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HUMAN RESOURCE DEVELOPMENT IN THE TOURISM SECTOR
IN THAILAND

BY

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ABSTRACT

The purpose of this study is three-fold: to examine how education and training for tourism have developed and operated in Thailand; to analyse the role of the public and private sectors in human resource development with specific reference to the hotel sub-sector in Thailand; and to identify how the public and private sectors can co-operate to improve the effectiveness of education and training in Thailand's hotel industry.

Concepts from human resource development in tourism provide the theoretical framework for the investigation. Three propositions are put forward. (1) The quality of human resources presents a very significant constraint to tourism development because the tourism industry is labour-intensive. Thailand needs better-qualified personnel at all levels of the tourism industry to improve the overall level of service, and to be competitive in international tourism. (2) In developing countries, without strong government support and guidance, human resource development in the tourism sector will not take place. (3) The Thai government needs to play a supportive role in human resource development in tourism because the key to success is co-operation among the three main actors: the government, the tourism industry, and educational institutions.

The data were obtained from interviews with three major stakeholders who influence human resource development for the hotel sub-sector of the tourism industry: government officials, hoteliers and educators.

The thesis concludes that there are nine major human resource problems in Thailand. These problems were grouped into three main areas: human resource management, administrative structure and the general aspect. Government involvement in human resource development in Thailand should be active because of the absence of a developed and education-conscious private sector. The government should undertake a supportive role to ensure that basic tourism education and training activities are initiated. The private sector should have a greater involvement in contributing to a development strategy for tourism human resource development. Without strong commitment and co-operation among three main actors--the government, the industry and educators--the development of human resources in the tourism industry will be insufficient and delayed.

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ACRONYMS

ATTA	Association of Thai Travel Agents
AU	Assumption University
BU	Burapa University
CMU	Chiang Mai University
DTC	Dusit Thani College
DU	Dhurakijpundit University
ESCAP	Economic and Social Commission for Asia and the Pacific
HRD	Human resource development
HTTI	Hotel and Tourism Training Institute
HRPD	Human Resource Planning and Development
I-TIM	International Hotel and Tourism Industry Management School
JPPSCC	Joint Public-Private Sector Consultative Committee
KU	Kasetsart University
MOE	Ministry of Education
MOL	Ministry of Labour and Social Welfare
MOUA	Ministry of University Affairs
NESDB	National Economic and Social Development Board
NIDA	National Institute of Development Administration
NTTC	National Tourism Training Council
PSU	Prince of Songkla University
PU	Payap University
RIT	Rajamangala Institute of Technology

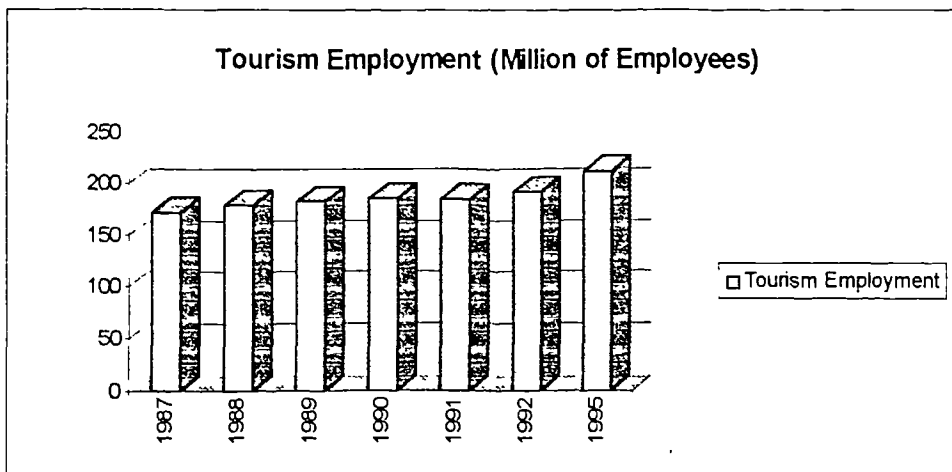
RU	Ramkhemhaeng University
SDRI	Suan Dusit Rajaphat Institute
STOU	Sukhothai Thammathirat Open University
SU	Sripatum University
THAI	Thai Airways International Ltd.
THA	Thai Hotels Association
TDRI	Thailand Development Research Institute
TISTR	Thailand Institute of Science and Technology Research
TAT	Tourism Authority of Thailand
TOT	Tourist Organisation of Thailand
WTO	World Tourism Organization
WTTC	World Travel and Tourism Council

Chapter 1 - INTRODUCTION

Background

Tourism is a rapidly growing industry. Over the last forty years there has been a phenomenal growth in international tourism. By 1994, the World Travel Organisation estimated about 528 million international tourist arrivals and the total amount of US\$ 321,466 million receipts from international tourism (WTO 1995). Tourism is now one of the world's most significant economic activities as a source of income, employment generation and other benefits. Tourism is the largest single employer, and was estimated to employ more than 212.2 million people world-wide in 1995 (World Travel and Tourism Council 1995). Figure 1.1 shows number of employees world-wide for selected years. Tourism also offers greater opportunities for new job creation through future expansion than any other industry (Lickorish *et al.* 1991).

Figure 1.1 Tourism Employment World-Wide in 1987-1992, 1995



Source: World Travel and Tourism Council 1995

The relationship between tourism and labour is the focus of this study. 'Human resources', otherwise known as 'manpower' or 'labour', is a significant asset available to any business or organisation given its role in meeting a firm's or organisation's goals. The human element represents a vital factor in the overall success of any organisation, especially in a service industry like tourism. The strong relationship between tourism and human resources can be illustrated by various characteristics of the tourism industry. The tourism industry is labour intensive because it generates more jobs per unit of capital than the same unit in other sectors. People are considered the largest component of the tourism industry. The quality of tourism products mostly depends on employee performance. Increases in productivity can be achieved mostly by human factors, while technology substitution of production factors is limited. In addition, the delivery of the tourism products and services is evaluated on the basis of the demands and expectations of the customers.

As Baum (1993a) notes there are three reasons to argue that the quality of tourism both in terms of service delivery and image of destination depends on people. First, as customers, tourists are people. Second, the delivery or provision of the tourism products, i.e., facilities, attractions and access, to meet tourists' needs is done by people. Third, people are included as an integral part of the tourist encounter or experience, such as dancers and singers. Smith (1990) has also supported the idea; the tourism industry can be regarded as a people-to-people industry because within this industry people are employed, then processed, and eventually the end product is people as well. Mullins and Davies agreed (1991:24); 'Many members of the work

force have direct contact with the customer, and people are an essential ingredient of effective hotel operations: they are part of finished product that the customer is paying for'. People are hence the essence of the tourism industry, so successful tourism will largely depend on competent human resources. In addition, in order to compete with other countries in tourism, a high quality of service is required for a country. Human resource development is, consequently, undeniably important to the tourism industry.

However, the phenomenal growth of the tourism industry, particularly in international tourism, has created a number of issues in the human resource development area. There is a problem of labour shortage in various countries. Demand for labour exceeds the supply of it, in terms of quantity in developed countries and quality in developing countries. In many countries, there is a problem of suitability of tourism education and training for the needs of the industry. Qualified tourism instructors are in short supply. There is poor liaison between education and the industry. The tourism industry suffers from a poor image as an employer. The level of competition is increased in all tourist destinations, and there is an increasing level of customers' expectation and sophistication, and increasing labour cost at all levels. These challenges confront a number of countries, including Thailand.

In developing countries the abundant labour supply available for employment will not typically be a constraint on development. Nevertheless, the ability to provide

adequate training programmes to produce the required number of qualified personnel to work in tourism may be a constraint, at least in the early years of development (Inskeep 1994). The pace of development should be related closely to the capacity of trained personnel. Otherwise, the quality level of tourism services will not be achieved and tourism will eventually suffer from this problem. It is argued that human resource planning should be regarded as an integral part of tourism development planning (Jenkins 1987).

It is essential that tourism development plans project their manpower requirements. Education and training plans can therefore be formulated to produce the number of skilled personnel needed to satisfy the projected requirements. It is important to satisfy training needs on a systematic basis, applying the techniques of human resource development. This plan must be flexible and carefully monitored, based on experience of providing qualified people needed to work in tourism, and updated as necessary. A fundamental question to be considered for the maximum utilisation of limited resources is whether to develop a permanent training institution in the country and what form this should take (Inskeep 1994).

Governments therefore need to incorporate human resource planning as part of the country's tourism development plan, and to define a clear human resource development policy with consideration of supply and demand for labour in order to meet the needs of the tourism industry. The government should then provide the necessary support and inducement for continuous industry education and training

programmes. In order to meet the qualitative and quantitative need for trained personnel at all levels, human resource development should be planned by evaluating trends and adopting appropriate strategies. The government also has a role in bridging the gap with the private sector to fulfil the overall needs of the tourism industry and to encourage more private investment in tourism human resource development.

Statement of the Research Problems

There are several types of studies on human resource development in tourism; some are international (Baum 1993a; Clark 1992; Mahesh 1993b; Smith 1990), while others are location- or region-specific (Baum 1995; Baum 1993c; Brogan 1994; Brennan 1995; Conrade *et al.* 1994). Others are concerned with key human resource issues in the tourism industry (Hulton 1992; IHA 1988; European Institute of Education and Social Policy 1992), whereas others examine policies and strategies (Baum 1994a; Conlin and Titcombe 1995; Haywood 1992; Pollock and Ritchie 1990). A tremendous number of studies focus on education and training for tourism (Cooper 1993; Cooper, Shepherd, and Westlake 1994; Go 1994; Gunn 1992; Haywood 1989; Holloway 1993; Hollinshead 1994; Ladki 1993; Lavery 1989)

The kinds of studies identified above provide further understanding into the more general and region or country-specific tourism literature. However, there have been few studies on human resource development in developing countries and most of the existing ones are out of date (Blanton 1981; Theuns and Rasheed 1983; Fletcher and

Latham 1989). Hence, one major deficiency lies in the fact that there are very few related current studies (Inskeep 1994; Theuns and Go 1992).

Secondly, although some developing country-specific research have been done (Andrews 1993; Guerrier 1993; Heung 1993; Sio 1993; Conlin 1993), more case studies will always be needed. Thirdly, every country has its own uniqueness in political, economic and social background; whatever policies and strategies that have succeeded in one country may not work well in another. Finally, the experience of Thailand seems to have been rarely researched, except for Prasirtsuk's study (1993) which attempted to examine the failure of manpower and educational planning models to ensure adequate manpower supply for the Thai tourism industry.

Objectives of the Study

The general purpose of this study is to analyse human resource development policies and strategies for the tourism industry in Thailand, and to examine to what extent human resource policies and plans have been implemented.

The objectives are:

1. to examine how education and training for tourism have developed and operated in Thailand;
2. to analyse the role of the public and private sectors in human resource development, with specific reference to the hotel sub-sector of the tourism industry in Thailand; and

3. to identify how the public and private sectors can co-operate to improve the effectiveness of education and training in Thailand's hotel industry.

Thailand has been chosen for the study subject for a number of reasons. First, the tourism industry has generated significant employment, approximately 1.3 million in 1994, which is about 4% of the total work force. Second, Thailand suffers from a shortage of skilled labour force in the tourism industry because educational and training institutes can produce only about 4.2 percent of the total requirements. Third, the tourism industry is growing rapidly, but based on the labour force survey by the National Institute of Development Administration (NIDA 1992), 60 percent of total surveyed tourism labour force had no tourism education background. To be specific, the majority of personnel in the Thai hotel industry lacked hotel knowledge and foreign language ability (Samalapa 1990). Finally, the 1992 NIDA survey found that the majority of labour attained a rather low level of education; 72 percent finished high school or lower, 13 percent held certificate level and only 15 percent graduated from universities.

Propositions

The propositions of this study are as follows:

- (1) The quality of human resources presents a very significant constraint to tourism development because the tourism industry is labour-intensive. Thailand needs better-qualified personnel at all levels of the tourism industry to improve the overall level of service, and to be competitive in international tourism.

(2) In developing countries, without strong government support and guidance, human resource development in the tourism sector will not take place.

(3) The Thai government needs to play a supportive role in human resource development in tourism because the key to success is co-operation among the three main actors: the government, the tourism industry, and educational institutions.

Research Methodology

Description of Research Design

The study was carried out in three stages: literature search, fieldwork, and analysis of fieldwork and writing up.

At the literature search stage, information about human resource development in the tourism industry was gathered from relevant books, journals, government publications, conference papers and reports; theses and dissertations; and from international sources, e.g., World Tourism Organisation, International Labour Organisation, and Economic and Social Commission for Asia and the Pacific.

Documentary data about human resource development in Thailand were collected from related governmental agencies at the national level, such as the National Economic and Social Development Board, Ministry of Education, Ministry of University Affairs, Tourism Authority of Thailand (TAT), Ministry of Labour and Social Welfare, and from the Thailand Development Research Institute, and related

institutions and universities. Documents about the Thai economy and growth of the tourism industry were gathered from TAT, the National Statistics Office, and the Bank of Thailand. Emphasis was given to education and training with special reference to Thailand within the hotel sector of the tourism industry.

Fieldwork research was carried out in Thailand in order to collect data using the interview method. Interviews were conducted to examine education and training for tourism in Thailand as well as to analyse the role of public and private sectors in human resource development for tourism, particularly in the hotel sub-sector. The population interviewed in this research was classified into three major stakeholders who influence human resources development in tourism in Thailand: the government, the private sector and education professionals. Because of limited time and resources, the hotel sub-sector was the focus for interviews because it is the main activity of the tourism industry requiring competent personnel with specialised training skills.

Finally, there was an analysis of qualitative data from the interviews and a synthesis of the main points that had emerged in the course of research. Details about research methodology are discussed in Chapter 5.

Procedures Adopted During Research

Interviews were structured according to the conceptual framework in chapter 2. The data needed was collected by means of semi-structured questions when respondents

had been allowed to express their views on a number of open questions. These frameworks were revised to make them more precise as the research progressed. The researcher had freedom to make choices as she collected her data as to which line of questioning she should explore further.

The data from the interviews was noted or, if possible, recorded. The decision on whether or not to use a tape recorder depends much on an interviewee's anxiety about confidentiality. Interview questions are exhibited in Appendix D, E, F and G. Research findings are presented in Chapter 5.

Justification of the Research Methodology

Interviewing is regarded as the best method for gathering qualitative information even though it is time consuming (Easterby-Smith *et al.* 1991). Face-to-face interviewing will provide the researcher opportunities to discuss areas of interest with key senior officials in both the public and private sectors in the tourism industry.

Significance of the Study

The results of this thesis could be of benefit in many ways. First, the study may have some implications for policy planners and improved practice of the planning and development of human resources required by Thai tourism industry. It is hoped that the study's recommendations would be used by the government, the private sector, and education providers.

Moreover, the study may contribute to the development of tourism education and training infrastructure, which is essential for the success of the Thai tourism industry.

Finally, the investigation may be useful to tourism planners in other developing countries who are responsible for human resource planning. Lessons might be learnt from planning deficiencies in Thailand, which could then be incorporated into future human resource planning and development for the tourism sector in their own countries.

Constraints on the Study

The first constraint of the study was time and finance of the fieldwork. The author spent four months in Thailand collecting field data and interviewing key government officials relating to tourism development, major educators involving hotel and tourism courses, and some hoteliers. Hotels located in the Bangkok metropolitan area were selected for interview purposes because the capital Bangkok serves as the hub for most international tourists, although the study may have some disadvantages because of this since it cannot be generalised beyond Bangkok.

The second constraint related to the nature of small-scale hotels. Persons in only three- to five-star hotels were interviewed. One- to two-star hotels were excluded in the interviews because many small hoteliers tend to be concerned only with immediate operational problems and profits. Many cannot afford the training

investment or are unaware of the benefits of training. Many also believe that it is the responsibility of colleges to provide them with trained personnel (Boella 1992:113).

In the third place, it was difficult to obtain information on major policy statements and plans for human resource development in the tourism sector in Thailand at the national level because the implementation plans have not been achieved. Governmental agencies spend most of their time solving immediate problems and have very little time to plan in advance. However, valuable information was obtained from the National Economic and Social Development Board and TAT.

