchen, service-bar, and reception units, offering practical education.

Chapter 3

LITERATURE REVIEW

3.1 Theoretical Background and Definition of Skills

In recent years, the increasing number of journals and studies available for review show that the scope and the volume of the literature of the industry of hospitality have risen. Historical and current literature on the industry of hospitality is the source for the skills which are discussed in this study. The subsequent skills, found in the various dimensions of hospitality management are mentioned in this section of the thesis and all of the conclusions are consequently drawn from these studies.

For accurate understanding and solving the problems in these "skills", one needs to answer or at least identify the question on the expectations of tourism industry, students and of the education that they receive from their schools. Therefore, it is wise to point out some prerequisite questions which would serve as guidance for defining and answering the analysing the following questions:

- What skills do hospitality recruiters believe that the graduates of higher education should possess in order to be successful as an entry level manager in the hospitality industry?

Identifying the skills that hospitality recruiters recognize is important for the success at the entry level managers in the industry of hospitality. Entry level managers have the potential to become post-secondary educators with a better understanding of the needs of industry. All school educators need to realize that no

program (or curriculum) will perform effectively for a long time without modification and redesign.

Current research in the hospitality industry and hospitality education suggests a need to re-evaluate the latter if the goal is to adequately prepare graduates for entry level management positions (Kay and Moncarz, 2007). Therefore, an efficiently designed curriculum is one of the most important strategic tools in producing outstanding graduates for the fulfilment of the duties of the industry of hospitality. In other words, it is required to change the way that curricula is designed and to apply them to teaching in order to develop students' generic skills. Students get confused by what they learn in lectures upon encountering the expectations of the industry; "the complexity associated with the development of these skills coupled to their permeation throughout courses.... leads to a level of confusion which is unacceptable (Kemp and Seagraves, 1995.p.327).

Moreover, there is hardly any relation between the professionals of the tourism industry and the education students receive at schools. As Erdem et al.,(2006) put it, "despite the increasing significance of the hospitality graduate education, little is known about how key stakeholders, such as industry professionals, educators, and students, perceive hospitality graduate programs". This is due to the fact that there is a tremendous discrepancy between the expectations of students, hospitality programs, the professionals of the industry and what the teachers teach at school. One of the most important goals of the graduate programs should be the elimination of incompatible curriculum designs for the tourism industry to overcome this problem. Students must be trained to function and understand and hence apply what they learn in the graduate programs to their workplace.

This research determines the core skills and the values of the graduates from the perspective of managers and students. In this study, the literature is evaluated under three headings; the latest trends in the hospitality industry, the perceptions of the graduate skills, and the generic skills framework. Initially, skill types are important for both theory and in practice. In tourism, however, it has a different outlook. Students need to recognize and develop their skills before they enter the industry and these skills range from conceptual to creative, individual to behavioural, and social to environmental skills. Some writers distinguish between generic skills as competencies and competences (Clanchy and Ballad, 1995). When we talk about generic skills, it is necessary to mention the graduate skills for students. Let's have a look at Bowden's et al., (2000) argument for the university graduates:

> The qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future.

The important thing here is to note that university education should develop students mentally as well as physically for the workforce in the area that they are studying. When it comes to tourism industry however, this must be presented to students because effective learning takes place only when there is a practical goal for students to learn. Otherwise, with the technical skills, students become bored, disinterested and decentralized from their common behaviours. Therefore, it is necessary for students to understand the material they learn in university lectures and also practice them before enrolling in the tourism sector. Likewise, the recent survey in Australia on employees suggests more results in developing curriculum for university students. It is argued that there should be a "significant reform" in the curriculum in

order for students to be fully adapted to the idea of being an employee in an industry, The recent survey of "DETYA- Australian employers (2000) and two recent national reports (Hager et al., 2002, Bowden et al., 2000) have also pointed to the need for significant curriculum reform to fulfil universities' current claims of generic graduate attributes" (Simon, 2005.p.1).

3.1.1 Types of Skills

Sandwith (1993, p. 45) outlined several domains for students, needed to be pursued or attained before entering the tourism industry. These skills have been hotly debated by other researchers from different academic disciplines. However, they are basically about the personality and the mental development of students.

-Conceptual/creative domain: this domain is related to the cognitive skills that are fundamental to the profession. Therefore, the managers need to understand their role and how their role is linked to others. The Managers need to have conceptual understanding of their surroundings and their work place.

-Leadership domain: this domain provides a strategic link between the conceptual and other domains. Whereas the conceptual domain generates ideas and attempts to comprehend issues, the leadership domain puts these ideas into practice. This is necessary because whatever is thought must also be in action.

Interpersonal domain: as the title indicates, this domain is mainly based on effective interaction between people – peers, colleagues, or guests. Due to the fact that organizations provide service to customers directly, interpersonal relationship is considerably important in this respect. Solving service problems, staff problems and engaging in an interactive communication between guests is fundamentally important for this domain.

-Administrative domain: this domain works between the interpersonal and the technical domain; it focuses on the personnel management and the financial aspects

of the organization. And these issues are directly related to the technical processes of the organization.

-*Technical domain:* this domain is the part that involves organizations. It refers to what organizations do when there is a need to take practical actions. For instance, it may involve assembling packages, operating telephone services, or providing health care, etc. These are the technical issues that go under the technical domain.

Sandwith (1993) categorizes all of these under the heading of competence domain model. He argues that these are particularly valuable for those who are in the management training and development in large organizations. It provides a model for trainees and a guiding program for students who want to enter into the tourism industry. These skills are no less different than the ones in other countries. Having explored student qualities, Chung (2000) and Tas (1988), argued that "human relation skills, professional ethical standards, effective oral and written communication skills" (Chung, 2000, p. 474) were likely to be the most important trait in tourism industry.

From another perspective, management control for new employees has negative effects on the given new worker. Although university students prepare themselves for the industry, they are vulnerable to the workforce environment and management control tactics, and they must not be demoralized when they first start their career in the tourism industry. Grabner (2007) clearly explains this view in the following quote:

> Researchers agree on the imperative for control mechanisms in order to selectively control employee behaviour. However, there are negative effects of control on employee performance which cannot be neglected. The interaction between control and employee motivation has been widely examined. There is empirical evidence of the negative effects of control on intrinsic motivation. (p.2)

Furthermore, Waryzsak (1999) also conducted a survey on students who are ready to enter to the tourism industry in Australia. Waryzsak found out that there was various countless research and results that addressed the benefits of cooperative education such as improved self-confidence, self-concept and improved social skills. However, there is still little research and evidence on students' expectations from their cooperative education placements with regard to the particular elements of the profession and the organization. Waryzsak suggested that placing students in different organizations as trainees would be an academic requirement. In other words, it would foster students' work experience, and essentially they would gain necessary skills in to backup or support their theoretical trainings. This becomes more fundamental when it comes to applying what one has learnt in their work environment. Therefore, both for educational institutions and the industry, students should have realistic understandings before entering these organizations. If employers know the needs of students and what they expect from their organization, they can prepare their students in a better way to the labour force. In another research, Thomas Bailey and Donna Merritt (1997) argue that students have to take part in what they learn in order to manifest their creativity, individuality and entrepreneurship. As they argue, "young people learn more effectively if they take an active part in the education process rather than being passive recipients of information transmitted from the teacher" (p.404). Generally, students have high expectations from their organization and from work environment. This means that before entering the industry, they are expected to have confidence about their job environment. However, as Waryzsak states, this is not always the case. Students' job expectations must be improved during the process of education. For example, all students expect (either false or true) other employees to be friendly and supportive to one another.

Waryzsak's survey (1999) emphasizes the following conditions for students before entering the industry:

- Students to be concerned and committed to their job

- Emphasized good planning, efficiency and getting the job done

- Wanted their physical surroundings to be pleasant

- Expected supervisors to use rules and pressures to keep the job going

- And also expect that their jobs to have little variety (p.34)

These findings suggest the detailed information about the students' expectations that cooperative education should create before placing them in the industry. In order to improve the educational system in vocational schools and universities, the outlined domains must be adapted to the teaching curricula of these schools. Therefore, this will decrease the gap between the educational institutions and the expectations of the industry.

According to Waryzsak (1999), a problem occurs when students expect something that they cannot achieve before they enter the industry. For example, the students of hospitality and tourism are concerned with the issues that are related to the lack of challenge and poor management. To improve this, the expectations they aspire should be solid and grounded on the job environment. It is also safe therefore to agree that students' expectations of industry may eventually affect their actual perception of the industry after graduation (p.34).

This, in turn, can affect their work satisfaction and successful development. That is why students must not always expect and fix themselves on the imagined ideas of what their job environment is going to be about. Rather, they should be ready to internalize any issues that they have neglected in their studies and in their education. It is argued that students' expectations do not really correspond to the expectations of the industry and there should be a reasonable understanding and

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proximity between education curricula and the expectations of the industry regarding students' capability to be able to close this gap between the two.

3.2 Trends in Hospitality Industry

In recent years, there has been a great concern on the changing needs of the tourism and hospitality industry when compared to the sector related education. For the expectations of the industry from the sector education has inevitably changed. In the relevant literature, many studies have been done on this subject. Researchers have previously reached to the conclusion that there was a need and a requirement for training and education in the field to improve its competitive advantage. The need is attributed to the rapid growth of the industry; a group of highly demanding and well-informed travellers, global competition amongst the service providers, and the technological challenges that face all aspects of industry. In addition, the need should ensure that the academic curriculum not only meets educational expectations but also the expectations of the industry and students regarding the sets of 'skills' sets, needed in the workplace (Raybould and Wilkins, 2005). Skill development plays a central role in ensuring an effective, sustainable transformation and development of the tourism industry (Kaplan, 2004). Kaplan states that skills development in tourism is significant because "If tourism is to reach its potential in contributing to socio-economic development then it requires a sufficiently skilled national workforce to benefit from the job and business opportunities presented by tourism" (p.217). Furthermore, Kaplan underlines that "tourism is an exceptionally competitive industry and the level of service and professionalism, as well as the level of innovation offered, are key variables that determine a country's success in attracting and growing its share of the tourism market". She proceeds to argue for the similar notions by emphasizing that "raising levels of efficiency and service through the improvement of education and training are seen as some of the key ways

in which comparative advantage can be created" (p.217). Therefore, there have to be some adjustments to be "realized" for the tourism and hospitality industry as the industry has experienced tremendous growth both in size and complexity. Some researchers have made studies on this issue, speaking of the need to change the existing program curricula, which have come under intense scrutiny from key stakeholders (Tribe, 2002). In addition, other researchers have stated that the changes should stress the changing role of the management in tourism and hospitality organisations rather than the management style, the emphasis on employability skills. (Raybould and Wilkins, 2005). Raybould and Wilkins (2005; 2006) further state that education providers should clearly understand both the expectations of the industry and the employers' expectations of skills before changing any program or curricula.