Finally, research regarding tourism human resource development is limited because tourism has only recently been introduced to Thailand.

The last constraint is related to the broad nature of this study. The author's choice of approach for this study was based on the belief that the macro aspect would contribute more to the study. The author selected major consensus issues identified by three groups of interviewees for examination. Each of the selected areas could be dissertation topics in their own right but in selecting this study area the main advantages were that all critical human resource issues were identified and that inter-connectiveness between these issues were shown.

A Review of Related Research

Four studies closely related to the present research were identified and reviewed. These studies provide insight into the conceptual framework for an investigation of human resource development in the Thai tourism industry.

Firstly, Ibida (1990) conducted a study of tourism education at the university level in Nigeria. His study examined the attitudes of Nigerian experts in government, higher education, and the tourism industry towards the development of university-level tourism programmes to produce qualified managers; and their acceptance of the future development of university tourism programmes as a professional field of study.

Data were collected using a 49-item questionnaire and interviews with 30 officials selected by stratified random sampling from higher education, government, and tourism industry in Nigeria. Findings indicated that all three types of officials demonstrated a positive attitude towards tourism education in Nigeria's institutions of higher learning and agreed to co-operate in initiating the programme. The study concluded that tourism education in Nigerian universities is needed and this need can be met through the support of top-level officials from the government, higher education, and the tourism industry.

Some of his recommendations are that tourism should be recognised as a profession. A tourism education programme should be started in the universities at departmental

level with full-time academic staff and industrial consultants who should develop and teach it. Nigerian tourism professionals should plan and develop tourism, and they should fill vacancies as the industry expands. Agencies of the government, the industry, and higher education should co-operate in developing tourism education, and personnel in the tourism industry should periodically be retrained.

What emerged from the above study, and which is relevant to the present study, was the confirmation of the need for tourism education at the university level; and the importance of the co-operative support of top-level officials from the government, higher education, and the tourism industry.

Samalapa (1990) analysed the problems of utilising third world indigenous labour in international hotel services with special reference to Thailand. Literature concerning factors that influence labour quality in the third world countries and the nature of international hotel work was reviewed. Three factors that influence labour quality were identified: education, socio-cultural factors and health.

The study identified key problems in the utilisation of such labour as well as possible elements to be considered by international hotel companies in the design of effective human resource strategies in Thailand. The study concluded that problems with using Thai staff were caused mainly by educational factors. Most staff lack hotel knowledge and foreign language ability. The socio-cultural and health factors caused only small problems because the selection process by international hotels had

invariably screened out unhealthy persons. Ways of improving the performance of indigenous Thai hotel employees were proposed, with emphasis upon the need for education to improve the qualifications of Thai labour in terms of hotel knowledge and foreign language ability.

Recommendations for increasing the numbers and quality of Thai hotel workers included: increasing the number and quality of hotel training institutes; increasing the number of qualified training instructors; and improving the training programmes of international hotels in Thailand.

Panmunin (1991) examined the tourism industry in Thailand by determining how employees feel about their work, and discovering the extent to which their lives have been changed either positively or negatively since employment in the hotel industry. Through this research, more is known about the reasons for the shortage of trained and competent personnel in the hotel industry. A 38-question questionnaire was distributed at random to 312 rank-and-file workers in seven deluxe hotels in Bangkok.

The results of this study indicated that rank-and-file employees in Bangkok's luxury hotels were satisfied with their income, which increased since joining the hotel industry. They stated that overall their lives had improved slightly since they had been employed in the hotel industry, but some of them were not satisfied with some aspects of their working conditions, so there is room for improvement. Hence, the

research showed both positive and negative changes in the lives of rank-and-file employees after joining the hotel; this information is useful in the context of this present study.

Finally, Prasirtsuk (1993) attempted to analyse reasons underlying the presumed failure of manpower and educational planning processes to ensure adequate supplies of qualified manpower for the tourism industry in Thailand. The purpose of the study was to determine whether the shortages were the result of problems with the national manpower and educational planning models or whether they reflected issues intrinsic to individual economic sectors.

Two kinds of data were used--documentary and interview data--to explain the persistence of manpower shortages in the Thai tourism industry. The finding confirms that there is a mismatch between manpower demand and supply in the Thai industry, with demand surpassing supply. The study concluded that there are limitations in the manpower and educational planning models and a lack of some of the conditions required for their optimal functioning. However, the mismatch between supply and demand in the Thai tourism industry is explained by problems intrinsic to the industry itself. Consequently, a balance between manpower demand and supply in any sectors would be improved by having manpower planning at the macro level well meshed with educational planning, as well as by developing linkages between the national and industry levels of planning.

The conclusion reached in Prasirtsuk's study, which is pertinent to this research, was the confirmation of a mismatch between demand and supply in the Thai tourism industry, and the industry itself contributed to problems that made manpower shortages persist.

Thesis Outline

The thesis is divided into seven chapters. The initial chapter will present the general issues of the research. The chapter will cover background, the statement of research problems, the objectives of the study, the propositions, the research methodology, the significance of the study, the limitation of the study, and a review of previous research. The chapter will end with an overview of the thesis structure.

Chapter 2 will be the main theory chapter. It will draw upon the theory and literature on human resource planning and development for tourism.

Chapters 3 and 4 will describe to the tourism sector in Thailand with respect to human resource development. Chapter 3 will present background information on tourism in Thailand and chapter 4 will discuss human resource development in tourism in Thailand.

Chapter 5 will be devoted to research findings from the interviews. Chapter 6 will be an analysis, a discussion that has emerged in the course of research, and recommendations. Chapter 7 will present the conclusions and recommendations for further research.

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Chapter 2 - HUMAN RESOURCE DEVELOPMENT IN TOURISM -- THE THEORETICAL PERSPECTIVE

Introduction

The aim of this chapter is to review the literature on human resources for tourism to provide an analytical framework. Before considering areas of concerns, it is useful to define some terms and concepts. Significance of human resource development in tourism will be examined. Areas of concern to be reviewed are major human resource development problems and roles of the public and private sectors in tourism human resource development. Emphasis is given to such areas as how tourism human resources can be planned and developed. The chapter will then end with human resource development models for tourism.

Definition of Terms and Concepts

The terms and concepts that will be defined are human resource development, education and training, and human resources and tourism.

Human Resource Development

The term 'human resources' came originally from the USA. The Oxford English Dictionary (1989: 473) defines 'human resources' as 'people, especially personnel or workers, considered as a significant asset of a business or other organisation, as opposed to material resources'. Human resources are also frequently known as manpower or labour.

According to the Oxford English Dictionary (1989: 563), 'development' means 'the action or process of developing; the concrete result of this process'. What may be inferred from these two terms is that human resource development involves the action or process of developing people, particularly personnel or workers, who are considered a significant asset of an organisation.

In addition, Baum (1995:192-194) noted the outstanding characteristics of development:

Development has the advantage of being a term which has equal applicability to skills and knowledge...development is a process which can take place any time and is not constrained by formal parameters at specified points within an individual's childhood, adolescence, or working life. The same flexibility applies to other contextual dimensions such as the reasons/motivation for the development, location of development, its duration and timing, how it is carried out, its assessment and the recognition accorded to the outcome.

We may conclude that human resource development is a process of developing people to be personnel in an organisation. This development can be applied to both skills and knowledge and may occur at any stage of a person's life; at school, college, or university; at vocational school, training centre or in the workplace; or even at home and during social and leisure situations.

Human resource development may be conducted at an international, a national, a sectoral level or at the level of business enterprise regardless of size. Within a business, human resource development is about enhancing and widening the skills

needed by the organisation by training, by helping people to grow within the organisation, and by enabling them to make better use of their skills and abilities (Armstrong 1992). Human resource development includes the use of systematic and planned training approaches, adopting a policy of continuous development, and paying particular attention to management development and career planning.

In this thesis, the terms ‘manpower planning’ and ‘human resource development’ will be used interchangeably for three reasons. First, human resource development was historically known as manpower planning. Second, ‘manpower planning is a strategic matter involving long-term considerations of human resource development’ (Wanhill 1992:88). Third, manpower planning is mostly used for an analysis of needs, the quantitative aspect of personnel, while human resource development focuses on the qualitative aspect--the ways people are developed to meet the needs of the industry by formulating relevant education and training programmes.

Moreover, the term ‘development’ is interchangeably known as ‘training’. Several academicians though have made a distinction between the two. *Training* is “the process of improving a person’s knowledge and skills” while *development* is “the process by which a person obtains skills and gains experience to succeed in his/her present job as well as in future tasks” (Torrington and Huat 1994:276). Training can be conducted at all levels in the organisation and may include changing one’s attitude so that one can perform the job more effectively. For the lower level of employees, training involves teaching them how to do a task properly. The basic objective of

training may be summarised in three letters “ASK” (attitude, skill and knowledge). In contrast to training, development tends to be used for managerial level personnel and implies a longer term perspective.

The terms *training* and *development* have historically been used interchangeably in organisations, yet they have very different roles in the hospitality organisation (Tanke 1990:194). Training is defined as a systematic process through which human resources in the hospitality industry gain knowledge and develop skills by instruction and practical activities that result in improved performance. Development programmes assume that basic skill levels already exist and seek to provide a process through which the employees can grow in their personal development in identifying and accomplishing their career expectations within the company.

Arguably, according to Goss (1994), the traditional reason for regarding training and development as distinct personnel practices is due to hierarchical divisions within organisations. Training has evolved to provide for non-managerial workers, whereas development has been treated as the programme for management. However, to date the terms 'training' and 'development' are frequently treated as synonyms or as representing mutually exclusive activities. As Goss (1994) notes:

From an HRM perspective, then, the connection between training and development must be regarded as highly interactive, each facilitating the other, in what may be thought of as a dialectical relationship. (Goss 1994:62)

As a result, training and development are linked in such a way that training is seen as a component of and a precondition for development.

Education and Training

The terms *education* and *training* have often been used together in the academic world; however, we will distinguish between them.

Go (1994) describes tourism *education* as the intellectual development of a person through special skills; such as foreign languages, computational skills; and knowledge of countries and culture without particular concern for specific jobs or responsibilities. On the contrary, *training* is the process of bringing a person to an agreed standard of skills proficiency through instruction.

The fundamental issue is the interface of tourism and training. While education delivers principles and allows the student to interpret knowledge, training, in contrast, focuses on the more specific applications and development of skills (Cooper and Westlake 1989). 'Training and education should be parallel and complementary to each other and, at different points of an individual's career, it is quite common and quite right that one predominates over the other' (Cooper, Shepherd, and Westlake 1994: 177).

According to Cooper (1993), tourism education and training involve the communication of knowledge, concepts, and techniques with reference to the field of

tourism. Traditionally, the domain of tourism *education* concerns analytical thinking and the understanding of conceptual issues in order for a person to develop professionalism and intellectuality. Tourism *training*, on the other hand, relates to the delivery of practical knowledge, skills, and techniques.

Training and education for tourism is a rapidly growing area. Tourism *training* was formerly associated with the operations of intermediaries in the areas, such as ticketing or craft operations for hospitality. To date much tourism training is still limited to these areas in developing countries, but training in tourism has expanded to cover many functions in developed countries as the industry becomes more professional and demands a higher standard of services.

On the other hand, tourism *education* is a recent activity since most education courses were produced in the 1980s and 1990s. Governments, relatively recently, have recognised the value of tourism to their economies and linked manpower planning and education/training with competitiveness and productivity. At the same time, most companies begin to see the importance of education and training and put into place education and training schemes, often in collaboration with educational institutions. A growing number and a variety of tourism education and training programmes are now offered across the world (Cooper 1993).

Human Resources and Tourism

As mentioned earlier, the tourism industry is a 'people industry'. It may be useful now to elaborate more about human resources in the tourism industry. Tourism is a complex industry full of activities involving mainly accommodation, catering, transport, attractions, and entertainment. There are nine various *sectors* in the tourism industry that can offer unskilled, semi-skilled, and skilled jobs. They are presented in Table 2.1.

Table 2.1 The Various Sectors of the Tourism Industry

Accommodation

Hotels, motels, bed and breakfast, resorts, guesthouses, camping and caravanning, self-catering accommodation, youth hostels

Transportation

Airlines, rail, ferries, cruise, coach, taxis, car rental, recreational vehicles

Food and beverage

Restaurants, coffee shops, cafe, fast food, public houses, bars

Entertainment

Theatres, cinemas, festivals, cabarets

Attractions and events

Museums, gardens, zoos, theme parks, heritage parks, aquarium

Leisure/recreation/activity oriented

Fishing, hunting, riding, hiking, canoeing, rafting, nature cruising, sailing, sports, shopping

Tour development/travel counselling

Travel agencies, tour operators, information centres, youth/student organisers

Convention and trade shows

Meeting facilities, convention bureau

Supporting services

Government: development, planning, marketing, regulation, education and training

Industry associations: marketing, advice, policy

Other services: marketing, insurance and finance, feasibility, consulting

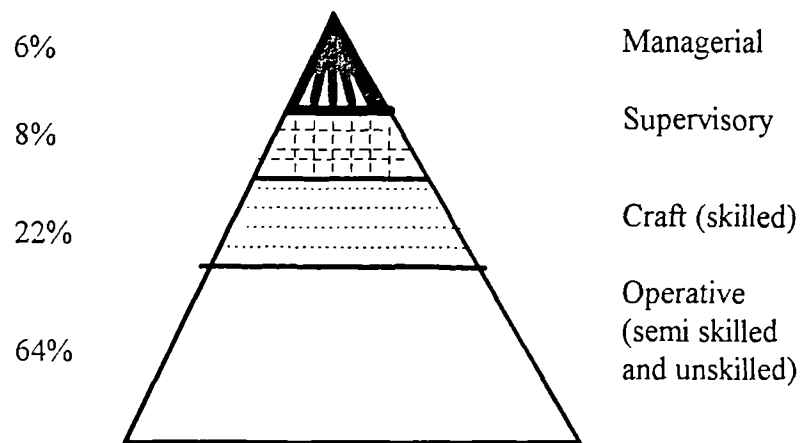
Source: Adapted from Pollock, A. and Ritchie, J. R. Integrated Strategy for Tourism Education/Training. *Annals of Tourism Research*, 17(4), p. 573.

‘The wide variety of sectors which characterises most tourism industry inevitably results in a very diverse range of jobs in terms of their technical demands, their education requirements, their location, their conditions and the kind of person that will be attracted to employment in them’ (Baum 1993:8). In other words, within each sector, there are a large number of jobs that can be distinguished on the basis of education and skill level. Although there are a tremendous number of job categories within the hotel industry, an occupational classification can generally be identified as follows (Riley 1991:16):

- Managerial
- Supervisory
- Craft
- Operative

Managing and supervising levels involve both skills and management activities. However, it is difficult to distinguish between craft and operative. Craft designates skills, i.e., in cooking, silver service waiting, reception; but the operative level represents semi-skilled and unskilled. The difference between skilled and unskilled is that skill requires some type of formal training or education while unskilled work can be learnt solely by on-the-job training. A model of skill composition of a hotel unit is also exhibited in Figure 2.1.

Figure 2.1 An Estimated Model of the Skilled Composition of a Unit



Source: Riley, M. Human Resource Management: A Guide to Personnel Practice in the Hotel and Catering Industry. Oxford: Butterworth Heinemann, 1991, p.18.

Another alternative approach is the classification by level of job activity in the tourism industry. Four levels are categorised: *front-line*, *supervisory*, *management*, and *senior executive* (Pollock and Ritchie 1990).

Along with the job classification, job descriptions and tasks for jobs at all levels in the hotel and tourism industry were provided in detail by the International Labour Office (1976, 1985, 1988). The job structure in the hotel industry and in the tourism industry is shown in Appendix A and Appendix B. Moreover, the Hotel and Catering Industry Training Board (1983a) has produced task, skill and knowledge profiles in the hotel and catering industry, and also surveyed distribution of the UK work force in the hotel and catering industry by occupation and sector (HCITB 1977). In addition, the Hotel, Catering and Institutional Management Association (1977)

reviewed management jobs, salaries and conditions of employment in hotels and catering services.