Certainly, the theoretical education is very important and the benefits of theoretical background for a graduate cannot be denied (Gilbert and Guerrier, 1997) but the consensus on the importance of the employability skills has gained an increasing support from the managers of the industry (Raybould and Wilkins, 2006). Furthermore, the most productive individuals will be equipped with a diversity of knowledge, skills, and dispositions in order to meet the requirements of any changing work environments like the tourism and hospitality industry (ACER, 2002).

In order to examine what has to be done, a distinction should be made on the necessary types of skills for both the expectations of the industry and the employers. On this matter, Christou (1999) have stressed that skilled and competent staff was needed to achieve quality service which in return would create customer satisfaction and that this could only be done through an effective system of hospitality education. In any economic environment, much of the activity is consumer-driven

and this fact has important implications for the cost, quality of service and customers' focus for suppliers (Littlejohn and Watson, 2004). Therefore, education gains more importance at this point. Baum (1995, pp. 184-185) has stated a number of key outcomes that are expected through hospitality education:

- The attainment of service quality;

- Employee empowerment through well-educated staff at all levels;

- Elective relationship marketing which depends heavily upon empowerment;

- Harmony, elective cooperation and teamwork within hospitality organisations, the industry as an entity, and the educational institutions;

- Preparation for vocational mobility within Europe, mainly through the improvement of language skills;

- The upgrading of hospitality operating standards;

- The recognising of the importance of sustainability of human resource policies for hospitality.

According to the report of the managers, Australian Council for Education of Research (2002) states that there are deficiencies at the level of employability skills in the industry of tourism and hospitality. Raybould and Wilkins (2005; 2006) also emphasized the importance of the changing needs of the tourism and hospitality education curricula, since it highly focused on management skills rather than technical skills. Technical skills such as human relations, customer relations and motivation skill, employee relations and managerial skills, and leadership skills and flexibility are highlighted as important (Raybould and Wilkins, 2006).

3.3 Perception Studies from the Perspectives of Graduates and Managers

As stated in the previous section of this study, the industry employers' view of the skills, related to interpersonal skills should have more importance than any other types (e.g. Raybould and Wilkins, 2005; 2006, Christou, 2000).

On the other hand, students who are getting prepared for the industry assessed the latter as low paid, repetitive with long working hours. Upon considering these points and feedback, we see that both parties are right. The perspectives of both might be seen as they are both right. However the success could not be achieved unless both the employers and the students know what to expect. Accordingly, they would also know what to face and deal clearly with the situation that would lead them to a consistency. A consistency in acknowledging the career steps on the way. Those steps would involve the students in managing and controlling the skilled employees who meet the needs of the employers and organisation of the industry. Therefore, the curriculum for the tourism and hospitality industry should be consistent with the expectations of both sides and success can only be achieved if both match each other so that they both complete each other. The gap between the expectations of both has crucial importance. The bigger the gap gets, the more unlikely they succeed.

Another point is that the difference among different stakeholders' perceptions on the needs of the industry (Erdem, Cho and Johanson, 2006). For example; the researcher has discussed the difference between the employers as industry professionals' perceptions and the students' perceptions so far. However, the perceptions of educators should be added to this discussion since they shape the curriculum of the tourism and hospitality education; their perceptions become consistent with each other as a whole, and the tourism and hospitality education can be shaped both to

meet the changing needs of the industry and the employers in the industry as a whole. At this point, collaboration is inevitable between all stakeholders for a greater success.

However, there should be another concern regarding to the graduates of the tourism and hospitality. The focus can be put on what skills are necessary for a successful career which can be done through surveying the faculty of hospitality, industry, and students' perceptions (Annaraud, 2006). For instance, Barron et al.,(2007)[32] identified the themes of long, unsociable hours, low pay, low status and high staff turnover that appear common in the industry. All these points can de-motivate graduates. Furthermore, Littlejohn and Watson (2004) stated that the hospitality sector suffered from a poor image. The industry offered long working hours, low pay, comprised repetitive work. People usually did not understand the job variety and career opportunities of the industry, although a career in tourism is generally considered interesting and challenging.

Ernawati (2003) stated that the focus of the managers of the industry was the curriculum that emphasizes the fulfilment of the needs of the industry and the importance of the availability of future employment. Scotland (2006) also stated that previous research consistently found out those managers' perceptions of the curriculum of the tourism and hospitality education as too theoretical. Instead, the importance of technical skills and practical courses should be highlighted by any curricula for the tourism and hospitality education.

Finally, not only the perceptions of managers' and students' perspectives are to be concerned but also the educators' perspectives should be stated.

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[32] Quoted from Wood, 1997

Chapter 4

RESEARCH METHODOLOGY AND METHODS

4.1 Introduction

This chapter covers the population sampling, surveys, a model, hypothesis, methodology and empirical analysis. The discussion of each will be introduced with the following titles:

4.2 Research Hypothesis

Two hypotheses could be developed out of the discussions in the literature section:

H1o: There is no difference between Student and Hotel Managers regarding generic skills.

H1a: There is a difference between Student and Hotel Managers regarding generic skills.

4.2.1 Conceptual Model

Martin and McCabe (2007) point out those employability skills "gain employment to graduates and are successful in their chosen occupations". Employability skills which are called generic skills (Raybould and Wilkins. 2005; 2006, Martin and McCabe. 2007) defined as skills required not only to get employment but also to progress within an enterprise (ACER, 2001). As Wilkins et al., (2005) and Wagen (2006) stated, students had to develop these skills if they wanted to be successful and compete in their professions in the industry. Likewise, these skills are important for students' improvement when they enter the industry.

The research model shown in Figure 1

Figure 1: Generic skills model for hospitality industry in TRNC
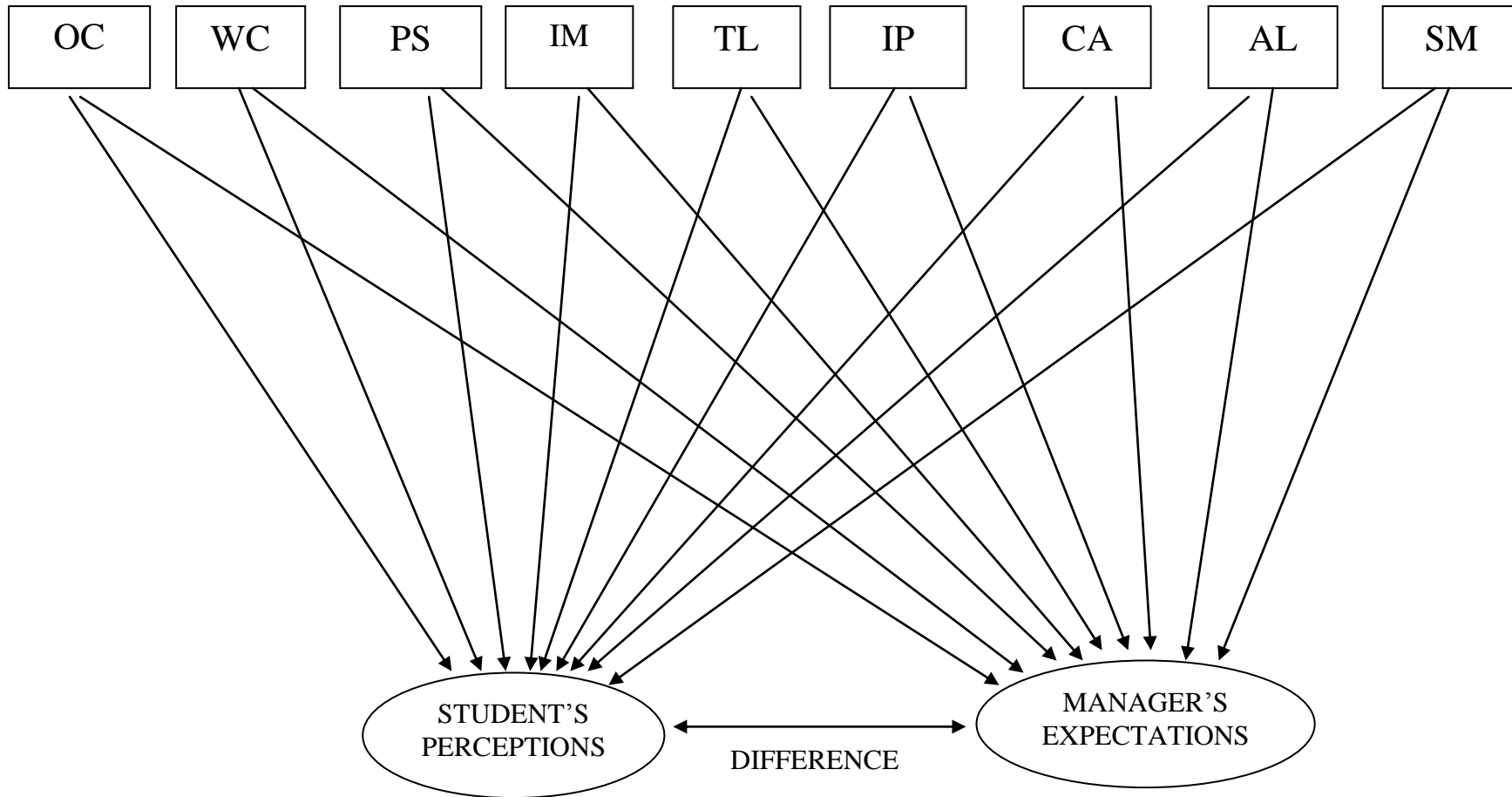
OC = oral communication; WC = written communication; PS = problem solving; IM = information management; TL = teamwork and leadership; IP = interpersonal skills; CA= conceptual and analytical; AL = adaptability and learning; SM = self-management

This research is produced out of a need. There is not enough scientific information on the employee skills, which is necessary for the tourism industry. In this study, knowledge is generated both from the managers in the tourism industry and the tourism students. Therefore, the nature of the study is composed of methods used for the data collection and the statistical analyses, conducted for this research finding. The collected data will be interpreted under the light of the relevant literature in order to reach sound and reliable conclusion. This will also be beneficial for the practitioners and the academics of the field. The statistical measures of this research are analyzed through the SPSS 11.0 program. All analysis are presented in this chapter were used to compose the chapters on the findings and discussions.