Human Resources in Tourism - A Review of the Literature

Many works have been written about human resource issues within the hospitality industry; the principles they contain may be transferred to the tourism industry as a whole. Hornsey and Dann (1984) have focused on the role of the personnel department and some of the major activities of manpower management in the hotel and catering industry. Boella (1992) and Drummond (1990) have identified the main functions and responsibilities normally covered by a human resource manager in the hospitality industry. Similarly, the range of human resource management tasks which a manager might be involved in was discussed (Tanke 1990). Riley (1991) has also focused on the requirements of human resource practice and some useful techniques in the hotel and catering industry.

Alternatively, a psychological approach towards human resources has been studied; for example, Lockwood and Jones (1984) have looked at people, business, and individuals. They focused on human relations, motivation, communication, interpersonal behaviour, group at work, and leadership. Human relations and the application of transactional analysis tools for guest relations for the hospitality industry were also studied (Martin and Lundberg 1991). Likewise, issues relating to working with people; such as organisational behaviour, manager-subordinate relationship, execution of work, and motivation were covered (Mullins 1992).

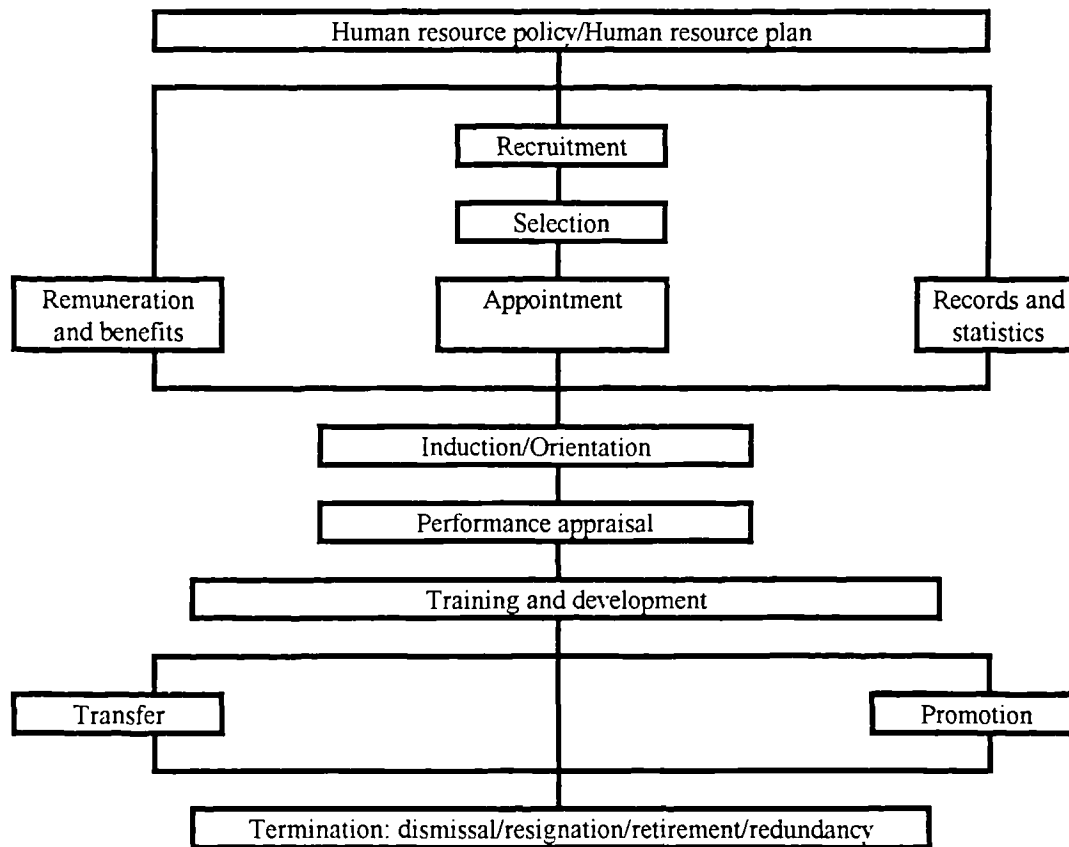
Hayter (1993) has written on career planning and training for the main areas of work in hotels, catering and tourism.

Furthermore, Wood (1992) has described sociological perspectives on hotel and catering work and debated enduring issues and controversies in the hotel and catering work; such as personnel management, labour turnover, trade unions, deskilling and work flexibility. Wood (1994) has also discussed the concepts of organisational behaviour and their potential application in the context of the hospitality industry. Moreover, work on interpersonal skills in the hospitality or tourism industry was the most recent concern, such as Clark (1995), and Burton & Burton (1994). In addition, Baum (1995) has discussed a strategic approach on human resource management in Europe from multicultural and international perspectives.

Significance of Human Resource Development in Tourism

The serious study of human resource development for tourism has been conducted only recently. Within the company level, human resource development technically exists as one of the main functions of the human resource management process in the hospitality industry (Drummond 1990; Tanke 1990; Boella 1992), as illustrated in Figure 2.2.

Figure 2.2 The Main Functions under Human Resource Management



Source: Boella, M. J. Human Resource Management in the Hospitality Industry 5th ed. Avon: Stanley Thrones Publishers, 1992, p.34.

Boella (1992) has stated that the need to train, to acquire new knowledge and new skills has become essential in each individual's work life. He then pinpointed the *three vital parts of responsibility* for ensuring that working people are effectively trained to cope with changes in the hospitality industry. *Firstly*, the government is partly responsible, particularly for providing education and training for school-leavers and those who need retraining owing to the decline of their own industries, nationally or regionally. *Second*, employers share the responsibility by providing training intended to suit their individual needs; however, the small privately owned business rarely implement proper training for a number of reasons:

1. Many proprietors and managers who have had no formal training themselves are unaware of the benefits of training.
2. Many employers are concerned constantly with immediate operational problems and do not plan in advance.
3. Many employers cannot afford the training investment.
4. Many believe that it is responsibility of colleges to provide them with trained staff.

Finally, individuals represent the third part of responsibility. Training will not be useful unless an individual wishes to make the best use of it.

Likewise, the need for training, learning and coaching is apparent; unfortunately, training in the hospitality industry as a whole is a neglected function (Drummond 1990). Too many hospitality organisations underestimate the overall value of having a well-planned orientation and training programme that relates directly not only to the success of the new employees but also the success of the hospitality organisation (Tanke 1990).

The focus of human resource management within the hospitality industry hence needs to be redirected from recruitment of staff to the training and development of existing staff, and from quantity to quality staff (Worsfold and Jameson 1991). At present 'tourism and hospitality businesses increasingly recognise the importance of education, training and development as important components within the wider strategic development of the company and its markets' (Baum 1995:202). The need for trained and experienced personnel, the high level of staff turnover, and the need for management development therefore reflect the importance of manpower training (Mullins 1992:151).

At the macro level, one of the main findings of "Hotels of the Future", a report by the International Hotel Association in 1988, was that human resources were perceived to be the single most important issue facing the industry into the next century (IHA 1988). In developed countries, problems often arise from labour availability whereas in developing countries there are problems of shortages of education and training for tourism. In both, there will be language problems. As a result, in developing countries, the problems show that considerable need for the development of human resources for tourism and education and training are perceived as one of the major determinants of future success in the hotel industry. Particularly, in Asia, human resource development has been identified as a key policy area that will challenge the further growth of tourism in the region unless managed carefully (Brennan 1995). In addition, the industry and government in the Caribbean need to consider the development of human resources as a strategic, long-term investment which is essential for the survival and growth of tourism (Conlin and Titcombe 1995:66).

Development of human resources is now receiving greater attention as an essential input to tourism development and the management process (Inskeep 1991). Human resource planning is a vital component in tourism development because the various sectors of tourism perform specialised functions each of which requires properly trained and specialised personnel. Tourism development is sensitive to labour shortages and lack of qualified staff, unless there is proper planning and development

of human resources (WTO 1979:102). Two of the important elements of long-term tourism planning are the determination of manpower and training requirements, and the establishment of a system of training for hotel and tourism employees. Consideration of the human resource requirements for a new tourism area should be done at the same time as other areas of tourism planning, not at the last minute. Failure to integrate human resource concerns on macro tourism development can have major impacts on forcing down standards of service, perceptions of quality and value, and profitability (Baum 1993c).

Comprehensive human resource planning is considered as an essential key not only to successful tourism but also to sustainable tourism (Conlin and Baum 1994). Labour has been seen as a necessary support resource to develop a sustainable tourism industry. What is needed in order to ensure the sustainable development of human resources is the recognition of the value of human resources (on the part of public sector policy makers and private sector decision-makers), public policy foundations for human resources, and integrated human resource policy structures.

In conclusion, the IHA survey has confirmed that more effective and advanced human resource management represents the greatest opportunity for improved performance of hotel companies (Hulton 1992). Hotel operators should put a high priority on human resource management by advancing their 'people skills' and using more effective approaches to utilising their personnel.

Major Human Resource Development Problems in Tourism

A considerable amount of discussion surrounding human resources in tourism has pinpointed key human resource problems in the tourism industry. More literature discusses these emerging issues world-wide, at the national or sectoral level, or within some local community. Other studies focus on general or specific human resource issues.

Some major, universal human resource issues in international tourism have been highlighted (Baum 1993a, 1994a):

- The impact of changing demographics and the shrinking employment labour shortages;
- The tourism industry's poor image as an employer;
- Cultural and traditional perceptions of the industry;
- Uncompetitive rewards and compensation;
- Failure of education providers to meet industry's needs;
- Skills shortages, particularly at higher technical and management levels;
- Linking human resource concerns with service and product quality;
- Poor human resource management and planning information in the tourism industry;
- The tendency to develop reactive human resource policies to what is currently happening rather than proactive to what is likely to occur;
- Failure to recognise long-term human resource benefits in the face of short-term priorities.

According to Baum (1994a), the most serious issue was what he called 'short-termism'. The planning of human resource requirements was frequently neglected until the final stage at the national level because it was difficult to identify a single body responsible for this area.

A report of the International Hotel Association suggested three major human resources concerns the hotel industry faces during the 1990s (IHA 1988):

- The availability of labour;
- Monitoring and motivating labour;
- The provision of training opportunities.

The IHA study recognised that the human resources problems would show a regional variation. Developed countries generally faced labour availability problems.

In developing countries, as the hotel industry develops, the vital problems now are educating and training their own labour force to their own requirements. There is the need for adequate and professional education and training tailored to the needs of each level of personnel. Hoteliers should play a significant role in liaison with educational institutes, perhaps through their local hotel associations or through prominent hoteliers taking a personal interest. The study also noted that the industry has a poor image as an employer and has weak career development paths.

The IHA Human Resources Forum has indicated a whole range of human resource development issues affecting the hotel's environment (Hulton 1992):

- The workforce is declining and ageing;
- Education and vocational training systems are based on outdated perceptions of needs;
- Poor image and low valuation of career paths has caused the problem of recruiting and retaining a well trained and professional workforce;
- Jobs are becoming more demanding and sophisticated.
- Standards of hotel school courses vary.

More crucially, the International Labour Organisation (1974) reported that the hotel and restaurant industry in all countries suffered from shortages of skilled labour at

every level of employees. The simple solution recommended for these problems was to increase training facilities; nevertheless, the effectiveness of this measure would depend on the number of applicants for hotel training and their level of education, as well as the number and quality of providers for training. Although this ILO statement is out-dated, this problem does not seem to have disappeared in many countries within the last two decades. Evidently, the study by Baum (1994b) confirmed that the number one problem which faced the tourism industry of surveyed countries was a shortage of skilled manpower for tourism. Also in Canada, the major human resource issues are labour shortage, particularly in non-skilled positions; recruitment and industry image; employment retention; and productivity and quality--the need for training and technology (Haywood and Pickworth 1993). The author would note that developed countries face a shortage problem related to demographic changes while developing countries focus on problem of technical skills availability and training. An increase in training facilities would be suitable for developing countries. Developed countries may seek alternative sources of labour, i.e., immigrants, married women, or senior citizen.

Looking at labour shortages in the international hotel industry in the 1990s, Lockwood and Guerrier (1990) noted the practical difficulties that the industry faced and examined some of the solutions proposed in the four case studies; UK, Cyprus, Thailand, and Hong Kong. They found that

Seasonality and high labour turnover rates exacerbate an already complex problem. There is evidence that the industry has to create a better career structure, higher skill levels through improved training, and a better image if the problems are to be resolved. (Lockwood and Guerrier 1990:17)

In many developing countries with fast growing tourism industries, it was difficult to develop sufficient personnel with the technical, social, business and language skills required to meet the needs of the industry. The more skills were required, the more acute was the shortage. Lockwood and Guerrier further argued that the education and training sector should focus more on the development of general skills--communication and language skills and some knowledge of the culture--and leave the industry to develop what technical skills it required through on-the-job and off-the-job training. Furthermore, market segmentation might help by emphasising lower staffing levels and higher levels of automation for segments that were less sensitive to the level of service offered while developing top of the market properties for the best service.

There are two serious matters confronting hoteliers--finding the staff, and keeping and training them (Smith 1990). What hoteliers can do to expand the supply of labour available is to improve the industry's image so that a hotel career becomes a top choice for young school-leavers. Motivating and training of staff, which has been widely ignored, is another direct responsibility of the industry. Smith concluded that the industry cannot afford to wait for government solutions; hotel schools, managed by professionals and offering courses agreed upon by the industry, need to be built. There should be at least one training institution or centre for incorporating a multiplicity of courses under one umbrella.

The image of the tourism industry is not so attractive in many countries and the idea of promoting a better image is not always related to improving real conditions of employment (Worsfold and Jameson 1991). The conditions of employment in the tourism industry often hinder the industry when competing for employees because, apart from long and unsocial hours of work, the industry offers low levels of pay. In one survey, level of pay was identified as the most significant reason for leaving the hospitality industry. Another survey in the USA and Canada reported that the three things hotel employees most wanted from their employers were: (1) good wages, (2) job security, and (3) opportunities for advancement and development (Simons and Enz 1995). This result may suggest that hotels that offer employees chances to make more money and assume permanent jobs through high performance may be able to improve workers' motivation and productivity; and hotels that provide opportunities for training and development and advancement potential may attract younger employees.

Regarding education and training problems in the tourism industry, Cooper (1993:143) remarked that:

Yet, despite the heartening expansion of the sector there are many problems to be overcome, especially in the areas of recruiting and training experienced educators/trainers; in convincing industry of the benefits of education/training for tourism; in gaining a balance between academic and more practical issues; in coming to terms with the diversity and complexity of the tourism industry; and encompassing the multidisciplinary nature of tourism.

These problems faced by tourism educators and trainers across the world are similar, but their solution will vary according to the differing educational administrations, traditions, and local needs in different countries.

The international conference on tourism education and training has reported that critical issues facing educators were (Ritchie 1992):

- * The need to strengthen linkages between industry, government and educational institutions;
- * The need to provide more continuing education programmes and career development upgrading opportunities for people currently working in tourism;
- * The need to actively and explicitly address environmental issues within the tourism curriculum.

The 1992 Tourism Society Conference has emphasised the similar problem of the poor link between the tourism industry and academia in the UK (Hollinshead 1994). Many tourism/travel companies preferred to hire people with experience rather than with definite tourism qualifications per se. Hence, the meeting called for the establishment of a national liaison group, under the Tourism Society, comprised of members from employers, tourist boards and educational establishments, to serve as a standing committee to assure the quality of tourism degree courses. However, there are a number of potential obstacles that can impair the performance of such a body.

At the regional level, the European Institute of Education and Social Policy (1992) highlighted the major issues related to human resource development in the European travel and tourism industry:

- Inadequacy of formal education and training systems;

- Formal training courses ill-adapted to the needs of the industry;
- Lack of practical training as part of vocational courses, in particular for part-timers and re-entrants;
- No regional or Europe-wide recognition of qualifications;
- Disillusioned students unable to find interesting jobs and advance their careers;
- Faulty industry philosophy that on-the-job experience is more important than any formal qualifications;
- Little effort of industry to co-ordinate with the educators;
- Lack of investment in training, particularly in the travel trade;
- Insufficient training needs analysis in many companies;
- Training costs time and money;
- Perpetuating the industry's poor image.

Some recommendations were then made: the key to future success was the quality of services; emphasis should be given to career opportunities rather than jobs; improving staff retention levels by motivation, better co-ordination with educators, extension of on-the-job training, easing the constraints of labour mobility, collective action plan for education and training at national and regional levels. In fact, many recent initiatives in education and training have been achieved in Europe's tourism industry. Additionally, major resources have been made available to the member states of the E.U. for training in tourism, and special training programmes have been implemented involving transnational co-operation, promotion of mobility and exchange of students and teaching staff and exchange of experience (Kraay 1993).

Holloway (1993) examined the existing problems of vocational education and training in a number of European countries. There is a high turnover of staff in most sectors of the tourism industry in most European countries because of the conditions of work--long hours, high pressure and low salaries. Recruitment and training for the industry tends to be largely *ad hoc*, not for long-term career development. Little

attempt is made in most European countries to plan vocational courses in travel and tourism to meet the needs of the industry. This results in a mismatch between provision and demand, for instance an over-supply in the Netherlands and Belgium whilst there may be a high demand for tourism courses in many countries. There was over-provision of hotel and tourism schools in Belgium and the training system was fragmented and dispersed (Langenhove and Lowyck 1993). Besides, small family-owned businesses do not recruit trained personnel or provide systematic and formal training.

Additionally, the UK might also encounter a problem of over-production of tourism graduates for employment (Evans 1993). Many employers tend to look for 'general intellect, calibre, personality and fit' as the main criteria for graduate selection, not the degree subject itself. The large increase in student numbers on tourism degree courses has made the demand for work placement exceed the places available. Evans argued that if educationists have failed to convince employers in the tourism industry of the value and relevance of tourism degree qualifications, it is perhaps time to remedy the situation by reducing the intake of undergraduates to courses already in existence and stopping the introduction of additional courses. However, the author would argue that at present there is no mechanism available to intervene with such constraints.

Moreover, an increased provision for formal vocational courses in tourism in most European countries has not responded very well to the expressed demand of the

industry, and the process of educational planning is usually centralised and bureaucratic (Holloway 1993). Besides, national governments in the E.U. are reluctant to increase investment in education and training for tourism in line with anticipated growth in the tourism industry (Baum 1993d). In addition, although efforts have been made to incorporate industry views on the development of new curricula, most employers, except some larger corporations, have had neither knowledge nor time to devote to these issues. Many larger firms in European tourism, though, have their own training systems, whether in-house or associated with private colleges. For the future, the industry and education providers should share a common understanding about the role of vocational education and work more closely together in planning courses that are appropriate to meet the needs of the industry not only for the short term but also for the future management of the industry.

Two main issues of tourism education emerged from a survey research by the HCITB (1983b). One problem was striking an appropriate balance between theory and practice. The amount of lecturing hours that was spent on theoretical material, particularly at diploma and higher diploma levels, was countered-balanced by periods spent in the industry on industrial placement. On the one hand, vocational relevance is used as a guiding criterion to ensure that their graduates can fit into the opportunities provided by the industry and undertake those tasks demanded. On the other hand, academic supporters argue that a general university-level education provides intellectual development (Baum 1995:209). Nevertheless, some studies

(LeBruto and Murray 1994; Sparks and Bradley 1994) have confirmed that a practical component is an essential part of a hotel-management curriculum. The second issue was the apparent difficulty of choosing between providing an adequate level of education and meeting the needs of the industry. The tourism industry has relatively few innovative leaders and high quality education courses and programmes to enrich the skills required to tackle with critical issues (Go 1990; 1994). The tourism industry has to develop productivity and quality through value-added skills and knowledge, for instance management skills, ethics, and experiential learning opportunities.

In the USA, hotels and restaurants encounter extensive labour problems: high turnover, poor attitudes, and low skill levels (Herman and Eller 1991). In order to survive in the uncertain economy of the 1990s, the hospitality industry needs to develop its own training themes and programmes. Although most hoteliers in the USA perceive the importance of training, a low budget is allocated for it (Conrade *et al.* 1994). The current workforce is not adequately skilled or educated to meet the technological needs of the next decade (Pavesic 1993). The failure of the lodging industry to adequately address the issue of training may cause higher levels of turnover costs and a lower level of service. However, little effort is made towards following up the training results. It is unclear whether many training programmes have resulted in improved working performance (Haywood 1992).

With specific reference to developing countries, an analytical review of human resource development in the tourism sector in the ESCAP region was conducted to identify major related problems (ESCAP 1988). In general, all countries in the ESCAP region except Singapore are furnished with adequate manpower supplies; nevertheless, most countries, except the Philippines, experienced varying degrees of difficulty and shortage in meeting requirements of the tourism sector for specially trained personnel to fill the jobs of different skills, capabilities, and levels of professionalism. As the supply of competent managers did not meet the demand both at mid and high-level management, managerial development and supply seemed to be of foremost concern. Moreover, qualified and experienced teachers as well as quality teaching materials and facilities were in short supply for the tourism sector. The employers' attitude could also be negative to education and training in tourism in several different manners. Finally, a small size business could not offer any effective on-the-job training for employees, nor could it afford any in-service training being offered by training institutions or trade associations. To solve the problems, many countries in the ESCAP had made direct efforts toward physical infrastructure such as setting up a tourism training institute. Others accomplished certain actions, either to initiate or to improve upon human resource development.

Likewise, Asia, in common with other regions in the world, has encountered major difficulties with tourism training and education (Brennan 1995):

- Tourism's poor image as an employer;
- Lack of investment in training;
- Low relevance to industry of formal training;
- Lack of practical skills training;
- No career paths;

- Lack of structured training for in-service personnel;
- Little recognition of awards.

In India, the current education and training system for tourism suffers from several weaknesses, such as limited training available, inadequate supply of trained personnel, little or no provision of education and training for the accommodation sector beyond craft and diploma level, and no recognition of the tourism industry through the country's vocational system (Andrews 1993). With reference to Bali, the human resource problems were those of producing a supply of suitably qualified staff to fill the jobs created, particularly in many major hotels; and developing teaching staff for the management and supervisor levels (Guerrier 1993). Moreover, because of the rapid expansion of the industry, Hong Kong faced several human resource problems in the tourism industry (Heung 1993). Besides the shortage of labour, there are problems of 'brain drain' of qualified personnel; high labour turnover; rising payroll costs; problem related to training; and the attitude of youngsters. Hong Kong's tourism industry has therefore put some effort into solving them by many strategies, such as retention, recruitment, productivity and efficiency. In Kenya, the majority of the employees in the tourism industry had relatively low education levels so the country needed careful planning for an adequate supply of qualified manpower (Sio 1993).

Weaknesses in the Caribbean's tourism education and training infrastructure also occurred since human resource development was characterised as fragmented,

uncoordinated, and occasionally redundant (Conlin and Titcombe 1995; Conlin 1993):

- The difficulty in attracting high-calibre students due to the poor image of the industry as a career choice and as an employer;
- The difficulty in attracting trained and experienced faculty, primarily due to a universal faculty shortage and the financial terms and conditions of appointment;
- The lack of development programmes for existing faculty;
- The failure of the public sector to invest sufficiently in physical educational facilities;
- The failure of the public sector to invest adequately in operating budgets to support hospitality and tourism education and training;
- There is little consistency in programme design and standards among schools and they do not share the growth generated in other educational systems by regular communication and collaboration with colleagues and industry partners.

In short, human resource development in the Caribbean still was not ranked as a high enough priority for it to function effectively as a cornerstone of the industry; the commitment from industry, government and education was so low that no significant change could be projected.

To summarise, several human resource development problems have emerged in tourism world-wide with similarities and contrasts between developed countries and developing countries, various countries in the same region, and many local communities within the same country. Solutions for these problems will vary according to the differing political and economic systems, education, traditions, and local needs in different countries.

Role of the Public and Private Sectors in Tourism Human Resource

Development

In general, governments are involved with tourism at an international, a national, a sectoral or local community level. In most countries where tourism is a significant component of economic activity, it is very common to have a Ministry of Tourism. Others tend to formulate a tourism policy and the establishment of a national tourist office. WTO (1979) introduces the national tourist organisation (NTO) as the authority in the central state administration, or other official organisation, in charge of tourism development at the national level. WTO also describes the basic functions and activities of NTOs (WTO 1979:99-104).

The NTO may be a government agency or semi-governmental body or non-profit co-operation or private association with government representation. Considerable variations in the structure of public administration of tourism depend on the size of the tourist industry and the importance the government attaches to the various reasons advanced for public-sector involvement in tourism (Cooper *et al.* 1993:149). The type of public sector structures and the extent of their involvement in tourism must be adapted to the particular needs and ideological and political structure of the country and the type and extent of tourism development (Inskeep 1991:411). Hence, the extent of direct government involvement varies from country to country, but government intervention has generally been less obvious in developed countries than in many developing countries.

Much has been written on the government involvement in tourism development, yet with very little specific reference to human resource development. There are political, environmental and economic reasons why the public sector should be involved in tourism (Mill and Morrison 1992:308). Wanhill (1987) has supported the political reason why governments should involve themselves with tourism. Every government should have a policy for tourism both at national and local level, and tourism is an ideal industry for a partnership between the public and private sectors.

The rationale for government involvement in tourism is based not only on the nature and extent of perceived economic and social benefits of tourism but also on the impracticability or inability of the enterprises, representative organisations or individuals to undertake certain functions (Pearce 1992). For government intervention to be justified, there has to be a degree of market failure--a situation where the full costs and benefits of the sector's development are not captured through the price mechanism (Akehurst *et al.* 1993). Hence, the issue is not whether government should have a role in tourism development but what the nature of that role should actually be (Hall 1994:31).

The degree of government involvement relies on a country's history, socio-economic conditions or development, the political philosophy of the leading party, and the extent to which tourism supply is already developed (Joppe 1989). Government intervention can be controlling or supporting tourism, passively or actively. These public actions can be involved with the object of tourism, such as tourism resources,

infrastructure, facilities and amenities, and distribution channels, or with the subject of tourism--that is the tourist. Government obviously has an important role in the development of the product as well as the marketing of the tourism destination (Jefferson 1991). Whether or not the government will be actively involved, it should approach tourism with an organised, sustained and flexible planning system.

The public authority has a dual role in tourism either at the national or local level (Lickorish 1991). At first, it is the guardian or *regulator*, who sets the conditions for development. However, 'regulatory activities, to some extent, should be carried out by appropriate government agencies to eliminate conflicts between a national tourism organisation and the tourism industry' (Choy 1993). Furthermore, because of foreign competitors, the government sometimes becomes an *operator* acting as the representative of the destination itself. It may provide many public facilities, such as parks and gardens, recreation services, and local transport, and at the same time it should be responsible for marketing and hospitality services.

In considering the relationship between public and private sector, Holder (1992) has made this fascinating statement:

I can think of no industry other than tourism where the interests of the public and private sectors so closely converge. First, the country is, in the broadest sense, the product ...

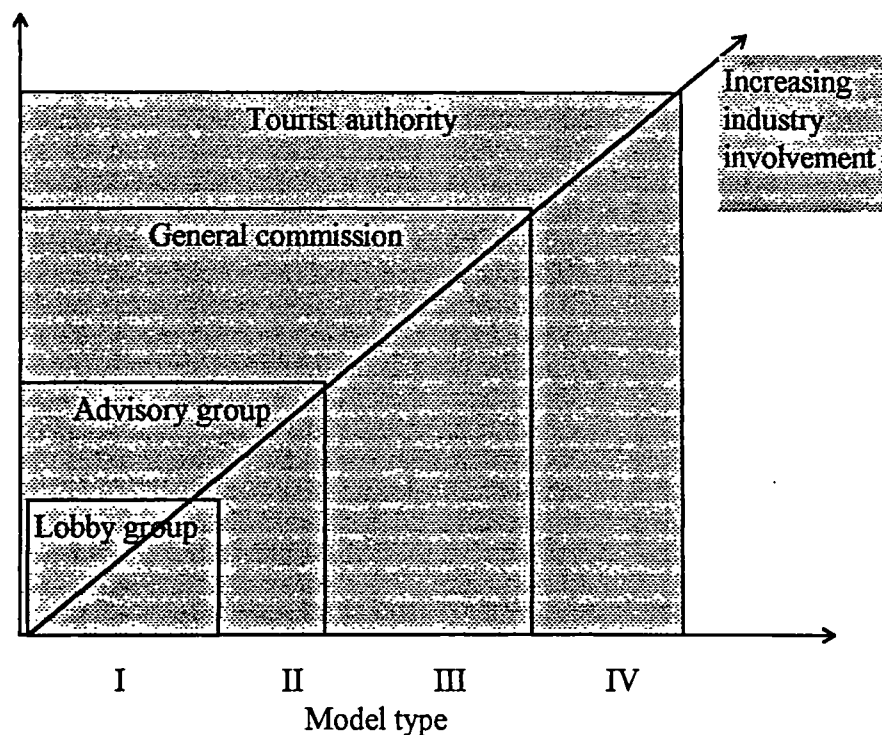
Apart from providing tourism public services, government has a regulatory role to prevent problems between the conflicting interests in the society, conversely, at the same time it is asked to deregulate and privatise. Three broad recommendations for

co-operation and communication are proposed. *First*, government should consult the private sector much more, particularly in negotiation of interests. *Second*, the national tourism organisations should be structured to make public sector-private sector communication and co-operation easier. For example, the NTO should be a mixed public-private sector agency governed by a board of directors with representatives of government, hotels, airlines, travel agents and other major tourism interests in the country. Matters of government policy should be transferred to the Ministry of Tourism, and the business of marketing and promotion, education, training and research and statistics to the NTO. However, the author would argue that in many countries, tourism organisations do not support this because they do not have a Tourism Ministry. *Third*, both public and private sectors must consider together all the dynamic and dramatic changes currently taking place in the world and review their policies and actions along with these developments.

Correspondingly, Owen (1992) supported Holder's view that the key to successful tourism lies in the interaction of the public and private sector. There is no standard or formula in building the relationship between government and tourism. Each country or region must develop its own formula, perhaps by gaining knowledge through the study of comparable established practice or of successful countries or regions. The author would add that each country should make sure that the relationship is tailored to local conditions and needs.

The various types of partnership models that lead to co-operation between public and private sectors were presented by Poetschke (1995). Partnership models or approaches to co-operation are divided into four categories. Figure 2.3 exhibits these four models, showing increasing private sector involvement and control over planning for tourism development from Type I to Type IV.

Figure 2.3 Public-Private Sector Partnership Models For Tourism Development



Source: Poetschke, B. Key Success Factors for Public/Private-Sector Partnerships in Island Tourism Planning. In Conlin, M. V. and T. Baum (Eds) *Island Tourism: Management Principles and Practice*, 1995, p. 56.

Type IV is the organisational structure that goes furthest towards industry involvement; therefore, a tourism authority seems to have the most inherent benefits,

i.e., reduced antagonism, no duplication, combined areas of expertise, and increased funding potential.

Regarding government involvement in tourism in developing countries, Jenkins and Henry (1982) stated that

In most developing countries a great degree of intervention by government is required to achieve material objectives because of the absence of a developed and innovative private sector. In many if not all developing countries, government has to undertake an entrepreneurial role to ensure that 'pioneer' activities are initiated.

The nature of government involvement can be *passive* or *active*. It is noticeable that the nature and the extent of this involvement will reflect both the stage of development of a country and the political philosophy of the government. The absence of a strong and tourism-experienced private sector will require government to take an operational role in the tourism industry until the private sector experience and confidence develops.

On the other hand, in a study on government tourism planning by Choy (1991; 1993), he has argued that government cannot compensate for the absence of a strong private sector in tourism. It may be better for a government to spend time on resolving issues involving the negative social and environmental impacts and leave the private sector to assume the planning and financial risks of developing specific tourist destinations. The NTOs should rely on the private sector initiative for the development, financing and operation of tourist facilities. The author would argue

that, in developing countries, the private sector is not strong enough to be solely responsible for developing tourist destinations at least during the tourism development period.