4.3 Research Methods

The appropriate research method for this research is the deductive approach. As mentioned earlier, the main aim of the research is to find out the necessary skills needed for the tourism industry in TRNC and the available skills in vocational tourism schools. Therefore, detailed information on the comparison of the existing conditions in TRNC could be traced. The deductive approach, suggested by Lancaster G. (2005) will be used for developing hypotheses or theories in this study. Then testing hypotheses/theories will be tested by the empirical observation.

4.3.1 Population and Sampling

The samples of the study consists of the managers of the tourism industry who work in the 3, 4 and 5-star hotels in TRNC; As I have formerly mentioned, the number of the department managers is approximately 242, whereas the number of the students in vocational tourism high school, and in the tourism department in the universities (both in the second and the fourth year programs) are 226. In this research, convince sampling technique is used for the students and the managers. The research is conducted in light of the information from the managers from 24

hotels, and the students in 5 vocational tourism high schools and students from 4 universities. The number of the participants can be given as follows; 242 managers, 96 vocational high school students, and 130 university students in total.

Two hundred and twenty-six self-administered questionnaires have been distributed to the students in the classroom session and collected on the same day. Only twenty-seven questions were eliminated due to missing information. Also, the managers were distributed two hundred and forty-two questionnaires and only one hundred and forty-one of them were collected a week later. Unfortunately, hundred and one questionnaires could not be collected despite several visits. The response rates can be summed up as follows; eighty-three point six percent of the students participated. As for the managers, the rate is fifty-eight point two. Both rates are acceptable.

4.3.2 Survey Design

The survey instrument consists of two parts. The first part is the demographic data which includes gender, age, occupation, the schools that students study, industrial experience, work experience, department at work, school graduates, graduate school department, hotel classification and apprenticeship. As mentioned earlier, the second part covers the skills; oral communication, written communication, problem solving, conceptual and analytical, information management, teamwork and leadership, interpersonal skills, adaptability and learning and self-management skills. Raybould and Wilkins' (2005) questionnaire design was used; the questions were translated by using simultaneous translation method for the accurate understanding of the respondents. Then, the pilot study was conducted to gather feedback for the face validity of the questions from the managers and the students.

4.3.3 Data Collection

In order to collect data from the respondents mentioned above, both questionnaires were translated into Turkish. The wording, format and the grammar of the questionnaires have been modified on the basis of the suggestions of the managers and the students. Therefore, the results of the preliminary study will confirm whether there is a need to make some adjustments or not. At the end of the study, the researcher will submit a feedback in relation to both the understanding of the items and the respondents' view of the questionnaire. A total number of 468 questionnaires were personally distributed both to the managers (242) and the students (226). The Respondents were asked to fill in the questionnaires in a self-administered manner and were told that there was no true-false type of answers. Respondents were also assured of the confidentiality.

4.3.4 Data Analysis

The collected data will be entered into statistical package for the social sciences (SPSS 11.0) program in order to compute the necessary statistics, including means, standard deviations, frequencies and t-statistics (two-tail) tests. T-tests are for the significance of the differences between more two sample means (Levin and Rubin, 1997). In an arithmetic average valuation unit, it is the average numbers of points people have given to a certain statement is out of five points. Likert scales, which range from "critically important" to "not very important", will be used. For accurate measures, validity and reliability test will also be used.

Chapter 5

FINDINGS

5.1 Introduction

In this Chapter, one can argue from the findings that the expectations of the students and the industry managers are tend to be similar and interrelated. This chapter also provides information about the surveys, the findings, the results and the analysis of the SPSS program and finally the interpretation of these findings in the area of skills and education. All the details of analysis are presented in the forthcoming sections.

5.2 Demographic Characteristics of the respondents

As it is seen in Table 5, the majority 185 (56.1%) of the hotel employees is male and 145 of them (43.9%) is female. 63 (19.1 %) of the hotel employees are between the ages of 15 and 18 whereas 161 (48.8%) of the hotel employees are between the ages of 19 and 27. Also, 67 (20.3 %) of the hotel employees are between the ages of 28 and 37 whereas 22 (6.7%) of the hotel employees are between the ages of 38 and 47. Moreover, 13 (3.9 %) of the hotel employees are between the ages of 48 and 57 whereas 4 (1.2%) of the hotel employees are at the age of 58 and over.

Moreover, 189 (57.3%) of the participants are students and 141 (42.7%) of the participants are hotel managers.

The years of the industrial experience of 33 (10.0%) hotel managers (tenure) ranges from 0 and 5, whereas 44 (13.3%) hotel managers varies from 6 to 10. In addition, the years of experience of 30 (9.1%) hotel managers range from the 11 to 15. Moreover, the years of experience of 19 (5.8%) of hotel managers vary from 16

to 20, whereas 4(1.2%) hotel managers vary from 21 to 25. Finally, the years of experience of 11 (3.3%) hotel managers range from 26 and over.

The rates in percentage can be summed up as follows. The industrial work experience of ninety-two (27.9%) of the hotel managers ranges from 0 to 5 years, whereas twenty-seven (8.2%) hotel managers ranges from 6 to 10 years. In addition, the industrial work experience of eight (2.4%) hotel managers varies from 11 to 15 years. Moreover, the experience of four (1.2%) hotel managers ranges from 16 to 20 years, whereas three (0.9%) of the hotel managers varies from 21 to 25 years. Finally, the industrial work experience of seven (2.1%) hotel managers varies from 26 and over.

Total 141 managers participated to the survey. Ninety-three (28.2%) of them is from 5 star hotels, 32 (9.7%) is from 4 star, 13 (3.9%) from 3 star hotels and 3 (0.9%) from holiday villages.

Table 5: Demographic characteristics of the respondents (Frequency)

	F	%
Gender		
Female	145	43.9
Male	185	56.1
Total	330	100.0
Age		
15-18	63	19.1
19-27	161	48.8
28-37	67	20.3
38-47	22	6.7
48-57	13	3.9
58 and up	4	1.2
Total	330	100.0
Occupation		
Student	189	57.3
Manager	141	42.7
Total	330	100.0
Industrial experience		
0-5	33	10.0
6-10	44	13.3
11-15	30	9.1
16-20	19	5.8
21-25	4	1.2
26 and up	11	3.3
Total	141	42.7
Missing	189	57.3
Total	330	100.0
Work experience		
0-5	92	27.9
6-10	27	8.2
11-15	8	2.4
16-20	4	1.2
21-25	3	0.9
26 and up	7	2.1
Total	141	42.7
Missing	189	57.3
Total	330	100.0
Hotel classification		
5 Star	93	28.2
4 Star	32	9.7
3 Star	13	3.9
Holiday village	3	0.9
Total	141	42.7
Missing	189	57.3
Total	330	100.0

Profile of Industry Managers

	TOTAL MANAGER	F&O	F&B BAR	HK	F&B K	S&M	M&D	H&R	OTHER
SAMPLE SIZE	141	24	30	16	10	16	23	7	15
GENDER									
MALE	85	16	28	5	10	4	12	4	6
FEMALE	56	8	2	11	0	12	11	3	9
AGE		24	30	16	10	16	23	7	15

5.3 Findings

The Generic Survey aggregate factor average scores are shown in table 6. On the basis of the collected averages of each generic skill, the scores are compared. The results in the first points out the fact that the perceptions of students and the expectations of managers are highly consistent among half of the ranked scores; both groups identify the same top two "interpersonal skills, teamwork and leadership skills" and the last two "conceptual, analytical and information management" domains of generic skills.

The results show that managers have significant differences since t- scores are all greater than two. Also, they have more positive perceptions; the comparison with the students' perceptions shows us that the managers have greater expectations regarding the generic skills. One can observe some similarities in the ranking of the generic skills groups between both groups of the samples.

Upon considering the average scores of the generic skills, we see that the managers gave the highest scores to "problem solving, interpersonal skills, teamwork and leadership, written communication, adaptability and learning, self management" skills. On the other hand, however, the "conceptual and analytical, oral communication and information management" skills receive the lowest scores.

Table 6: Comparing generic skill group survey results from the perspective of managers and students

MANAGER'S GRAND MEAN SCORES							STUDENT'S GRAND MEAN SCORES								
GM*	RANK	SAMPLE	MIN	MAX	MEAN	SD**	GM*	RANK	SAMPLE	MIN	MAX	MEAN	SD**	SIGNF	T value
PS	**1**	141	3,00	5,00	**4,57**	,426	SM	**1**	189	1,25	5,00	4,07	,781	.000	-8.644
IP	**2**	141	2,80	5,20	**4,52**	,517	IP	**2**	189	1,20	5,00	4,06	,770	.000	-6.064
TL	**3**	141	3,11	5,00	**4,49**	,432	TL	**3**	189	1,44	5,00	4,05	,671	.000	-6.811
WC	**4**	141	2,00	5,00	**4,40**	,583	AL	**4**	189	1,00	5,00	4,01	,776	.068	-7.301
AL	**5**	141	1,75	5,00	**4,35**	,658	PS	**5**	189	1,00	5,00	3,98	,728	.084	-4.186
SM	6	141	2,50	5,00	4,31	,658	OC	**6**	189	1,00	5,00	3,91	,697	.063	-3.169
CA	**7**	141	2,50	5,00	**4,28**	,525	CA	**7**	189	1,40	5,00	3,90	,669	.023	-5.538
OC	**8**	141	2,20	5,00	**4,25**	,578	WC	**8**	189	1,00	5,00	3,86	,712	.055	-4.714
IM	**9**	141	1,17	5,00	**4,14**	,686	IM	**9**	189	1,33	5,00	3,87	,676	.744	-3.495

**standard deviation=SD
 *GM = Generic skill groups:
   OC = oral communication;
   WC = written communication;
   PS = problem solving
   IM = information management;
   TL = teamwork and leadership;
   IP = interpersonal skills;
   CA= conceptual and analytical
   AL = adaptability and learning;
   SM = self-management

Table 7 presents a summary of the expectations of the managers in 52 ranked skill descriptions with a comparison to students' perceptions. The comparisons of the ranked standardized averages are used to identify the gaps between both groups' ranking of skill descriptions. The total size of the gap is a good indicator of the level of agreement or disagreement between two groups. In the table, the positive gap scores indicate those skill descriptors of the managers which display higher ranking than students. The negative gap scores indicate those skills descriptors of the students which recounts higher ranking than the managers. A t-test is also used to identify significant differences between the standardized mean ratings of each skill descriptors of two groups. The results reveal that the ranked skills give an account of four items (SM2, SM3 "self-management"; IM4 and IM5"information management") which are not significant. Interestingly, the industrial managers' ranking of 25 items is higher than of the students. In most of the items, a little difference can be traced between both groups. On 52 items the managers have the most positive scores on the descriptors of five skills; CA3 "conceptual and analytical"; IM3 and IM4 "information management" and AL3 "adaptability and learning" TL4 "teamwork and leadership".

In other words, the industry managers dramatically emphasize these five dimensions for graduates, who are entering a hospitality management traineeship. However, the managers identify three skills as the least important to the students; the ranked skills can be seen in the following order. OC1 and OC4 "oral communication" and IM4, IM5 and IM6 "information management" and SM3 "self-management". We can see at the bottom of the table that both TL6 "teamwork and leadership" and IP5 "interpersonal skills" skill descriptors show the consensus between the students and managers.

Students also place greater emphasis on 23 items, which displays higher ranking than the managers. On these items, students have the most negative scores (gap) on the descriptions of five skills which are WC2 "written communication"; PS2; PS3; PS4 "problem solving"; TL7 "teamwork and leadership". In other words, students emphasize these five dimensions for graduates. However, the students identified five skills as the least important; these skills are OC1 and OC4 "oral communication" and IM2, "information management"; CA4 "conceptual and analytical" and WC3 "written communication". In the light of the findings stated above, we can accept the alternative hypothesis "H1a: There is a difference between students and the hotel managers, regarding the generic skills which include oral communication, written communication, problem solving, information management, teamwork and leadership, interpersonal skills, conceptual and analytical; adaptability and learning; self-management skills.

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Table 7: Comparing Generic Skill Items from the Perspective of Managers and Students

	MANAGERS					STUDENTS						
RANK	TYPE OF SKILL	NO OF MAN	MEAN	STND D.	RANK	TYPE OF SKILL	NO OF STUDENT	MEAN	STND D.	DIFFERENCE	T-SIGN	
52	OC1	141	3,96	0,8816	51	OC 1	189	3,71	1,088	1	-2,237	
44	OC2	141	4,12	0,8607	45	OC 2	189	3,83	1,006	-1	-2,817	
7	OC3	141	4,56	0,7397	10	OC 3	189	4,08	0,955	-3	-4,933	
49	0C4	141	4,07	0,9108	48	OC 4	189	3,79	0,9061	1	-2,762	
12	0C5	141	4,53	0,8155	7	OC 5	189	4,13	0,9042	5	-4,140	
10	WC1	141	4,53	0,7123	21	WC 1	189	4	0,8752	-11	-5,982	
16	WC2	141	4,49	0,6827	46	WC 2	189	3,82	1,0086	-30	-6,819	
39	WC3	141	4,29	0,8009	52	WC 3	189	3,68	1,0068	-13	-5,378	
31	WC4	141	4,34	0,8931	26	WC 4	189	3,95	0,8862	5	-3,868	
1	PS1	141	4,75	0,4951	4	PS 1	189	4,17	0,9432	-3	-6,617	
8	PS2	141	4,56	0,5525	25	PS 2	189	3,96	1,0206	-17	-6,238	
4	PS3	141	4,66	0,6287	20	PS 3	189	4,02	1,0667	-16	-6,402	
20	PS4	141	4,44	0,6484	47	PS 4	189	3,82	1,0208	-27	-6,391	
17	PS5	141	4,46	0,6498	30	PS 5	189	3,93	1,0191	-13	-5,425	
32	CA1	141	4,32	0,7792	27	CA 1	189	3,95	0,9884	5	-3,660	
26	CA2	141	4,39	0,7149	38	CA 2	189	3,87	0,9865	-12	-5275	
34	CA3	141	4,30	0,894	11	CA 3	189	4,07	0,922	23	-2,227	
45	CA4	141	4,12	0,9447	49	CA 4	189	3,79	0,9865	-4	-3,032	
38	CA5	141	4,26	0,8672	37	CA 5	189	3,87	1,0058	1	-3,637	
24	CA6	141	4,41	0,7078	32	CA 6	189	3,91	1,0331	-8	-4,974	
42	CA7	141	4,17	0,7364	39	CA 7	189	3,87	0,9591	3	-3,066	
43	CA8	141	4,13	0,8554	42	CA 8	189	3,85	1,031	1	-3,238	
36	CA9	141	4,28	0,7104	28	CA 9	189	3,95	1,0482	8	-3,238	
23	CA10	141	4,42	0,6786	36	CA10	189	3,88	1,0586	-13	-5,265	
27	IM1	141	4,36	0,8143	23	IM 1	189	3,99	1,0544	4	-3,504	
46	IM2	141	4,10	0,892	50	IM 2	189	3,73	1,109	-4	-3,308	
41	IM3	141	4,20	0,9375	29	IM 3	189	3,94	0,9519	12	-2,507	
47	IM4	141	4,09	0,8969	31	IM 4	189	3,92	0,9137	16	-1,718*	
51	IM5	141	4,02	0,9706	44	IM 5	189	3,83	0,928	7	-1,827*	
50	IM6	141	4,04	0,9283	43	IM 6	189	3,84	0,9318	7	-2,013	
35	TL1	141	4,29	0,7535	40	TL 1	189	3,87	0,9919	-5	-4,252	
2	TL2	141	4,69	0,5063	1	TL 2	189	4,26	0,8653	1	-5,271	
3	TL3	141	4,69	0,5848	6	TL 3	189	4,16	0,9891	-3	-5,676	
21	TL4	141	4,43	0,6793	9	TL 4	189	4,10	1,005	12	-3,334	
22	TL5	141	4,43	0,7493	12	TL 5	189	4,07	0,956	10	-3,633	
13	TL6	141	4,52	0,6926	13	TL 6	189	4,07	1,0153	0**	-4,488	
25	TL7	141	4,39	0,7548	41	TL 7	189	3,86	1,0409	-16	-5,118	
30	TL8	141	4,35	0,794	35	TL 8	189	3,89	1,0291	-5	-4,370	
5	TL9	141	4,66	0,569	3	TL 9	189	4,19	0,9724	2	-5,131	
11	IP1	141	4,53	0,7123	17	IP 1	189	4,04	0,9991	-6	-5,026	
14	IP2	141	4,52	0,6822	15	IP 2	189	4,07	0,9536	-1	-4,774	
15	IP3	141	4,52	0,6717	5	IP 3	189	4,17	0,9544	10	-3,723	
9	IP4	141	4,56	0,6366	22	IP 4	189	4	1,0053	-13	-5,805	
19	IP5	141	4,45	0,7317	19	IP 5	189	4,02	1,0337	0**	-4,189	
28	AL1	141	4,36	0,8143	24	AL 1	189	3,97	1,0233	4	-3,779	
40	AL2	141	4,21	0,9031	33	AL 2	189	3,91	1,0175	7	-2,820	
29	AL3	141	4,36	0,7408	16	AL 3	189	4,06	1,0213	13	-2,956	
18	AL4	141	4,46	0,7324	8	AL 4	189	4,11	0,9245	10	-3,784	
33	SM1	141	4,32	0,7883	34	SM 1	189	3,91	0,9802	-1	-4,088	
37	SM2	141	4,27	0,8203	14	SM 2	189	4,07	0,956	23	-1,968*	
48	SM3	141	4,09	1,0481	18	SM 3	189	4,03	1,0764	30	-1,968*	
6	SM4	141	4,58	0,5874	2	SM 4	189	4,24	1,0127	4	-3,544	

* = denotes the items which are insignificance

* *= bold "0" gap shows common consensus between two groups

Chapter 6

DISCUSSION AND CONCLUSIONS

6.1 Discussion

The condition of the research on skills is widely determined by the changes in the sector and the providers of higher education. Economic, technological and social changes have important impacts on the roles and the skills of managers in achieving their objectives on their carrier path. In TRNC, the increasing number of universities, the number of students is parallel to the rapid changing in the sector of tourism and hospitality; a variety of programs with low tuition in the closest environment enable students to pay more attention to the quality of the outcomes of the programs in which they are enrolled. Therefore, in order to survive, the contents of the curriculum must match the needs of the sector with of students'.

This research practices a pivotal theoretical and administrative approach in which a comprehensive study of the expectations of the hotel managers in TRNC and students' expectation of the skills, hospitality degree programs need to commence for a career in the sector is extensively done. The survey is for the hotel managers in almost every 3, 4 and 5 star hotels in Lefkoşa, Kyrenia and Famagusta and for tourism and hospitality students from the universities and tourism colleges in North Cyprus. Responses were received form 141 managers and 226 students. The survey on hotel managers is compared to the survey of undergraduate's perceptions of management expectations.