National tourism organisations in developing countries have to promote, conserve, develop, market, research, manage, follow-up, and lead, with limited funds and poor resources (ESCAP 1991a). Traditionally, the government and the private sector both have their individual responsibilities. Today, they have to discuss with the private sector and decide exactly in which areas they should be involved and in what shape and form. The private sector evidently prefers less government involvement yet wants the government to take some form of leadership role.

Over the last few years, there has been growing concern that the role of government in developing countries is changing (Jenkins 1994). Government no longer plays a central role in tourism development but rather acts as a control and guiding agent for the private sector through selective involvement in tourism policy formulation, planning, and implementation. Nevertheless, government still has role to play in guiding policy and ensuring that satisfactory services for foreign tourists are offered by those best able to provide them. The operational role of government will be diminished and move towards a more commercial aspect of development. For example, the setting up of parastatal companies which are owned by the government but will have the flexibility to operate in the private sector and to offer services at a commercial rate; or for governments to privatise services either through the setting

up of joint venture companies or by the privatisation of certain designated services, e.g., hotel, travel agent and transport. Still, an over-rapid movement towards privatisation will cause as many problems as it produces benefits, so how far privatisation can extend will depend on the levels of economic development, tourism experience, the political expectations of specific countries. However, 'government should not do what the private sector is able to and willing to do' (Jenkins 1994: 8).

Several academics (Mill and Morrison 1992:311, Hudman and Hawkins 1989:115, Lickorish 1991, Cooper *et al.* 1993:149) have advised that one major role of government in tourism is to ensure that tourism has an adequate supply of professionally-trained skilled and managerial staff to meet its future needs, and that education and training programmes and materials are available to meet the needs of tourism.

At the national level, where appropriate, government, employers' and workers' organisations should be involved in the design and implementation of national training policies and programmes, such as through an Advisory Training Board (Grandone 1992). At the level of the training institution, where appropriate, tripartite boards should be set up to provide guidance for the provision of effective and relevant training. Likewise, sectoral manpower and training needs surveys should be conducted in all countries by government in close co-operation with employers' and workers' organisations in order to match training to employment needs. The employer should be responsible for setting the standards and training at the

enterprise, yet should plan and implement in close co-operation with workers and their representatives. Nevertheless, Grandone did not explain how to encourage employers to do so, except that in developing countries, government should be responsible for endeavouring to find appropriate sources of financing for training, such as training levies.

To provide quality service and be competitive in today's economic and social environments, apart from management's internal human resource strategies, the industry co-operating with relevant professional bodies, hotel schools and organisations should develop and promote training, professional standards, and the image of the industry (Hulton 1992). Again, to remain viable in the 21st century, hospitality organisations will need to create partnerships with employees, guests, and universities, which will incorporate six critical human resource management domains: technology, power paradigms, training and development, compensation, employee relations, and family society and work balance (Berger, Fulford & Krazmien 1993). The author, though, would argue that partnership should not be limited to only the university level.

Because of the fractionalization of both private sector and public sector in most countries, responsibility for aspects of human resource development is fragmented (Baum 1993a, 1994a, 1995:228). The private sector of the tourism industry in most countries is largely fragmented, ranging from small to large businesses, providing a range of diverse products to satisfy the needs of distinct markets. Furthermore, a

diversity of agencies contributes to the development and implementation of human resource policies within tourism. Tourism inputs are fragmented and may be duplicated between government agencies and ministries, NTOs, education and training providers, industry representative associations, and the public sector itself (Baum 1994c).

In fact, despite the diversity of agencies involved in the human resource area, there are few national attempts, at either a policy or implementation level, to ensure necessary linkages are made between the work of various bodies and that they are working towards common goals and targets (Baum 1994a). Indeed, 'There is a frequent lack of a single co-ordinating authority, at local, regional, national or transnational level, with responsibility for planning of human resource matters within hospitality and tourism' (Baum 1995:228).

Who should be the single body responsible for policy development and the management of human resources in tourism at the national level? Baum (1994c) classified public sector ministries/agencies playing a role in human resource policy development and implementation within tourism into three categories:

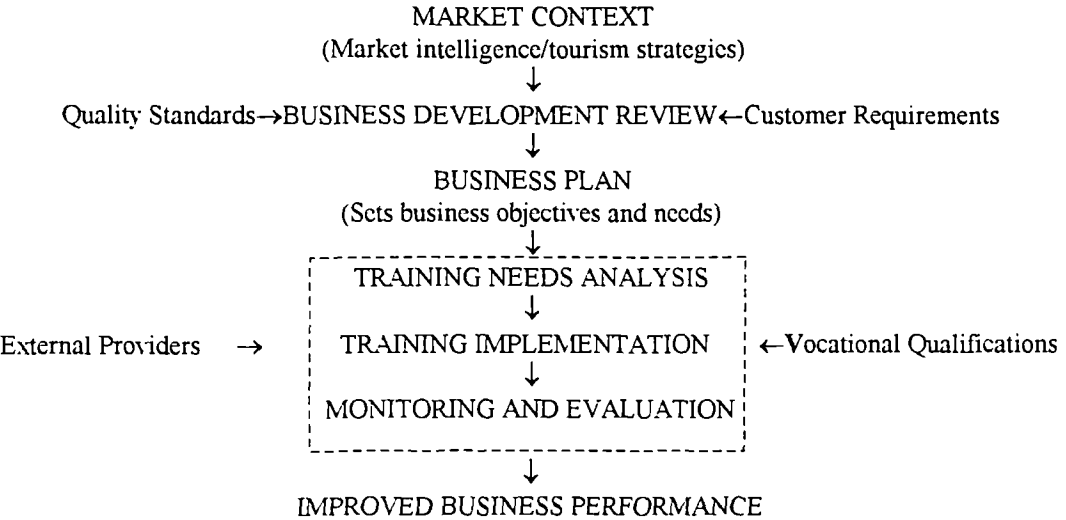
- *Tourism-focused ministries agencies*: human resource concerns are only peripheral to the agency's main area of responsibility.
- *Human resource education training-focused ministries agencies*: tourism manpower planning, employment, education and training are considered alongside other vocational sectors but do not represent an area of specially identified concerns.
- *Ministries agencies with a remit outside both tourism human resources*: but they have a direct impact on these areas, such as environment ministries, home or internal affairs ministries, agriculture or forestry ministries.

The author would suggest that an empirical research should be conducted in order to obtain an answer to this question.

Tourism Training Scotland (TTS) is one good example of the integrated training agency which the government agencies and the industry together have built to develop a national strategy for human resource development in the tourism industry in Scotland (Brogan 1994). It comprises various members from Scottish Enterprise, Highlands and Islands Enterprise, the Scottish Tourist Board, and the central government agencies responsible for tourism training, training providers and representatives of different sectors of the industry. TTS has identified three strategic priorities:

1. Creating a training culture within tourism businesses (see Figure 2.4).

Figure 2.4 Integrated Training and Business Development



Source: Brogan, E. Human resource development in tourism: The Scottish perspective In Seaton, T and others (Eds) *Tourism: the State of the Art*, 1994, p.556.

2. Enhancing professional standards and the status of jobs in the industry.
3. Improving access to quality training by enhancing communication and mutual understanding between the tourism and training industries.

TTS has implemented its strategy by developing a number of specific initiatives. In conclusion, the Scottish experience has taught us that since the tourism industry is fragmented, it needs a framework or strategy that ensures that the whole range of problems is addressed in a coherent manner, and results in mutual understanding and co-ordinated action. An effective industry/public sector partnership will be very beneficial in terms of using the expertise of the industry to utilise most effectively the resources within the various government agencies to address the needs of the industry.

The provision of human resource development opportunities in Europe is a partnership between the tourism industry, and the education and training providers, both the public and private sectors (Baum 1995:204-207). The partnership operates according to four different models: (1) the total separation model, (2) long-standing education/training and industry partnerships, (3) the British partnership model, and (4) the Irish model. These models illustrate the partnership with differing centres of control and influence.

Furthermore, the use of training partnerships was discussed in the USA as a more effective way to accomplish training (Herman and Eller 1991). Three models that

illustrate successful consortium and partnership approaches were presented. To conclude, what we all can learn from these three models is that

Private and public sectors have worked together to find mutually beneficial solutions to shared problems. The self-interests of individual businesses in the hospitality industry can be served through co-operation. Government has a role to play, whether by actually setting up and funding regional schools or, more passively, by granting economic incentives for the private sector to do so. Management, workers, private investors, labor unions, and government-together and separately-have much to gain by addressing the training issue... (Herman and Eller 1991:60).

There is no doubt that government and the industry have a co-operative role to play in the provision of effective education and training infrastructure for the tourism industry.

Human Resource Development Models for Tourism

Human resource planning and development is a systematic approach to ensure that the industry obtains the quality of skilled personnel required in the right quantity at the right time in the right place. In other words, human resource planning and development should consider not only the types of jobs to be filled but also the number of personnel as well as their requisite education and training to fill the jobs. Human resource planning and development (HRPD) should be approached systematically for all types and levels of tourism-related personnel from national to company level.

At the micro level, Mahesh (1993b) suggested the nine-step HRPD model for an individual company to plan, recruit, train, and retain effective human resources. Mahesh (1993a) also stated the important role of service excellence within the human resource planning and development arena. This HRPD model has been successfully implemented in a small hotel in a remote area and some hotels in major cities in India, such as New Delhi and Colombo. These steps are required:

1. Correctly plan for the requisite number of people required at each level of each category of skill, considering the expansion, attribution, and internal developmental needs.
2. Identify alternative sources from where personnel can be recruited, ranging from fully trained people to new entrants.
3. Set up appropriate cost-effective recruitment systems.
4. Set up effective induction and training systems to cater for every source of recruitment.
5. Identify and make available the requisite number of trainers to operate these systems.
6. Install an effective personnel administration system to take care of those recruited.
7. Set up a discipline management system whereby all employees are prepared to accept basic norms of discipline at work.
8. Create a collaborative climate for industrial peace.
9. Set up a team of human resource professionals to ensure continuous monitoring and improvement of the integrated HRPD system.

This HRPD model is comprehensive and well organised; nevertheless, it did not pay much attention to motivation and career paths. Also, this model will only be effective if a hotel plans its manpower requirements at least one full year before opening.

Although governments, their agencies and educational providers have an important part in the development of human resources for the international tourism industry, the critical roles remain within the companies themselves (Baum 1992). In response to human resource challenges, tourism businesses rely heavily on senior management

commitment, recognition of human resources contribution to company success and human resource management functions.

As consumers become wiser and labour availability diminishes, an important question to ask is how product quality and service delivery standards will be improved (Teare and Brotherton 1990). By investing in a comprehensive training and development philosophy, hospitality and tourism firms can gain twofold benefits. Not only in-company career prospects are improved but also the corporate concept of service quality becomes firmly established into professionalism. Both factors eventually improve recruitment and retention effectiveness. Ultimately, the continuous appraisal of existing development needs and opportunities will be required in order to retain skilled and motivated staff as well as to foster a corporate culture based on the attainment of service quality goals.

Several approaches have been discussed about macro human resource planning in tourism (Jenkins 1987; Inskeep 1991; Wanhill 1992; Mahesh 1993b). Jenkins' manpower planning approach, comprehensive and practical, covers steps by steps with emphasis at the sectoral level. Inskeep's tourism manpower planning model provides some basic techniques for human resource planning in which manpower projections technique is relatively simple. Mahesh's HRPD model is somewhat similar to Inskeep's model and applicable because it was actually prepared for implementation in India. Finally, Wanhill's manpower planning model is sophisticated and could not be undertaken without the marketing strategy in relation

to the level of tourist spending and the pattern of that spending. Wanhill used an input-output table of the tourism sector to forecast manpower requirements because his manpower model calculated tourism employment by the impact of tourist expenditure on the economy.

According to Jenkins (1987), manpower planning, otherwise known as human resource development, was described as 'a strategy for the acquisition, utilisation, improvement and retention of human resources'. Manpower planning should be an integral part of tourism development planning. For the tourism sector, qualitative aspects of job analysis may be as important as the quantitative aspect of labour force required at some future date. At a sectoral level, manpower planning will help to identify existing shortages and to examine future needs relative to a given demand forecast. The existing supply of labour related to future demand are the two major factors to be considered in manpower planning. As a theoretical framework of this study, human resource development consists of four major stages:

- Evaluation of the existing manpower;
- Projection of future job needs;
- Job description and evaluation;
- Formulation of education and training programmes.

Evaluation of the existing manpower

The objective of this step is to make an assessment of employment in the tourism sector. All the existing statistics on manpower in the tourism industry should be

assembled. If the scale of the sector is too large, a sample survey of current manpower working in tourism should be carried out for all public and private enterprises involved in this sector. The crude data may be further refined by identifying male and female ratios, employment intensity ratios, and regional variations in employment.

Projection of future job needs

At a sectoral level, any forecast of future job creation requires data on tourist arrival projections. It is useful to make an estimate of projected jobs by categories for each sub-sector so that broad and common needs might be recognised. (Jenkins 1987). A common technique for gross employment projections is to establish a ratio of the number of jobs per accommodation unit to include the direct employment in the hotels and other tourist facilities and services (Inskeep 1991). At the company level, forecasting future manpower needs is less difficult.

Projection of human resource requirements should be based on planning for productivity improvement, planning for attrition, and maximising internal development and growth (Mahesh 1993b). In addition, challenges posed by the macro-economic and micro-economic employment projections should be considered (Clark (1992).

Job Description and Evaluation

An accurate job description is required to analyse a job (Jenkins 1987). The job description contains the job title and full details of the job task (factors) and giving an indication of responsibilities attaching to the job. Job description should reflect the nature, functions, responsibilities of the job and knowledge and skills required to perform the job at a satisfactory level. A job description and employee qualifications should be first written for each of the job classifications, then determination should be made of the type of education and training required to provide the essential qualifications (Inskeep 1991).

For job evaluation, it is fundamental to identify factors which are essential to the performance of the job. Tourism requires some interpersonal skills, and qualitative factors, such as motivational and attitudinal factors. Job evaluation will identify the job functions, skills and experience required, and suggest personal aptitudes and qualities which might enhance job performance. This functional approach to job description and job evaluation will facilitate the development of a job profile which then is used to consider training needs as well as the development of specific training courses (Jenkins 1987).

Formulation of education and training programmes

In this stage, there should be a comprehensive education and training plan for various types of education and training to satisfy the various needs (Inskeep 1991). The action plan should contain necessary steps in a way that would allow the

problem of human resource availability to be tackled in both qualitative and quantitative ways (Mahesh 1993b). The plan should focus on the review of existing educational and training provision and the potential of educational provision apart from formal tourism education and training. In addition, a strategy to implement hospitality and tourism education projects should also be formulated (Wanhill 1992).

Three main stages are involved in formulating a training programme (Jenkins 1987):

- Identification of training needs;
- Preparation of a specific curriculum;
- Calculation of numbers to be trained.

One, the identification of training needs may arise from poor performance of specific jobs or the need to up-date skills or special techniques. There may be a case for the establishment of a regional training facility in individual countries if the training requirements show an identifiable and continuing demand.

Two, the preparation of a specific curriculum should reflect the job functions. At the lower levels of training, the courses will be related to job performance. Broader educational subjects may be appropriate for more advanced levels. Courses provided by specialist institutions or organisations, i.e., WTO, ILO, will be broader nature with a combination of experiences, perceptions and opinions than in-house company training. In developing countries where initiatives and projects for tourism

development are provided by the government, it may be essential for governments to take a role in providing vocational training.

Three, at the sectoral level, the number of people to be trained can be calculated from the manpower survey data. The calculation can be done on the crude basis of estimated number of tourist arrivals, conditioned by a ratio (e.g., number of new rooms required: direct jobs per room) and modified to take into account turnover trends in the industry. The resulting calculation should be categorised into job types and levels.

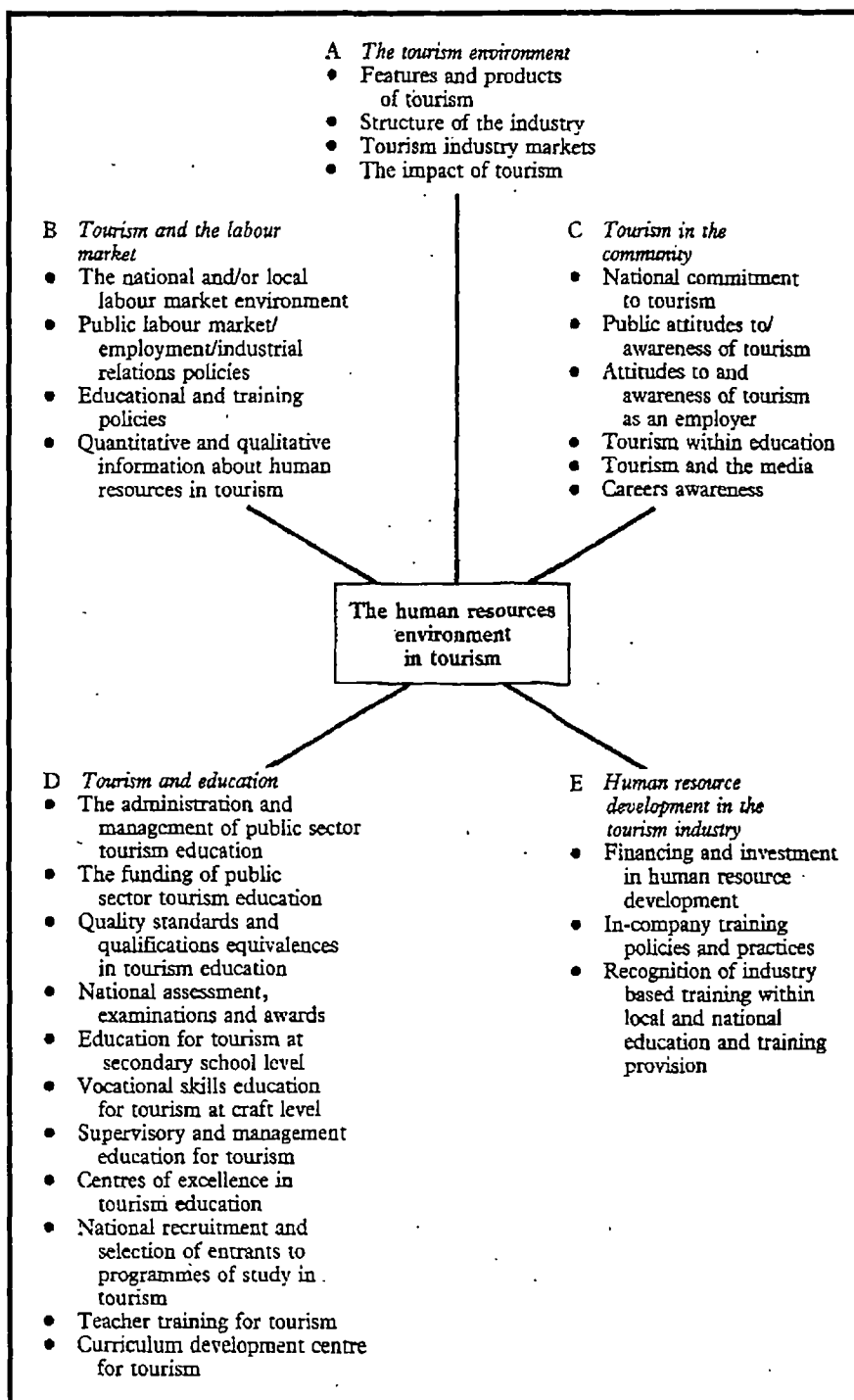
However, Wanhill (1992) postulated that it was impossible for the education system to train all the labour for the tourism industry. Tourism vocational education and training is expensive and difficult to obtain recognition from the industry if the equipment is obsolete, the teaching facilities are insufficient, and the teaching staff inexperienced. Major hotels prefer to train their own operative staff provided they had a good basic education and were competent in English. Training should be provided for just the key skill areas of the tourism industry.

Because of the fragmentation of responsibility existing in the public and private sectors for human resource development, Baum (1993b) has attempted to create a conceptual framework for the integrated development of human resources in tourism. The conceptual framework is designed to incorporate the diverse influences which have an impact on the planning and development of human resource policy

within the tourism industry world wide, and combines the key features of this diversity into a so-called '*comprehensive, integrated, and cohesive unit*'.

Baum's integrated model is comprised of five main divisions. Each division consists of a number of key elements or considerations which should be evaluated by those responsible for policy formulation and the identification of priorities. A more detail breakdown of each of the key elements is also discussed. At the end of the process, it is anticipated that responsible agencies in the public or private sector will have the information base for the development of relevant human resource development policies and specific plans within the requisite tourism industry. The components of the conceptual framework are exhibited in Figure 2.5.

Figure 2.5 An Integrated Human Resource Development Model for Tourism

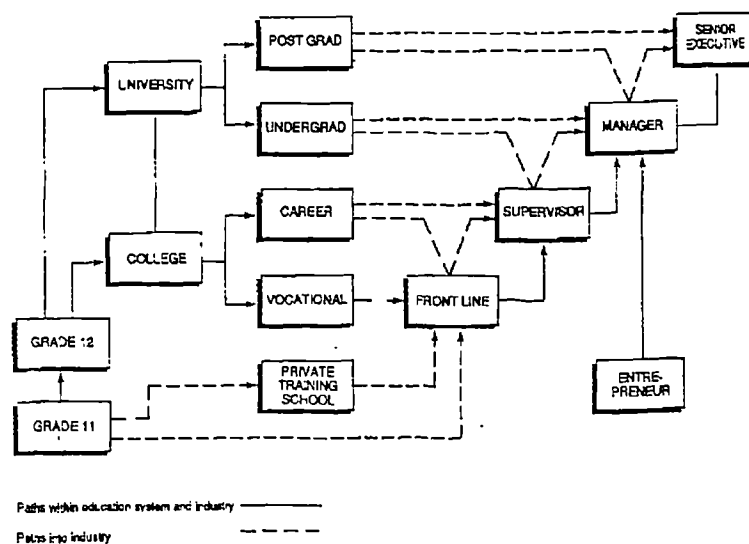


Source: Baum, T. Human Resource Issues in International Tourism, Oxford: Butterworth-Heinemann, 1993, p.241.

Baum's model is complex; however, the author would argue that, in practice, it is unlikely that policy makers will consider all key elements in all various sectors of the tourism industry because of time and resource constraints.

Pollock and Ritchie (1990) have recommended a model to formulate a strategic approach to developing the education and training infrastructure for tourism. The British Columbia Model has some implications on improving both the quantity and quality of a tourism education and training system. *First*, career paths within tourism are established (Figure 2.6). Based on education, training, and experienced obtained, an individual can pursue a career path starting at different levels with ultimate goal of achieving the position of senior executive.

Figure 2.6 Career Paths within the Tourism Industry.



Source: Pollock and Ritchie (1990) "Integrated strategy for tourism education/training" *Annals of Tourism Research*, 17(4), p. 578.

Second, there is some confusion amongst tourism students as to what constitutes a viable career path and what kind of education is necessary to pursue those career paths. This demands serious commitment between government, the private sector, and educators to support initiatives that provide employees with some guidelines to go along the career path; to identify the means whereby employees can combine work experience with appropriate education to move from one stage to another; to integrate pre-employment and to upgrade training; as well as to recognise and reward achievement of employees as certain steps are crossed.

In order to provide clearer insights of human resource planning and development, particularly the formulation of education and training programmes, a number of case studies or countries will be discussed as an example.

Before we continue further, two major themes should be addressed if we want to compare the provision of tourism education and training between countries (Westlake 1992). The first challenge is the differing governmental and educational structures of the tourism industry in various countries. Numerous countries give emphasis to public sector provision for all or most educational programmes whereas there is an argument whether the private sector or public bodies should be responsible for providing and co-ordinating training. The second scheme is the differing education and training systems and usage of titles; e.g., certificate, diploma, and graduate; of the tourism industry in particular countries. The systems for the industry can be set up by government in its several forms and levels and so the extent

of public involvement and co-ordination for the industry can be. It is only through standardisation and harmonisation of education and training systems that we will be able to control and maintain standards and quality of service to the customer.

The existing provision of various European countries for tourism education has been examined (Lavery 1989). A threefold classification of tourism education courses in the E.U. were:

1. University courses containing tourism studies;
2. Business studies courses containing some tourism studies;
3. Technical courses focused on tourism.

Three main conclusions were drawn. Firstly, there is a general shortage of experienced and trained teachers of tourism and in most of the cases the courses that have been developed are the result of academic concern rather than industrial demand. Secondly, there are disparities between similar level courses in terms of their entrance requirements, course content and duration within the E.U. Nevertheless, there was an attempt to establish vocational equivalence between member states and comparability of qualifications through support for transnational tourism education programmes and exchanges and through Social Fund support for special training initiatives (Baum 1993d). Finally, there is a general absence of research into the demand for tourism graduates at either national or international level and of a clear career development for new entrants to the industry.

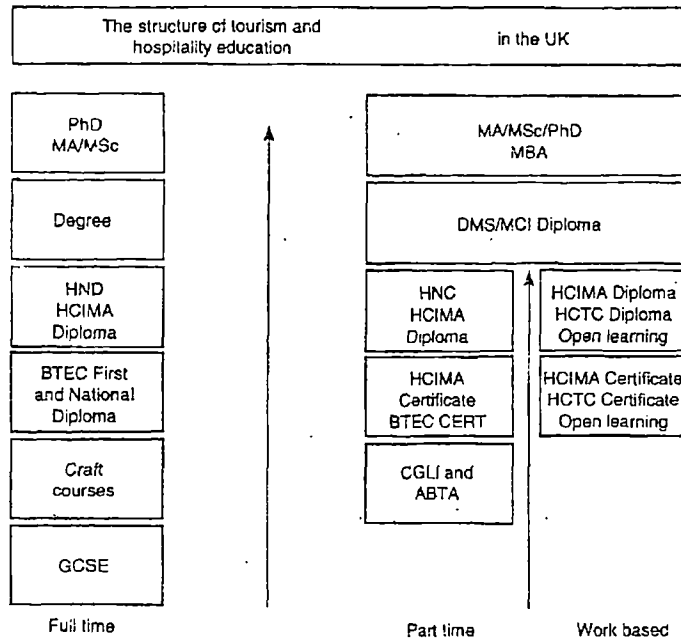
National Economic Development Office (NEDO 1991; Parsons 1991) conducted a cross-cultural comparison of tourism management education and training in Western

countries. The study suggested that although the UK hospitality and tourism education and training system has a diversity to attract students, many other countries in Europe and America have more successful recruitment and selection procedures. It concluded that the UK system is at a watershed and addressed a series of principal issues which institutions and employers should consider. This study is very useful for international comparison.

In the UK, many reviews of education and training provision in the tourism and hotel and catering industry have been conducted (Hotel and Catering Industry Training Board 1983b; 1987; 1979; Council for National Academic Awards 1991; 1993; Her Majesty's Inspectorate 1992). Moreover, recognising the problem that education and training has not always been viewed as investment, the UK government has established the National Council for Vocational Qualifications (NCVQ) to address the weaknesses in the vocational education and training system in 1986 (Messenger 1991; Messenger and Makinson 1992; Messenger 1992).

Moreover, a comprehensive structure of tourism education and training in the UK has been put together (Cooper, Scales and Westlake 1992), as shown in figure 2.7.

Figure 2.7 The Structure of Tourism and Hospitality Education in the UK.



Source: Cooper *et al.* (1992) "The anatomy of tourism and hospitality educators in the UK" *Tourism Management*, 13(2), p.235.

Regarding tourism educators, the result from the survey has surprisingly demonstrated that tourism and hospitality educators in the UK at all levels possess high level of industrial experience. Yet there is still a lack of support for staff development in tourism education and training and the shortage of tourism teachers is not diminishing. Nevertheless, the question remains to be asked about the content and delivery of courses provided by institutions who failed to adequately prepare their staff, together with how the industry response to increased supply of graduates entering the job market in the 1990s.

As a small country with a booming tourism industry, the Republic of Ireland was a good example of well prepared of development of tourism manpower by enlarging

and diversifying the training and educational provision for those employed and to be employed in tourism (Walsh 1993). The Council for Education, Recruitment and Training for the hotel, catering and tourism industry (CERT), the State Tourism Training Agency, which was established in 1963, now provides courses in hotel, catering and tourism studies through its four centres in order to offer additional trainee places to those provided by the educational institutions.

Inskip (1994) has written a significant paper in formulating and implementing comprehensive and integrated training programmes in developing countries. As for the basis for formulating training programmes, manpower planning must be conducted at the national and sometimes regional levels. This planning should be flexible to adjust the programme based on monitoring of actual training results, continuing of training needs, and changing environment in the tourism sector. The formulation of tourism training programmes should pay attention to some special considerations: (1) the need for upgrading existing inadequately trained employees; (2) the need to incorporate basic remedial pre-training programmes for people in local areas where tourist facilities are being developed; (3) the need to take a broad-scope view of tourism training for tourism-related activities, such as handicraft, tour bus driving, and food providing in tourism; (4) the need to learn foreign languages and typical tourist profiles. It is also important to incorporate new concepts and trends in tourism development in training, for example concepts of sustainable tourism development, and community-based tourism.

Further, according to Inskip, training programmes must be formulated with a combination of in-country and overseas types of academic and practical training, with emphasis on cost-effectiveness. Each training programme must be specifically tailored to the needs of the country, and observe local culture and attitudes. Nonetheless, experience from elsewhere in implementing training programmes may provide useful models and often can be adapted to local situations. Moreover, public education about tourism as well as informing tourists about local customs, policies and laws is regarded as essential elements of tourism training. Tourism awareness programmes can help overcome any traditional resistance and can be distinctively focused to suit local situations.

Despite a substantial amount of international assistance available for tourism training in developing countries, there is never enough assistance to satisfy global needs. The developing countries themselves must therefore be partially responsible for tourism training. Some countries have already advanced in developing in-country tourism training institutions and programmes whilst other countries should give higher priority to tourism training providing sufficient facilities, funding and technical inputs. In fact, investment in manpower improvement and training schemes in developing countries over the last decade have not been linked with the substantial investment in infrastructure (Ruddy 1990a).

Some commentators have discussed the issues of tourism education and training in developing countries. Blanton (1981) argued that tourism training programmes for

developing countries need to consider the potential social and cultural risks for tourism employees, and the barriers to communication between guest and host, arising from different backgrounds, values, and expectation between the two. In other words, after training in the industry, tourism personnel should be aware of or ready to work in a different cultural environment. Besides, even though most of training programmes are well designed in western countries, transferring those to different cultural environment often run into difficulties. Correspondingly, Howell and Uysal (1987) have supported that tourism education in developing countries should be different from one in developed countries due to the need for sensitivity to the uniqueness of host communities and their role in the tourism system. Host communities in the Euro-American tourism system serve primarily as supports to attractions, but the host community in a developing nation is more of an attraction in itself because of its unique, mysterious and attractive culture.

Theuns and Rasheed (1983) have debated that developing countries cannot easily make a well-considered choice of appropriate training and education programmes simply by comparing currently existing ones because the existing tourism educational programmes differ greatly in duration, content, institutional status, and affiliation. It is recommended that developing countries choose a supply-oriented approach which involves such disciplines as sociology, psychology, physical planning and human geography when establishing a differentiated system of tertiary tourism education. Furthermore, a 'need led' approach should be considered to improve the functioning of the tourism sector for the large scale enterprises as well as individual or small

scale enterprises in the Third World (Theuns and Go 1992). In addition, the development of tourism education and training programmes in developing countries should involve not only the national approach but also an international approach which accordingly offers an opportunity for the exchange of understanding, ideas, and experience, and provides specialist teaching staff who would not be available in individual countries (Fletcher and Latham 1989). Nevertheless, an excessively large and lasting dependence on foreign expertise and know-how will have to be avoided (Theuns and Rasheed 1983).