The hotel managers highlight and assess the generic skill domains of problem solving, interpersonal and teamwork and leadership skills as important for the graduates entering into the industry. These results corresponds to the rankings of skill descriptors reported by Raybould Wilkins (2006), Christou (2000), and Tas et al., (1996). It is important to note that the "conceptual and analytical domain" is found lower in rank by the managers and students. However, in the similar studies such as that in Wilkins et al., (2005: 2006), the students' assessment of this skill is at the top rank.

The foremost aim of the study is to find a common ground between students and sector managers; the lycee graduate or the undergraduates of the 2 or 4 year programs who start a new program, find a conscious path including required generic skills in choosing and pursuing his/her carrier in the current education system in a changing environment.

On 52 items managers have the most positive scores on the descriptors of five skills which are CA3"conceptual and analytical; IM4"information management" and AL3"adapatbility and learning", "TL4" AND "IM3"; industry managers emphasize these five dimensions for graduates entering a hospitality management traineeship. Students also place greater emphasis on 23 items, which have higher rank than managers. Students have the most negative scores (gap) on the descriptions of the five skills which are "WC2";"PS2;"PS3";"PS4" "TL7". In other words, students emphasize these five dimensions for graduates.

This study provides valuable contributions to understanding of the needs in hospitality management curriculum in TRNC. Firstly, it is one of the first studies on the graduate skill expectations of the hospitality managers in TRNC amid the changes both in the industry and education. Secondly, the total sample size, different operational management and student group's response rates

suggest that the results are representative (well above 50%). Regarding the number of answers to the questions, we may get the indications which will affect curriculum design.

These results correspond to the ranking of the descriptions of skills, reported by Wilkins et al.,(2005; 2006); Taş et al., (1996). In this study, conceptual and analytical skill domains are on line seven. Administrative thought or approach is not expected by the hotel managers in TRNC and that the students agree with this view. In the literature, however, this skill is counted as important for the students.

6.2 Managerial Implications

There is a need for understanding how academic courses are related to the generic employability skills, the role of work placement and the curriculum. A considerate time must be allowed to study for understanding the changing needs of industry in TRNC so that the curriculums can be designed in the light of the results.

In MEYAP, the reformation program in TRNC, the expectations of the industry managers are considered while the students' perceptions are ignored. There must be a physical, interactive relationship between the private sector and the education system in TRNC; besides an effective communication between schools and universities, the ministry of Education should take part in the preparation and the design of the curriculum. The ministry of Tourism should be informed about these changes. Industry must actively take part in students' learning; they should maintain some sort of proximity with the educational forces that control the students' curricula in vocational schools and universities.

6.3 Conclusion

It is widely known that students from vocational school and universities are not preferred for employment in the industry because of their lack in the required skills. Especially students of the forth year programs are not preferred because the managers do not look for managerial type graduates. In this study, generic skills framework has been used to expose the fact that there are significant gaps between the expectations of the industry and students' perceptions of the skills, counted as the most valuable to graduates entering the industry. These results shows that especially university programs which focus on producing future managers cover "conceptual and analytical" skills that are among the least important skills by the managers.

This research points to a significant problem that there is no interactive relation between educators and the managers in the industry.

This study offers several suggestions to students and instructors. The first is the skills that are counted as valuable to enter the tourism industry. The second is the understanding the needs for curriculum changes. It is important to understand and analyze the expectations of the managers for shaping the graduate curriculum. The results which affect the school curriculum prove to be contrary to the expectations of managers. The generic skills must be evaluated from the perspectives of the instructors who prepare the curriculums. Curriculum must be motivating enough to keep the graduates in the industry. The focus of the curriculum should be on the development of students' ability to apply knowledge to compete with new situations.

The recent developments in the sector such as the increasing number of universities, students, new hotels, must force the graduates for the expectations and the development of better skills. This strategy might also provide cooperation

between the industry and the educational approach. Students must be guided and directed in accordance with the expectations of the industry. One example is MEYAP project through which students are trained on specific areas (e.g. kitchen, front office) rather than on basic tourism education.

6.4 Limitations of the Research and Future Research Initiatives

Based on the model of the original survey, conducted by Raybould and Wilkins, (2005), this study only aims for the hotel managers and graduate students from vocational schools and universities of both two and four year programs in TRNC, in addition to the experienced graduates. The research on the generic skills model could be applied for the instructors who are preparing the curriculums. It is important that academics work closely with the industry to inform them about the contents of academic programs, to build realistic expectations of graduate skills and help hotel industry design traineeship programs. Non-profitability convenience sampling is used. It should be known however, that an evaluation of the perceptions and the expectations of the current skills need change over time. It would be valuable to identify these changes in trends and expectations which might be adapted into contemporary curriculum design.

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APPENDICES

Appendix A: Sample Questionaire

Değerli Cevaplayıcı,

Ankette yapılan çalışma Kuzey Kıbrıs'taki Turizm ve Otelcilik mesleği alanında ihtiyaç duyulan becerileri ortaya çıkarmayı amaçlamaktadır.

Beşli ölçekler kullanılarak hazırlanan bu sorularda, cevaplayıcıların sorulara *katılım düzeyi* ölçülmek istenmiştir. Bu çalışmaya katılmak için tamamen tesadüfî olarak seçildiniz. Cevaplayıcı olarak kimliğinizin gizli tutulması, bu araştırmanın en temel ilkelerinden birisidir. Bu araştırmaya ilişkin veriler tamamen bilgisayar ortamında ve toplu olarak değerlendirilecektir. Anketin tahmini cevaplama süresi en fazla **20** dakikadır. Elinizde bulunan anketteki soruların her biri bir yargıda bulunmaktadır. Soruların *doğru* veya *yanlış* diye bir cevabı yoktur. Vermiş olduğunuz yanıtların araştırma kapsamında kullanılabilmesi için anketi tam olarak doldurmanız gerekmektedir. Zaman ayırdığınız ve anketi doldurmayı kabul ettiğiniz için şimdiden *teşekkür eder*, çalışmalarınızda *başarılar dileriz*.

İletişim Adresi:
ERGİN ERSOY
0542 8558704

I. Bölüm: Bu bölüm rutin demografik bilgileri içermektedir, lütfen sizi kapsayan seçeneği işaretleyiniz.

1. Cinsiyetiniz?

	Kadın		Erkek

2. Yaşınız?

15–18	38–47
19–27	48–57
28–37	58 ve üstü

3. Mesleğiniz?

	Öğrenci		Yönetici

4. Öğrenci iseniz:

	Meslek Lisesi - Turizm		Üniversite 2 Yıllık Önlisans		Üniversite 4 Yıllık Lisans

Öğrenci iseniz lütfen 12. soruya geçiniz.

5. Turizm endüstrisindeki hizmet yılınız?

0–5	16–20
6–10	21–25
11–15	26 ve üzeri

6. Şimdiki işverenin yanında hizmet süreniz?

0–5	16–20
6–10	21–25

	11–15		26 ve üzeri

7. İşyerinizdeki bölümünüz?

	Önbüro		Satış pazarlama
	Yiyecek – İçecek- Restoran Servis Bar		İdari bölüm- Muhasebe
	Kat Hizmetleri		İnsan Kaynakları
	Yiyecek – İçecek- Mutfak		Diğer – (Belirtiniz)

Cevabınız diğerse lütfen belirtiniz. ……………………….

8. Mezun olduğunuz okul?

	İlkokul		Üniversite önlisans
	Ortaokul		Üniversite lisans
	Meslek Lisesi		Doktora / Master
	Lise		Diğer

9. Üniversite / Lise-Meslek lisesi mezunu iseniz hangi bölümden mezun oldunuz?

	Turizm		Diğer

Cevabınız diğerse lütfen belirtiniz. ……………………….

10. Çalıştığınız otelin sınıflandırması?

	5 Yıldız		3 Yıldız
	4 Yıldız		Tatil köyü

11. Çalıştığınız otelin oda sayısı?

	10–50 oda		101 den fazla
	51-100 oda		

12. Staj yaptınız mı? | Evet | | Hayır |

II. Bölüm: Bu bölümde sizce iş yaşamında ihtiyaç duyulan ya da olması gereken becerileri önem sırasına göre cevaplayınız.

1. Kesinlikle Önemsiz   3. Emin değilim   4. Önemli
2. Önemsiz   5. Kesinlikle önemli

	1	2	3	4	5
1. Bir konuyu inandırıcı şekilde küçük grupta savunma veya tartışma	1	2	3	4	5
2. Mülakatlar ayarlama ve uygulayabilme	1	2	3	4	5
3. Personel bilgilendirme toplantıları düzenleme	1	2	3	4	5
4. İç ve dış hissedarlara/paydaşlara iş sunumu yapabilme	1	2	3	4	5
5. Telefonda etkili ve profesyonel iletişim kurma	1	2	3	4	5
6. İş raporunu özetleme ve aktarabilme	1	2	3	4	5
7. İş raporu yazabilme	1	2	3	4	5
8. Standart uygulama prosedürü yazma	1	2	3	4	5
9. Etkili iş iletişimi yazabilme (ör. iç memorandumlar, elektronik mektuplar, iş mektupları)	1	2	3	4	5
10. Müşteri problemleriyle etkili bir şekilde ilgilenme	1	2	3	4	5
11. Müşteri isteklerini önceden tahmin etme	1	2	3	4	5

12. Kriz durumlarında etkili ve sakin davranma	1	2	3	4	5
13. Belirli bir probleme karşı iç denetleme sistemi kullanma	1	2	3	4	5
14. Çalışma problemlerini sistemli şekilde tespit etme	1	2	3	4	5
15. Basit bir tutar, ücret ve kar analizlerini anlama ve aktarabilme	1	2	3	4	5
16. Organizasyonun amaçlarına uygun birim amaçları geliştirebilme	1	2	3	4	5
17. İşle ilgili yasaları anlama ve yorumlayabilme	1	2	3	4	5
18. Programlama ve kaynak ayarlamayı içeren iş projesi planlayabilme	1	2	3	4	5
19. Her birim için uygulanabilir bütçe planı yapabilme	1	2	3	4	5
20. İş performans ölçülerini ve iş raporlarını anlama ve yorumlayabilme	1	2	3	4	5
21. Birimler için strateji analizleri düzenleme	1	2	3	4	5
22. İş ve ekonomi tahmin raporları düzenleme ve yorumlama	1	2	3	4	5
23. Çalışan listesi hazırlama	1	2	3	4	5
24. Belirli ve özellikli sorunlarla ilgili gerçekleri bulma	1	2	3	4	5
25. Elektronik iletişim kullanma ve bilgi araştırmaları yapma	1	2	3	4	5
26. Dosya ve veri düzenleme becerilerini kullanma	1	2	3	4	5
27. Araştırma tasarımlama ve uygulama	1	2	3	4	5
28. Bilgi araştırma becerileri gösterme	1	2	3	4	5
29. Bilgiyi aktarmak için tablolar, grafikler ve çizelgeler kullanma	1	2	3	4	5
30. Standart ofis uygulamalarını kullanma (ör: kelime işlemci, tablo, bilgi tabanı)	1	2	3	4	5
31. Personele bireysel rehberlik servisi sağlama	1	2	3	4	5
32. Sorumluluk ve otorite sağlayabilme	1	2	3	4	5
33. Çalışanları motive ve teşvik edebilme	1	2	3	4	5
34. Üretimi denetlemek için toplantılar düzenleyebilme	1	2	3	4	5
35. Çalışma gurubunun diğer üyeleri ile uygun iletişim kurabilme	1	2	3	4	5
36. Personel şikâyetlerini ve problemlerini çözebilme	1	2	3	4	5
37. Personele bireysel gelişim ortamı sağlama	1	2	3	4	5
38. Küçük gruplara etkili kursları düzenleme	1	2	3	4	5
39. Sağlık, güvenlik, hijyen, ruhsat kurallarına uyum sağlama	1	2	3	4	5
40. İş ortamında profesyonel ve etik standartları sağlama	1	2	3	4	5
41. Personel ve misafirlerle ilgilenirken kültürel farklılıklara duyarlı olma	1	2	3	4	5
42. Müşteri ve personelle ilgilenirken kendini onların yerine koyabilme	1	2	3	4	5
43. Dinleme becerileri gösterme	1	2	3	4	5
44. Performansla ilgili eleştiri alabilme ve yapabilme	1	2	3	4	5
45. Bağımsız olarak ve takım üyesi olarak öğrenme	1	2	3	4	5
46. Bilgiyi değişik kontekstlere/durumlara uygulayabilme	1	2	3	4	5
47. İş harici öğrenme tecrübelerine açık olma	1	2	3	4	5
48. Değişime adapte olabilme	1	2	3	4	5
49. Yakın yönlendirme olmadan çalışma	1	2	3	4	5
50. Kişisel bir kariyer planı hazırlama	1	2	3	4	5
51. Kişisel amaçlar belirleme	1	2	3	4	5
52. Zamanı kullanma becerilerini gösterme	1	2	3	4	5

Çalışmaya yapmış olduğunuz değerli katkı için teşekkürler.

Dear Participant,

   This questionnaire aims to reveal the skills which are necessary at the profession of tourism and hospitality in North Cyprus.

In this questionnaire, five point Likert scale is used in preparing the questions and it is aimed to test the participant's level of agreeing-disagreeing to the questions. You are chosen to be a participant of this questionnaire randomly by chance. One of the main principles of this research project is that your identity as a participant will not be announced. The data related to this research project will be evaluated as a whole and totally on computer. The estimated time given for answering the questions is maximum 20 minutes. Each of the questions in this questionnaire measures a judgment. There is no *true* or *false* answer. All the questions must be answered in order to be used in the research project effectively. Thank you for your participation and wish you success in your studies

Contact Number:
ERGİN ERSOY
0542 8558704

Part I: this part covers the routine demographic data**. Please choose the answer which best describes you.**

1. Gender?

	Female		Male

2. Age?

	15–18		38–47
	19–27		48–57
	28–37		58 and up

3. Occupation?

	Student		Manager

4. If student:

	Vocational high school-Tourism		University 2 Years undergraduate		University 4 Year undergraduate

If student, please go to the question 12.

5. How many years did you work in the Hospitality industry?

	0–5		16–20
	6–10		21–25
	11–15		26 and up

6. How many years have you worked with your current employer?

	0–5		16–20
	6–10		21–25
	11–15		26 and up

7. Department at work?

	Front office		Sales marketing
	Food and beverage – Restaurant Service - Bar		Managerial department- account
	Housekeeping		Human resources
	Food and beverage- kitchen		Other

If other, please specify. ………………………..

8. Which school did you graduate from?

	Primary school		University 2 Years undergraduate
	Junior high school		University 4 Year undergraduate
	Vocational high school		Doctorate/ Masters
	High school		Other

9. If you are a university/high school/vocational high school graduate, which department did you graduate from?

	Tourism		Other

If other, please specify. ……………………….

10. Which class is your hotel is?

	5 Star		3 Star
	4 Star		Holiday village

11. How many rooms are there in the hotel you're working?

	10–50 room		101 above
	51–100 room		

12. Did you do your apprenticeship? Only students will answer.

	Yes		No

Part II. : In this part please put the skills in order according to the importance in the workplace**.**

1. Not very important   **3.** Don't know   **4.** Important
2. Not important   **5.** Critically important

	1	2	3	4	5
1. Defend or argue a case convincingly in a small group	1	2	3	4	5
2. Conduct and facilitate interviews	1	2	3	4	5
3. Conduct staff briefing	1	2	3	4	5
4. Make a business presentation to internal or external stakeholders	1	2	3	4	5
5. Communicate effectively and in a businesslike manner using the telephone	1	2	3	4	5
6. Interpret and summarize a business or industry report	1	2	3	4	5
7. Write a simple business report	1	2	3	4	5
8. Write a standard operating procedure (SOP)	1	2	3	4	5
9. Write effective business communications including business letters, internal memos and e mail	1	2	3	4	5
10. Deal effectively and calmly in crisis situations	1	2	3	4	5
11. Anticipate client needs	1	2	3	4	5
12. Operate effectively and calmly in crisis situations	1	2	3	4	5
13. Implement internal control systems in response to an identified problem	1	2	3	4	5
14. Systematically trace and identify operational problems	1	2	3	4	5
15. Understand and interpret simple cost benefit analysis	1	2	3	4	5
16. Develop business unit goals that are congruent with the organizations goals	1	2	3	4	5

17. Understand and interpret legislation relevant to the business	1	2	3	4	5
18. Plan a business project including scheduling and resource allocation	1	2	3	4	5
19. Prepare an operational budget for a business unit	1	2	3	4	5
20. Understand and interpret business performance measures and operating reports	1	2	3	4	5
21. Conduct a simple strategic analysis for a business unit	1	2	3	4	5
22. Understand and interpret business or economic forecast data	1	2	3	4	5
23. Plan an employee roster	1	2	3	4	5
24. Identify facts relevant to particular issues or problems	1	2	3	4	5
25. Use electronic communications and data search applications	1	2	3	4	5
26. Demonstrate file management and data management skills	1	2	3	4	5
27. Design and implement basic primary research	1	2	3	4	5
28. Demonstrate information search skills	1	2	3	4	5
29. Use tables, graphs and charts to communicate information	1	2	3	4	5
30. Use standard office applications, e.g.: word processor, spreadsheets, databases	1	2	3	4	5
31. Provide one-on-one staff counselling	1	2	3	4	5
32. Delegate responsibility and authority	1	2	3	4	5
33. Motivate and encourage employees	1	2	3	4	5
34. Manage meeting to ensure productivity	1	2	3	4	5
35. Communicate appropriately with other members of a work group	1	2	3	4	5
36. Handle employee grievances and manage employee problems	1	2	3	4	5
37. Provide one-on-one staff coaching	1	2	3	4	5
38. Provide effective small group training	1	2	3	4	5
39. Ensure compliance with health and safety, hygiene, licensing and other regulations	1	2	3	4	5
40. Maintain professional and ethical standards in the work environment	1	2	3	4	5
41. Demonstrate cultural awareness in dealings with staff and guests	1	2	3	4	5
42. Demonstrate empathy in dealing with customers and staff	1	2	3	4	5
43. Demonstrate listening skills	1	2	3	4	5
44. Give and receive feedback on performance	1	2	3	4	5
45. Learn independently and as a member of a team	1	2	3	4	5
46. Apply knowledge to different context	1	2	3	4	5
47. Undertake " off-the-job" learning experiences	1	2	3	4	5
48. Adapt creatively to change	1	2	3	4	5
49. Work without close supervision	1	2	3	4	5
50. Develop a personal career plan	1	2	3	4	5
51. Set personal objectives	1	2	3	4	5
52. Demonstrate time management skills	1	2	3	4	5

Thanks for your valuable assistance for this study.

Appendix B: The Curriculum of Commercial High School Tourism and Hotel Section: Courses Distributed

	COURSES	WEEKLY COURSE HOUR		
PREPARATORY CLASS	Turkish Language	4		
	Foreign Language	24		
	Physical Education	2		
	Art	2		
	Music	2		
	Cyprus History	2		
	Cyprus Geography	2		
COURSE GROUPS	COURSES	I. CLASS	II. CLAS	III. CLAS
COMMON GENERAL	Turkish Language and Literature	4	2	2
CULTURE COURSES	Religion Culture and Moral Knowledge	1	1	1
	History	2	-	-
	Mathematics	3	2	2
	Geography	2	-	-
	Chemistry	2	-	-
	English	4	4	4
	Physical Education	1	1	1
	T.R. Revolution	-	2	-
	National Security Knowledge	-	1	-
	Biology and Health Knowledge	2	-	-
	Philosophy	~	~	2
TOTAL		21	13	12
COMMON COURSES	Human Relation and Communication	2		
	Tourism Business Administration	-	-	2
	Computer	1	2	2
THEORETİCAL AND	Basic Nourishment	2	2	-
PRATİCAL	Tourism	1	-	-
VOCATIONAL	Service	3	6	5
	Food Production	-	6	6
COURSES	House Keeping	2	2	4
	Private Conditions Nourishment and Hygiene	1	-	-
	Front Office	2	3	3
	German	*2*	4	4
TOTAL		16	24	25
GENERAL TOTAL		*38*	38	38

Appendix C: Example of an Examination of Metge Project

Please evaluate according to the criteria given below.
Trainee: Name and Surname………………………………………..
DishWasher   Dishes   Washing-up.