Conclusion

As noted above, this literature review considers the general principles of human resource planning and development, which will be subsequently related to Thailand. However, before doing this, we will first examine the development of tourism in Thailand.

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Chapter 3 - TOURISM IN THAILAND

Introduction

There is no doubt that tourism has been perceived as a significant economic activity in many developing countries. Many governments in developing countries have realised the phenomenal growth of tourism and have actively supported its development. There is clearly a crucial role for government in developing countries in tourism because of the national benefits which tourism brings as a foreign exchange earner and job creator. The role of governments will be the most serious challenge facing the development of tourism in developing countries, for reasons noted below. Tourism is dependent on government involvement in the provision of infrastructure such as roads, utilities, airports, sewerage and other services for tourism development of the destination. Government is also a major provider of investment incentives such as grant aid for development of new hotels, new educational and training institutes. Government can also influence tourism flows through legislation or controls, i.e., visa and civil aviation controls.

In a developing country like Thailand, where investment from private sources to support tourism is rather weak in the early years of development, the government has invariably involved itself in many innovations, particularly for tourism infrastructure. The private sector then participated to develop the tourism industry along profitable lines, such as hotel development, and tour operation.

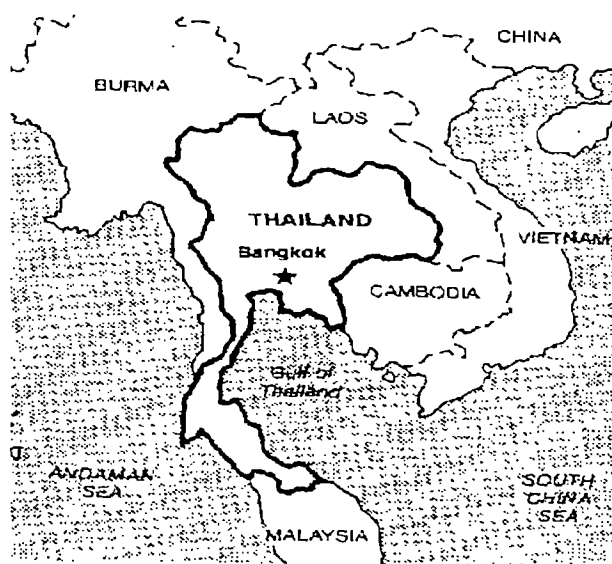
The aim of this chapter is to provide some fundamental knowledge about tourism in Thailand. There are eight main areas: statistics of tourism development, development of facilities, types of tourism, tourism performance, government policies on tourism, administrative structure for tourism, problems of tourism development, and implications for human resources. Before considering these issues, however it will be useful to provide a brief profile of Thailand.

Country Profile

Introduction

The Kingdom of Thailand, located in South-east Asia, occupies a total land area of 513,115 square kilometres (198,115 square miles) or about the same size as France. It is a tropical land bordered by Myanmar (formerly Burma) to the West, Laos to the Northeast, Cambodia to the East and Malaysia to the South (Figure 3.1).

Figure 3.1 A Map of Thailand



The population of Thailand is approximately 58 million, of which about 90 percent are Thai. There are small minorities of Chinese, Malays, and indigenous hill peoples. According to the National Economic and Social Development Board (1995), total population in 1994 was 58.7 million of which 32.6 million or 55.5 percent were in the labour force. The majority or about 55.7 percent of total 1994 labour force were in the agricultural sector. Approximately 11.5 percent of total labour force were in the service sector. Unemployment rate was only 0.39% in 1994. Buddhism is the predominant religion, professed by more than 95% of Thailand's total population. Thai currency is baht. Around 40 baht is equivalent to £1.

Short Historical Perspective

The Sukhothai kingdom was founded about 1220 after a successful revolt against the Khmer kingdom. In 1350 the Tai kingdom of Ayutthaya succeeded the state of Sukhothai. The Chakri dynasty then came to power in 1782 under the leadership of Chao Phraya Chakri (King Rama I), and moved the capital city to Bangkok. During the 19th century Western influence increased in the country as Thailand granted political relations to European countries. King Rama V (1886-1910) then implemented a policy of Western internal reform. Thailand was the only independent country in Southeast Asia that survived from European colonial empires. A coup d'état put an end to the absolute monarchy during the reign of King Rama VII (1925-1935) and established a constitutional monarchy. Formerly known as Siam, Thailand took its present name in 1939. From 1932 on, series of governments were either overtly military or strongly influenced by the military.

Economic, Political and Administrative Structure

Thailand has a predominately market economy based largely on agriculture, light industries, and services. Much of Thailand's export revenues and a majority of the labour force depend on agriculture; nevertheless, its contributions to economic growth have declined consistently since 1950. In order to diversify, the government has encouraged investment in small industry. Thailand's rapid economic growth since the late 1980s has generated some crucial problems: inadequate infrastructure development, particularly transport and a traffic crisis in Bangkok; a shortage of highly-trained technical personnel; a widening deficit on the current account of the balance of payments, and inequality of income distribution, owing to excessive centralisation (Europa 1995).

The government has made every effort to bring about more balanced social and economic development. However, government actions on major structural problems, i.e., infrastructure and human resource development, were delayed. A widening gap in income and living standards between urban and rural populations and problems arising from rapid urbanisation continued to increase and still remained a serious problem despite government attempts to divert industry away from Bangkok into provincial areas. Tax incentives were offered to industrial companies to relocate their factories outside Bangkok and its surrounding provinces. However, the results have been mixed at best because many provincial areas are still lacking in physical and social infrastructure and transportation links (Fairclough and Tasker 1994). In addition, a decentralising scheme called 'T-Bird', the Thai Business Initiative in

Rural Development, was introduced (Tasker 1994). A number of companies involved in the T-Bird programme to set up small factories the rural areas. Nevertheless, economic growth is expected to continue and Thailand is now one of the three newly industrialising economies (NIEs) of Southeast Asia, apart from Indonesia and Malaysia.

Thailand is a constitutional monarchy with a parliamentary government and his Majesty the King of Thailand is the Head of State. Legislative power resides in a bicameral National Assembly, comprised of the 270-member Senate and the 360-member House of the Representatives. The head of government is the prime minister, who is required by a 1992 constitutional amendment to be an elected member of the House of Representatives. A multiparty system operates and there is no dominant party.

Current Development Indicators

Thailand's gross national product (GNP), measured at average 1991-93 prices, was 2,789,085 million baht. GNP is increasing much more rapidly than the population. Agriculture (including forestry and fishing) provided an estimated of 10 percent of the gross domestic product (GDP) in 1993, but 56.7 percent of the employed labour force were engaged in the sector that year. Thailand's staple crop and principal agricultural export was rice. Manufacturing industries contributed for 28.5 percent of the GDP in 1993 yet employed 12.3 percent of the workforce. Textiles and garments and electronics and electrical goods constituted Thailand's main manufactures.

Services (including transport and communications, commerce, banking and finance, and hotel and catering) accounted for 50.8 percent of the GDP in 1993; 25.7 percent of the employed workforce were engaged in the service sector for the same year. Tourism has been the principal source of foreign exchange since 1982.

Thailand continued to have a trade deficit during the 1980s and into the 1990s; a trade deficit of US\$ 4,146 million in 1993. Principal trading partners in 1993 included Japan, the USA, Singapore, Germany and Taiwan. Major exports were electrical-power equipment and machinery, textiles and apparel, fish and fish preparations, and precious stones. Machines and transport equipment, petroleum and petroleum products, chemicals, iron and steel were chief imports.

Budgetary expenditure on education and health by the government was estimated at 19.6 % and 6.8% of total spending in the financial year 1993/94. Thailand has a medium human development index (HDI) (UNDP 1991). The HDI is a combination of national income with two social indicators--adult literacy and life expectancy. The adult literacy rate was 90.7% in 1985 and life expectancy in 1990 was 66.1 years.

Tourism Development in Thailand

Statistics of Tourism Development

The earliest tourism statistics record showed that 81,340 foreign tourist arrivals visited Thailand in 1960. A number of foreign visitors then rose to 628, 671 in 1970, with 32.1 percent change, and to 1.8 million in 1980, an increase of 33.8 percent. The

greater number of tourists was partly due to Thailand's natural resources of mountains and beaches, exotic culture, and friendly people. Some external factors, such as rising real incomes, more leisure time, and lower long-haul airfares, also helped Thai tourism. However, prior to the 1970s, Thai tourism grew as 'laissez-faire' nature without proper planning (Li and Zhang 1996). Due to the fast growth of the economy in the late 1970s, Thai government began to realise the importance of tourism as means of increasing foreign exchange earnings. Thai government has since then paid greater attention to the significance of tourism to the economy when tourism became the number one foreign exchange earner in 1982.

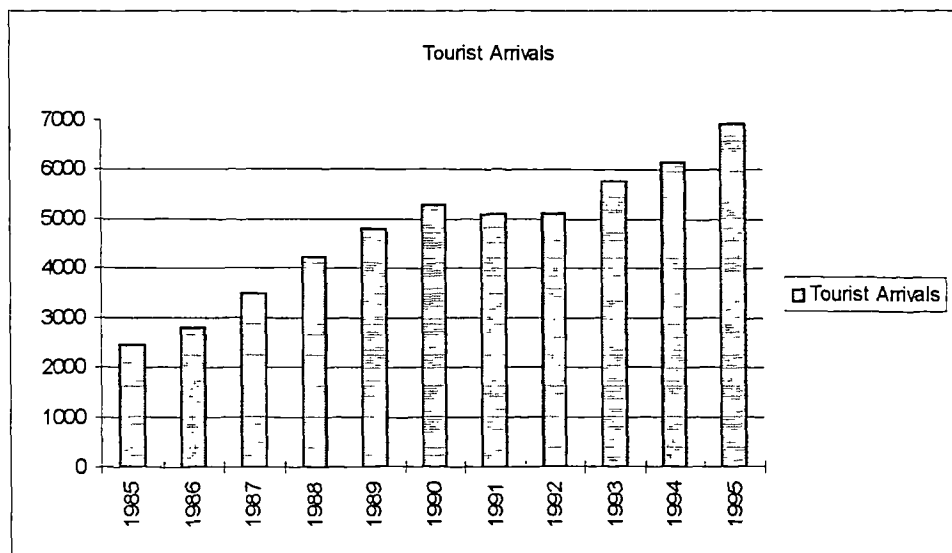
Thailand's tourism industry has been growing very rapidly since the 1990s. The number of international tourist arrivals increased from 1.85 million in 1980 to 5.3 million in 1990, an average of annual growth rate of 13.5 percent. Table 3.1 and Figure 3.2 provides number of international tourist arrivals for selected years.

Table 3.1 Number of International Tourist Arrivals for Selected Years

Year	Number of Tourist Arrivals	Percent Change
1960	81,340	32.11
1970	628,671	33.82
1980	1,858,801	16.80
1985	2,438,000	31.16
1986	2,818,090	15.58
1987	3,482,960	23.59
1988	4,230,740	21.47
1989	4,809,510	13.68
1990	5,298,860	10.17
1991	5,086,899	-4.00
1992	5,136,443	0.97
1993	5,760,533	12.15
1994	6,166,496	10.70
1995	6,951,566	12.73

Source: Tourism Authority of Thailand 1995

Figure 3.2 Number of International Tourist Arrivals For Selected Years ('000)



As a result of the successful Visit Thailand Year campaign in 1987 and the improved world economic conditions, the rate of increase of international tourists from several different areas has been high. The average annual growth rate for tourists from Europe and East Asia and Oceania was about 10.5 and 9.6 percent per year between 1988 and 1995. However, the 1991 figure shows a reduction due to the Gulf war crisis, and the world-wide economic recession. The Gulf war crisis in 1990-1991 had an impact on Thailand's tourism growth in terms of air transportation and hotels' electricity consumption. Tourists from Europe and America declined due to higher air fares and living costs, whereas visitors from Japan, Hong Kong, Korea postponed their trip because of a drop in their stock markets (Economic Research Section 1990). Thailand's tourism sector experienced lower arrivals and depressed markets after three years of high growth. In 1992, total visitor arrivals in Thailand were 5.14 million, only 0.97 percent over the total in 1991. This may be caused by the effect of the oil crisis, political unrest domestically and internationally; as well as some internal

problems of the Thai tourism industry, i.e., environmental deterioration, pollution, Bangkok traffic congestion (Daengbuppha 1994). A tremendous public relations effort was made in order to restore the country's previously good image and enormous income; i.e., TAT campaigns were in 'Back to Normal', 'Clear Thai Image', 'Come See and Tell', and 'The World Our Guests' (Kitthaweerat 1992). In addition, Thai Hotels Association (THA) has launched "World Our Agent" campaign which travel agents will get two nights free at any of the over 100 participating hotels. Table 3.2 exhibits statistics on international tourist arrivals by country of residence from 1988 to 1995.

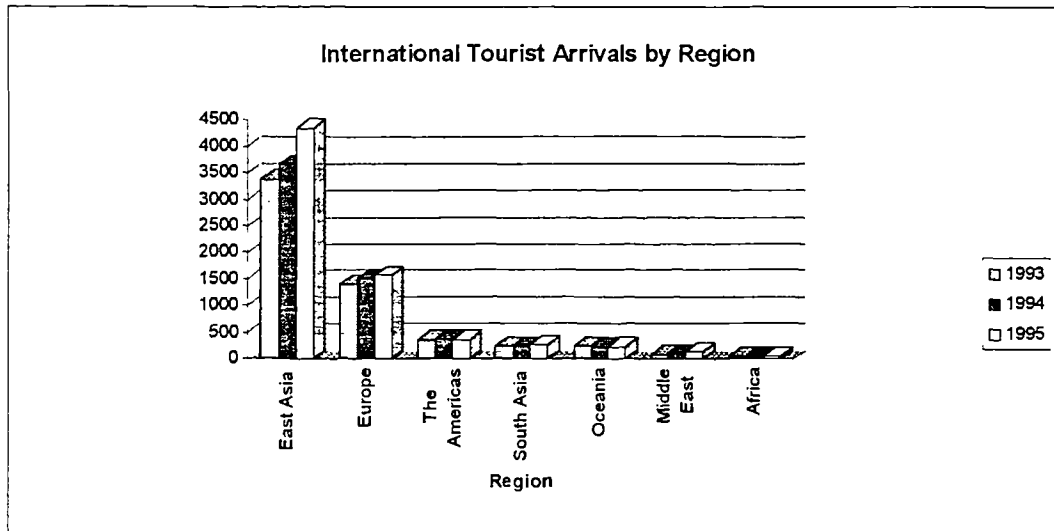
Table 3.2 International Tourist Arrivals by Country of Residence 1988-1995 ('000)

Country of residence	1988	% change	1989	% change	1990	% change	1991	% change	1992	% change	1993	% change	1994	% change	1995	% change
The Americas	299.8	14.8	340.0	13.4	367.8	8.2	326.8	11.1	354.9	8.6	359.7	1.4	373.6	3.9	357.7	-4.3
USA	237.3		266.7		285.4		248.4		274.4		278.3		292.3		285.5	
Canada	50.8		61.6		69.0		64.2		64.9		59.3		56.1		53.5	
Others	11.6		11.6		13.4		14.2		15.6		22.1		25.2		18.7	
Europe	905.6	25.8	1,107.4	22.3	1,230.0	11.1	1,185.0	-3.7	1,288.3	8.7	1,410.5	9.5	1,509.5	7.0	1,564.8	3.7
France	154.7		187.0		194.4		172.9		193.1		202.2		219.5		197.7	
Germany	186.0		222.1		243.1		257.0		275.5		320.2		353.2		365.8	
UK	135.1		200.3		227.9		197.6		236.5		250.0		268.0		274.4	
Italy	85.5		92.5		108.1		113.2		117.8		126.4		130.1		127.8	
Others	344.2		405.5		456.5		444.3		465.4		511.7		538.7		599.1	
East Asia and Oceania	2,583.0	21.5	2,955.8	14.4	3,306.4	11.9	3,189.9	-3.6	3,098.9	-2.3	3,615.8	14.3	3,893.8	7.7	4,582.4	13.5
Indonesia	35.5		42.5		51.3		52.9		49.3		63.3		75.7		93.3	
Malaysia	843.2		736.0		751.6		808.4		729.4		829.7		898.8		1,077.0	
Philippines	42.2		53.4		49.5		45.3		49.3		53.4		55.8		69.0	
Singapore	276.2		290.4		335.7		320.1		324.3		364.4		386.8		430.8	
Japan	452.2		555.6		652.3		559.5		569.7		581.8		691.7		814.7	
China	33.3		52.4		60.8		75.0		129.0		261.7		257.4		375.6	
Hong Kong	379.8		395.7		382.8		341.4		291.2		265.5		310.5		346.2	
Korea	64.0		111.6		147.7		179.5		203.9		271.2		368.4		456.2	
Taiwan	232.6		399.7		503.2		453.9		407.3		524.7		448.2		492.2	
Australia	144.6		218.9		252.2		202.6		207.5		205.2		198.0		192.6	
Others	79.1		99.6		76.4		117.2		106.4		157.0		202.5		234.8	
South Asia	273.4	25.7	249.9	-8.6	267.6	7.1	270.3	1.0	277.0	2.5	231.6	-16.4	237.2	2.4	270.5	14.0
India	121.4		120.0		128.2		109.7		105.2		105.3		107.8		123.6	
Others	152.0		129.9		139.3		160.5		171.8		126.3		129.4		146.9	
Middle East	144.0	2.2	130.7	-9.2	90.2	-27.4	79.3	-12.1	78.8	-0.6	91.6	16.2	102.2	11.6	123.7	21.0
Africa	24.9	36.6	25.6	2.8	36.9	25.9	35.6	-3.48	38.5	8.1	51.3	33.4	50.2	-2.2	52.4	4.4
Grand Total	4,230.7	21.5	4,809.5	13.7	5,298.9	10.2	5,086.9	-4.0	5,136.4	1.0	5,760.5	12.1	6,166.5	7.0	6,951.6	12.7

Source: Tourism Authority of Thailand 1995

Furthermore, international tourist arrivals by region between 1993 and 1995 were highlighted (Figure 3.3).