Washing on Hand

Steps of Process	Total Points	Total Points

The Steps of Process	Total Points	Total Points
Did you wear suitable clothes?	2	
Did you prepare the dish washer?	5	
Did you prepare the tools for the dish washer?	3	
Did you categorize the dishes?	5	
Did you place dishes into baskets?	10	
Did you wash all dishes before hand?	5	
Did you place the washed dishes?	5	
Did you clean the dish washer and its surroundings?	5	
TOTAL	**40**	

Did you wear the suitable clothes?	2	
Did you prepare the tools for washing on hand?	2	
Did you prepare the materials for washing on hand?	2	
Did you clean the leftovers in the plate?	5	
Did you categorize the dishes?	4	
Did you prewash the dishes?	5	
Did you wash the dishes fully?	5	
Did you dry them?	5	
Did you disinfect the cleaned and washed dishes?	5	
Did you dry the disinfected dishes?	5	
Did you place them on suitable places?	5	
Did you clean the washing place and its surroundings?	5	
TOTAL	**60**	

Please evaluate according to the criteria given below.

Trainee: Name and Surname………………………………………..

COLLECTING RUBBISH

İŞLEM BASAMAKLARI	Total Points	Total Points
Did you wear your proper outfit?	3	
Did you wear your gloves?	2	
Did you group the rubbish?	5	
Did you tie the rubbish bags?	10	
Did you carry all the bin with the carrier to the rubbish place?	10	
Did you specifically throw each rubbish according to its box?	5	
Did you wash all rubbish carries according to sanitation rules?	10	
Did you place all rubbish carriers on high place, upside down?	5	
Did you clean the places where there was rubbish according to sanitation rules?	10	
TOTAL	**60**	

Please evaluate according to the criteria given below.

Trainee: Name and Surname………………………………………..

PERSONAL MAINTENANCE

ATTITUDES TO BE OBSERVED	Total Points	Total Points
Did you clean the bathroom?	5	
Have the hair been cleaned?	5	
Have hand and feet cleaning been made?	5	
Mouth and teeth cleaning been made?	5	
Have the uniform cleaning done in the expected way?	5	
Have shaving been made? (to men)	5	
Have make up been made accordingly? (to women)	5	
Have aftershaves or perfumes been used?	5	
TOTAL	**40**	

Please evaluate according to the criteria given below.
Trainee: Name and Surname……………………………………………..

CLEANING THE GROUND

Steps of Process	Total Points	Total Points
Did you wear a uniform?	2	
Did you wear suitable shoes?	3	
Did you make a personal cleaning to yourself?	5	
Did you specify the features of the ground?	5	
Did you control if the cleaning car is clean?	5	
Did you check if the wet doormat is clean?	5	
Did you specify the chemical material for the ground?	10	
Did you use the material to its right dosage?	10	
Did you take away the mobile stuff at the surface?	5	
Did you use the correct semiotics?	5	
Did you check the wiping process?	10	
Did you place all materials to its proper place?	5	
Did you abide to the ergonomic rules?	10	
Did you clean the doormat car from dirt and dust?	5	
Did you place all materials to its proper place for maintenance?	5	
Did you use your time efficiently?	10	
TOTAL	**100**	

Appendix D: The distribution of students in TRNC universities according to the educational years of 1988-2007

Educational Year	EMU				NEU				LEU				GAU				UAÜ				ICU				TOTAL			
	TRNC	TR	3.C	TOP	TRNC	TR	3.C	TOP	TRNC	TR	3.C	TOP	TRNC	TR	3.C	TOP	TRNC	TR	3.C	TOP	TRNC	TR	3.C	TOP	TRNC	TR	3.C	TOTAL
1988-1989	719	1122	438	2279	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	719	1122	438	2279
1989-1990	714	1801	514	3029	71	124		195	0	0	0	0	5	214	0	219	0	0	0	0	0	0	0	0	790	2139	514	3443
1990-1991	715	2325	545	3585	117	680	5	802	23	193	3	219	14	184	8	206	0	0	0	0	0	0	0	0	869	3382	561	4812
1991-1992	865	2541	559	3965	182	1460	11	1653	43	370	5	418	15	269	5	289	0	0	0	0	0	0	0	0	1105	4640	580	6325
1992-1993	1025	2774	477	4276	291	1553	156	2000	60	406	11	477	12	215	3	230	0	0	0	0	0	0	0	0	1388	4948	647	6983
1993-1994	1659	3159	452	5270	312	1881	204	2397	168	569	13	750	14	227	0	241	17	90	3	110	0	0	0	0	2170	5926	672	8768
1994-1995	2385	3787	456	6628	217	2663	196	3076	238	586	28	852	39	147	7	193	38	160	10	208	0	0	0	0	2917	7343	697	10957
1995-1996	2750	4466	503	7719	592	3351	210	4153	287	529	11	827	58	475	12	545	68	576	24	668	0	0	0	0	3755	9397	760	13912
1996-1997	3295	5110	620	9025	535	3729	236	4500	279	530	20	829	88	745	27	860	101	614	43	758	0	0	0	0	4298	10728	946	15972
1997-1998	3839	5799	627	10265	555	3620	251	4426	342	556	50	948	159	828	71	1058	145	844	51	1040	43	69	3	115	5083	11716	1053	17852
1998-1999	4345	6454	608	11407	1100	2375	436	3911	372	559	98	1029	203	681	125	1009	77	760	25	862	99	154	3	256	6196	10983	1295	18474
1999-2000	4791	7171	686	12648	1610	3930	747	6287	449	600	147	1196	236	764	175	1175	0	0	0	0	101	230	92	423	7187	12695	1847	21729
2000-2001	5099	8144	761	14004	1957	3509	837	6303	491	858	124	1473	321	883	93	1297	0	0	0	0	125	483	106	714	7993	13877	1921	23791
2001-2002	5100	7311	728	13139	2219	3972	973	7164	390	800	80	1270	321	807	116	1244	0	0	0	0	117	407	67	591	8147	13297	1964	23408
2002-2003	5200	7810	1100	14110	2786	7074	1235	11095	322	1169	75	1566	445	1707	245	2397	0	0	0	0	137	1262	123	1522	8890	19022	2778	30690
2003-2004	5152	7723	1063	13938	3064	5678	927	9669	418	1156	242	1816	435	1616	220	2271	0	0	0	0	116	1172	72	1360	9185	17345	2524	29054
2004-2005	4837	7952	1274	14063	2285	5637	886	8808	301	1881	127	2309	511	2683	226	3420	0	0	0	0	125	2283	72	2480	8059	20436	2585	31080
2005-2006	4500	9000	1500	15000	4386	8000	885	13271	398	2631	130	3159	463	3231	248	3942	0	0	0	0	115	3340	85	3540	9862	26202	2848	38912
2006-2007	3877	8665	1663	14205	5410	8452	930	14792	351	2685	137	3173	613	4142	227	4982	0	0	0	0	87	3395	53	3535	10338	27339	3010	40687

Appendix E: Universities and Vocational High Schools

	UNIVERSITIES
1	Eastern Mediterranean University
2	Near East University
3	Cyprus International University
4	Lefke European University
5	Middle East Technical University
6	Anatolia University
7	Girne American University
8	Atatürk teachers training academy
9	Nurse Institution of higher education.

	VOCATIONAL HIGH SCHOOLS
1	Sedat Simavi Industry Vocational High School
2	Cengiz Topel Industry Vocational High School
3	Dr. Fazıl Küçük Industry Vocational High School
4	Karpaz Vocational High School
5	Haydarpaşa Commerce High School
6	İskele Commerce High School
7	Atatürk Vocational High School
8	Gazimağusa Vocational High School
9	Haspolat Vocational High School
10	Güzelyurt Vocational High School
11	Girne Practical Trade School

Sourse:http://www.mebnet.net

Appendix F: Emu 4 Year Curriculum

Crs. Code	Course Name	Semester	Credit	Lecture Hour	Tutorial Hour
STHM101	Introduction to Tourism and Leisure Industry	1	3	3	0
GEED111	General Survey of Knowledge I	1	3	3	0
CINT101	Computer and Information Technology	1	3	3	0
ENGL191	Communication in English - I	1	3	3	1
STHM107	Basic German - I	1	3	3	0
TUSL180	Turkish as a Second Language	1	3	3	0
TURK199	Communication in Turkish	1	3	3	0
GEED101	Spike - I	1	0	0	0
TOUR102	Lodging and Travel Operations	2	3	3	0
GEED112	General Survey of Knowledge II	2	3	3	0
MATH168	Mathematics and Statistics	2	3	3	0
ENGL192	Communication in English - II	2	3	3	1
STHM108	Basic German - II	2	3	3	0
STHM100	Industrial Training - I	2	0	0	0
GEED102	Spike - II	2	0	0	0
TOUR221	Transportation Systems	3	3	3	0
TOUR211	Front Office Operations	3	3	3	0
TOUR223	Fares and Ticketing	3	3	3	0
TOUR213	Food Production - I	3	3	3	1
TOUR225	Gaming and Entertaintment Operations	3	3	3	0
TOUR215	Food and Beverage Operations	3	3	3	0
STHM205	English for Tourism and Leisure - I	3	3	3	1
STHM207	German for Tourism and Leisure - I	3	3	3	0
GEED103	SPIKE-III	3	0	0	
GEED201	Spike - III	3	0	0	0
TOUR202	Event and Programme Planning	4	3	3	0
TOUR212	Housekeeping Operations	4	3	3	0
TOUR224	Basic Guiding Principles	4	3	3	0
TOUR214	Food Production - II	4	3	3	1
TOUR226	Computerized Reservation Systems - Galileo	4	3	3	0
TOUR216	Hospitality Computerization Systems (Fidelio)	4	3	3	0
STHM206	English for Tourism and Leisure - II	4	3	3	1
STHM208	German for Tourism and Leisure - II	4	3	3	0
GEED202	Spike - IV	4	0	0	0
TOUR321	Travel Agency Operations	5	3	3	0
TOUR311	Cost Analysis and Control	5	3	3	0
MGMT307	Introduction to Tourism and Leisure Management	5	3	3	0
MRKT303	Marketing For Tourism and Leisure Industry - I	5	3	3	0
ACCT305	Hospitality Accounting - I	5	3	3	0
STHM307	Ecology and Environment	5	3	3	
TOUR307	Ecology and Environment	5	3	3	0
GEED105	SPIKE-V	5	0	0	
TOUR312	Food and Beverage Management	6	3	3	0
TOUR324	Tour Operation	6	3	3	0
TOUR302	Geography of Tourism	6	3	3	0
STHM302	Geography of Tourism	6	3	3	
STHM304	Marketing for Tourism and Leisure Industry - II	6	3	3	0
STHM306	Hospitality Accounting - II	6	3	3	0
UE-AH01	Uni.Elecitive - Arts & Humanities- I	6	3	3	0
STHM200	Industrial Training - II	6	0	0	0
GEED106	SPIKE-VI	6	0	0	
STHM401	Legal and Ethical Issues in Tourism and Leisure	7	3	3	0
MGMT403	Human Resources Management for Service Industry	7	3	3	0
ECON475	Tourism Economics	7	3	3	0
AE01	Area Elective I	7	3	3	0
UE-AH02	Uni. Elective - Art & Humanities - II	7	3	3	0
TOUR402	Tourism Policy and Planning	8	3	3	0
STHM402	Tourisim Policy and Planning	8	3	3	0
TOUR404	Sociology of Tourism	8	3	3	0
FINA408	International Financial Analysis	8	3	3	0
THM 416	Financial Management	8	3	3	0
HIST280	History of Turkish Reforms	8	2	2	0
HIST299	History of Turkish Reforms	8	2	2	0
AE02	Area Elective II	8	3	3	0
AE03	Area Elective III	8	3	3	0

Appendix G: CIU 4 Year Curriculum

Academic Program

1. Semester

BUS 101	Introduction to Business	(3-0) 3
ECO 101	Economics I	(3-0) 3
MAT 103	Calculus I	(3-0) 3
SOC 101	Sociology	(3-0) 3
ENG 101	English I	(2-2) 3
TUR 101	Introduction to Turkish	(2-0) 0

2. Semester

CME 110	Introduction to Computers	(2-2)3
ECO 102	Economics II	(3-0)3
PSY 110	Psychology	(3-0)3
THM 102	Intro. to Tourism Industry	(3-0)3
ENG 102	English II	(2-2)3
HTR 100	History of Modern Turkey	(2-0)0

3. Semester

BNF 201	Accounting I	(3-0) 3
BUS 201	Business Law	(3-0) 3
STA 207	Statistics I	(3-0) 3
THM 201	Hospitality Management	(3-0) 3
ENG 201	English III	(2-2) 3

4. Semester

BNF 202	Accounting II	(3-0)3
BUS 210	Social Policy	(3-0)3
BUS 250	Intro. to Management	(3-0)3
THM 202	Front Office Operations	(3-0)3
ENG 202	English IV	(2-2)3

Summer Session

THM 200	Summer Training I	NC

5. Semester

THM 301	Food and Beverage Service	(3-0) 3
THM 303	Housekeeping Operations	(3-0) 3
THM 305	Trvl Agency & Tour Oper.	(3-0) 3
BUS 369	Research Methods	(3-0) 3
GER 101	German I	(3-0) 3

6. Semester

THM 302	Food & Beverage Mngmnt.	(3-0)3
THM 304	Hospitality Marketing	(3-0)3
BUS 310	Human Resource Mngmnt.	(3-0)3
GER 102	German II	(3-0)3
THM XXX	Elective	(3-0)3

Summer Session

THM 300	Summer Training II	NC

7. Semester

THM 401	Food Preparation I	(3-0)3
THM 403	Tourism Economics	(3-0)3
THM 405	Nutrition and Sanitation	(3-0)3
FRE 101	French I	(3-0)3
THM XXX	Elective	(3-0)3

8. Semester

THM 402	Food Preparation II	(3-0)3
THM 404	Food & Beverage Cost Cntrl.	(3-0)3
THM 406	Tourism Policy and Planning	(3-0)3
FRE 102	French II	(3-0)3
THM XXX	Elective	(3-0)3

Elective Courses

THM 342	Info. Systems for Hotel Oper.	(3-0)3
THM 432	Cultural Artif. in Tourism Indus.	(3-0)3
THM 441	Tourism Information Guide	(3-0)3
THM 442	Tourism Develop. in EU	(3-0)3
THM 451	TQM in the Hospitality Ind.	(3-0)3
THM 452	Travel Selling Techniques	(3-0)3

Appendix H: Vocational High Schools and Tourism Colleges Weekly Courses Curriculum for Service and Cooking Branch in 2009-10

COURSE CATEGORISE	COURSES	IX. CLASS	X. CLASS	XI. CLASS	XII. CLASS
COMMON COURSES	LANGUAGE AND COMPOSITION	2	2	2	2
	TURKISH LITERATURE	3	2	-	-
	CYPRUS TURKISH LITERATURE	1	2	-	-
	HISTORY	2	1	-	-
	TURKISH HISTORY AND ATATÜRK	-	-	2	-
	CYPRUS HISTORY	2	2	-	-
	GEOGRAPHY	2	-	-	-
	CYPRUS GEOGRAPHY	-	2	-	-
	MATHS	4	3	-	-
	PHISICS	2	-	-	-
	CHEMISTRY	2	-	-	-
	BİOLOGY AND HEALTH	3	-	-	-
	PHILOSOPHY	-	-	2	-
	ENGLISH	5	4	4	4
	PHYSICAL TRAINING	2	2	2	-
	NATIONAL SECURITY	1	-	-	-
	COMPUTOR	2	-	-	-
	CLASS HOUR	1	-	-	-
	TOPLAM	**34**	**20**	**12**	**6**
COMMON BRANCH COURSES	OCCUPATION DEVELOPMENT	-	1	-	-
	SERVICE PREPARATION I	-	3	-	-
	FOOD PREPARATION İ	-	2	-	-
	HOUSEKEEPING I	-	2	-	-
	FRONTOFFICEİ I	-	2	-	-
BRANCH COURSES	TRAVEL AGENT SERVICES		1		
	SERVICE PREPARATION II	-	-	9	-
	SERVICE PREPARATION III	-	-	-	9
	FOOD PREPARATION II	-	-	10	-
	FOOD PREPARATION III	-	-	-	10
	ENGLISH	-	3	3	3
	II FOREIGN LANGUAGE	-	2	2	2
	OCUPATIONAL COMPUTOR	-		-	4
BRANCH COURSES TOTAL		**0**	**17**	**24**	**28**
OPTIONAL COURSES	RELIGION AND ETHICS (1)	-	-	-	-
	KNOVLEDGE THEORY(1)	-	-	-	-
	DEMOCRACY AND HUMAN RIGHTS (1)	-	-		-
	MÜZİC (2)	-	-		-
	PHYSICAL TRAINING (2)	-	-		-
	MATHS (2)	-	-		-
	PHISICS (2)	-	-		-
	CEMISTRY (2)	-	-		-
	CEOGRAPHY (2)	-	-		-
	ORIENTATION (2)	-	-		-
	TOTAL	**4**	**2**		**4**
GRAND TOTAL		**38**			**38**
GUIDANCE		**1**		**1**	**1**

Vocational High Schools and Tourism Colleges Curriculum for Front office and Housekeeping Branch

COURSE CATEGORISE	COURSES	IX. CLASS	X. CLASS	XI. CLASS	XII. CLASS
COMMON COURSES	LANGUAGE AND COMPOSITION	2	2	2	2
	TURKISH LITERATURE	3	2	-	-
	CYPRUS TURKISH LITERATURE	1	2	-	-
	HISTORY	2	1	-	-
	TURKISH HISTORY AND ATATÜRK	-	-	2	-
	CYPRUS HISTORY	2	2	-	-
	GEOGRAPHY	2	-	-	-
	CYPRUS GEOGRAPHY	-	2	-	-
	MATHS	4	3	-	-
	PHISICS	2	-	-	-
	CHEMISTRY	2	-	-	-
	BİOLOGY AND HEALTH	3	-	-	-
	PHILOSOPHY	-	-	2	-
	ENGLISH	5	4	4	4
	PHYSICAL TRAINING	2	2	2	-
	NATIONAL SECURITY	1	-	-	-
	COMPUTOR	2	-	-	-
	CLASS HOUR	1	-	-	-
TOPLAM		34	20	12	6
COMMON BRANCH COURSES	OCCUPATION DEVELOPMENT	-	1	-	-
	SERVICE PREPARATION I	-	3	-	-
	FOOD PREPARATION İ	-	2	-	-
	FRONTOFFICE I	-	2	-	-
	HOUSEKEEPING I	-	2	-	-
BRANCH COURSES	TRAVEL AGENT SERVICES		1		
	HOUSEKEEPING İİ	-	-	9	-
	HOUSEKEEPING İİİ	-	-	-	9
	FRONTOFFICE I	-	-	10	-
	FRONTOFFICE II	-	-	-	10
	ENGLISH	-	3	3	3
	II FOREIGN LANGUAGE	-	2	2	2
	OCUPATIONAL COMPUTOR	-		-	4
BRANCH COURSES TOTAL		0	17	24	28
OPTIONAL COURSES	RELIGION AND ETHICS (1)	-	-	-	-
	KNOVLEDGE THEORY(1)	-	-	-	-
	DEMOCRACY AND HUMAN RIGHTS (1)	-	-		-
	MÜZİC (2)	-	-		-
	PHYSICAL TRAINING (2)	-	-		-
	MATHS (2)	-	-		-
	PHISICS (2)	-	-		-
	CEMISTRY (2)	-	-		-
	CEOGRAPHY (2)	-	-		-
	ORIENTATION (2)	-	-		-
TOTAL		4	2		4
GRAND TOTAL		38			38
GUIDANCE		1		1	1