Figure 3.3 Distribution of International Tourist Arrivals by Region in 1993-1995 ('000)



In 1995, East Asia and Oceania which accounted for 65.92 percent of international tourists maintained its position as the leading tourist market. Among the East Asian countries, Malaysia continued to be the number one market with 1,077,005 tourists, or 15.49 percent of the total arrivals in 1995. Japanese market continued to improve in 1994 and 1995 with a 19% and 18% tourist increase after a few constant years. Korean visitors were still rising with an increase of 23.8 percent while Taiwan started to rise by 9.8 percent after previous decline. China emerged as a new market to Thailand since 1992 because of the rapid growing Chinese economy and more facilities for Chinese citizens to travel abroad as well as less travel restrictions by Thai immigration. Chinese tourists were doubled from 128,984 in 1992 to 261,739 in 1993. China decreased 1.6 percent in 1994, but still ranked the ninth as Thailand's

largest market source. China tourists though increased 45.8 percent in 1995. About 22.51 percent of all tourists came from Europe, 5.51 percent came from North America and about 1.78 percent from the Middle East. European market was slightly improved after a decline in the early 1990s.

It is worth mentioning that about 47.2 percent of all international tourists in Thailand in 1994 are repeat visitors. The major repeat tourists are from Singapore, Malaysia, Philippines, USA, Switzerland, and Australia (TAT 1994). Almost 87 percent of all international tourists in 1994 revealed holidays as the main purpose for their visit with only 10 percent on business travel. Though, business travel is growing fast from 7.5 percent in 1990 to 10 percent in 1994 (TAT 1994).

Likewise, average occupancy rates in the accommodation establishments increased from 60.8 percent in 1986 to 82.6 percent in 1990 and average room rates increased triple from 750 baht in 1986 to 2,510 baht in 1990 (EIU 1992). However, between 1991-1993 average room occupancies were reduced due to the oil crisis and unplanned hotel development. The average occupancy rate in Bangkok hotels was reduced the most from 78.14% in 1990 to 56.56% in 1993. Table 3.3 exhibits accommodation rooms and average occupancy rate in major cities in 1989-1993.

**Table 3.3 Number of Rooms and Average Occupancy Rate in Major Cities
in 1989-1993**

City		1989	1990	1991	1992	1993	Change 89/93%
Bangkok	R	27,117	28,845	31,788	34,611	46,664	72.08
	AOR	87.88	78.14	62.44	53.22	56.56	-31.32
Chiang Mai	R	9,474	10,893	11,845	12,057	14,499	53.04
	AOR	56.27	54.08	50.36	41.34	45.95	-10.32
Pattaya	R	18,097	22,005	24,414	24,957	24,722	36.61
	AOR	58.27	53.60	50.57	45.45	42.49	-15.78
Phuket	R	12,259	13,160	14,912	17,355	17,426	42.15
	AOR	63.08	63.38	57.59	39.63	59.85	-3.23
Hat Yai	R	6,233	7,107	7,501	7,693	7,678	23.18
	AOR	61.25	60.29	55.14	44.14	50.01	-11.24

R=Rooms; AOR=Average Occupancy Rate

Source: Tourism Authority of Thailand 1993a, 1994

It is worth mentioning that although the 1993 occupancy rate of Thailand was 62.2%, it was 15.4% lower than the overall average of Asia and Pacific (77.6%) for that year. In addition, the average room rate of Thailand was US\$44.73, which was US\$17.38 below the overall region average of US\$62.11 (Pannell Kerr Foster Associates 1994).

There was an increase in the average length of stay from 4.90 days in 1980 to 7.06 days in 1990 and a reduction to 6.98 days in 1994. There should be more marketing effort to encourage Asian tourists to stay longer since Asian tourists typically stay only half as long as European tourists. However, average daily expenditures of Asian visitors are almost double of those of European and American tourists. Table 3.4 presents average length of stay and average daily expenditure of international arrivals to Thailand in 1994.

Table 3.4 Average Length of Stay of International Arrivals in 1994

Country of Nationality	Average Length of Stay	Average Daily Expenditure	
		Baht	/US\$
Grand Total	6.98	3,373.70	138.88
East Asia	4.92	4,176.16	165.72
Europe	11.03	2,487.19	98.70
The Americas	7.51	3,446.62	136.77
South Asia	7.56	4,610.51	182.96
Oceania	7.34	2,805.61	111.33
Middle East	10.65	4,536.06	180.00
Africa	7.12	4,181.25	165.92

Source: Tourism Authority of Thailand 1994

Regarding mode of transport used by international tourists arriving in 1994, air travel was evidently the predominant mode with Bangkok as a point of entry for international airlines. The Thailand second international airport is under construction to ease overcrowded situation in the first international airport. However, land crossing into Thailand is emerging as a significant travel trend. Malaysian tourists represent the main tourists travelling by land transport by entering through the shared border in southern provinces of Thailand to spend their vacations in the south of Thailand, such as Had Yai and Songkla. Table 3.5 exhibits information on the mode of transport of tourist arrivals in 1992, 1993 and 1994.

Table 3.5 Number of Tourist Arrivals by Mode of Transport 1992-1994

Mode	1992		1993		1994	
	Number	Percent change	Number	Percent change	Number	Percent change
Air	4,242,748	5.89	4,768,976	12.40	5,092,070	6.77
Land	762,676	-13.75	858,573	12.57	944,844	10.05
Sea	131,019	-33.15	132,984	1.50	129,582	-2.56
Total	5,136,443	0.97	5,760,533	12.15	6,166,496	7.05

Source: Tourism Authority of Thailand 1994

Moreover, popular cities and provincial regions among international tourists are Bangkok, Pattaya, Chiang Mai, and southern islands like Phuket and Ko Samui, Surat Thani. Bangkok clearly received the most tourists with 6.0 million international visitors in 1993. The 1993 TAT statistics showed that Phuket, which claimed 1.4 million foreign visitors, is emerging as a popular destination while Pattaya has declined to 1.1 million tourists.

Development of Facilities

The supply of tourist facilities and service by area and category was a reflection of this demand pattern as described. There was a considerable growth in the supply of accommodation establishments because of increased international tourists. Before 1960, hotels in Thailand served mainly the domestic travellers. Since Visit Thailand Year 1987, there has been a corresponding boom in the hotel sector in accord with the tourism boom for a number of factors. The international demand for travel has been continuously impressive. Government policies have promoted investment, with the Board of Investment offering special incentives, to induce the domestic and foreign investment in hotel construction throughout the country so as to provide sufficient accommodation. Both domestic and foreign investors have initiated new hotel construction projects including extensions of existing hotels all over Bangkok and in major tourist cities. The major international hotel chains have been interested in Thailand in developing first class hotels and facilities in Bangkok and major cities upcountry. However, local hoteliers and local chains have been more successful in hotel development in other cities partly because the market conditions in each

location upcountry are unique (ESCAP 1991b:11). In 1988, eight of the eleven top deluxe and first class hotels were linked with major international or regional hotel chains. This had made 12,000 rooms available (ESCAP 1991b:11; 1989:188).

However, new hotels and extensions have created several short-term problems; i.e., shortage and high price of construction materials, scarcity of trained personnel, as well as long-term problems which result from strong competition if the number of rooms exceeds the demand (Sanguansub 1990). During the boom period, the cyclical nature of the hotel industry and its dependence on international factors beyond Thailand's control seemed to be overlooked. More crucially, the short-sighted hotel investment policies of the former Chatichai Choonhavan Government have affected hotel supply. In 1990, 132 hotel projects, valued at 96,911 million baht with a total room of 44,940, were approved (Muqbil 1992a). The hotel boom in the late 1980s had increased of the supply of hotel rooms in major cities in Thailand despite the decline of international tourist arrivals in 1991.

There are a number of local and international hotel chains in the Thai hotel industry. For instance, leading local hotel groups are the Dusit Thani, Imperial group, and Amari group. The international hotel chains are Hilton, Hyatt, Intercontinental, Mandarin, Sheraton, Accor. and Holiday inn. In Bangkok, hotel room supply increased from a total of 45,548 in 1991 to 63,857 in 1995, with 40.2% increase. In 1995, there are a total of 4,744 accommodation establishments in Thailand, with 524

in Bangkok. Table 3.6 presents number of accommodation establishments and rooms in Thailand from 1992 to 1995.

Table 3.6 Number of Accommodation Establishments and Rooms in 1992-1995

Region & Province	1992		1993		1994		1995	
	Establishments	Rooms	Establishments	Rooms	Establishments	Rooms	Establishments	Rooms
Bangkok*	549	48,371	506	46,664	551	58,909	524	63,857
Central/West (Excluding Bangkok)	527	17,159	549	19,003	622	22,514	663	24,978
Eastern	777	43,773	811	45,813	865	49,613	828	49,889
Northern	784	28,838	818	32,132	867	36,178	787	34,911
Southern	1,194	51,016	1,343	53,955	1,504	60,737	1,473	61,598
North-eastern	420	15,852	381	14,822	441	18,162	469	20,260
Total	4,251	205,009	4,408	212,389	4,850	246,113	4,744	255,573

* Bangkok excluded small size accommodations.

Source: Tourism Authority of Thailand 1995

Due to the problem of oversupply of hotel rooms since 1991, all the hotels reported major declines in revenue and have experienced some difficulty in lowering staff costs without deteriorating service quality and employee morale (Muqbil 1992a). In 1992, many new hotel projects have been frozen while others need to restructure their loans as they wait for buyers to pick them up at bargain prices (Muqbil 1992a). The three Cs-construction, congestion and competition- have made Bangkok hotels face a major decline in business (Muqbil 1995a).

In 1993, an increase in number of international tourist arrivals has slightly eased the hotel problems except for deluxe or five-star hotels because increased tourists are using budget type accommodations. Deluxe hotels attempt to expand internationally to replenish the domestic losses (Daengbuppha 1994). The Board of Investment allowed 28 hotel investors to withdraw their applications without fining them for not

starting the projects (Muqbil 1993a). However, serviced apartments and condominium emerged as a threat to the hotel industry (Muqbil 1993c). They offered similar services with lower cost, so they were attractive to visitors particularly from China and Taiwan ((Kitthaweerat 1992; Daengbuppha 1994).

Although international tourist arrivals are picking up in 1995, the duration of stay does not increase. The hotel industry will continue to be highly competitive; while three- to four-star hotels maintain their business as they cater to increasing group tours from China and Taiwan. Many hotels have dropped their construction plans; nevertheless, a number of hotels continued to open, such as the Novotel Bang-Na and the Pan-Pacific (Muqbil 1994a). Table 3.7 presents number of hotels currently under construction and projected during 1995-1997. Bangkok still maintains the highest supply of future hotel rooms.

Table 3.7 Number of Hotels and Rooms under Construction during 1995-1997

Region	Hotels	Rooms
Bangkok	29	11,678
Central Region	4	116
Northern Region	11	1,134
North-eastern Region	21	2,412
Eastern Region	20	3,687
Western Region	2	216
Southern Region	19	1,962
Total	106	21,205

Source: Tourism Authority of Thailand 1994

As a result, hotel market oversupply problems will continue unless the government will take more serious consideration to control the expansion and to co-operate closely with the THA.

In Thailand, tourist transportation is provided by the government through the network of state-run rail, road and air services. Constant improvement of existing roads, the main means of communication, is being carried out. Train services are being improved to meet the demand in traffic. In the past, air transportation problems occurred due to insufficient seats for tourists on normal schedule flights. However, this problem was overcome by a more liberal aviation policy and the merging of Thai International and Thai Airways in 1988 (ESCAP 1989:188).

Similarly, in order to meet the tourist demand, the supply of travel agencies and tour operators, restaurants, souvenir shops, and vehicle hire companies have increased in Bangkok and other tourist destinations, such as Pattaya, Chiang Mai, and Phuket.

Types of Tourism

Thailand is well suited to tourism because of the diverse choice of tourist destinations varied from sun-sea-sand beaches and tropical isles to forested hills and national parks as well as cultural and historical sites and cities full of entertainment. There are five geographic regions in Thailand: the central plain, the north, the north-east plateau, eastern seaboard, and the southern peninsular. The northern region, which is full of tropical rain forests, jungles, rivers, waterfalls, represents the natural beauty of the hills and mountains. Thai cultural heritage can be explored through a number of historic sites in the northern and north-eastern regions. A diversity of seaside resorts can be experienced along the coastline of the eastern seaboard and the southern region as well as and islands of the Gulf of Thailand and the Andaman Sea. The

central region which is closer to the capital also features diverse cultural and historical tourist attractions. The capital Bangkok which is the centre of government, business, entertainment and modern culture of Thailand serves as the hub for most international tourists. Bangkok also reflects a long history of Thai religious and cultural heritage. In addition, Thai hospitality is well known because Thais are contented people with easy-going natures and ready smiles. As a result, the Thai's tourism product spectrum includes a good combination of beaches and a wide variety of hills and mountains, in addition to cultural tourism. Beach tourism is the main attraction while national parks and culture tourism are of a secondary interest.

Although the majority of international tourists are holidaymakers, Bangkok attracts many visiting businessmen as well. With its commercial centre and good conference facilities, Bangkok hosts many international conferences in various areas, such as commerce, medical and health, and science and technology (Table 3.8).

Table 3.8 International Conferences Held in Thailand by Type of Conference in 1989-1992

Type of Conference	1989	1990	1991	1992
Commerce, trade and industry	129	153	157	140
Medical science and health	86	63	65	55
Science and technology	62	81	92	75
Society and culture	40	34	52	43
Politics and administration	9	12	5	6
Religion	2	1	2	2
Sport	2	14	6	7
Tourism	9	4	9	8
Education	0	0	23	20
Others	56	66	39	35
Total	395	428	450	391

Source: NIDA 1993

Tourism Performance

The main employment sector is in agriculture; nevertheless, the industrial and service sectors are continuously expanding and becoming increasingly important in the Thai economy. The growth of the service sector has risen in the GDP. Table 3.9 presents Gross Domestic Product (GDP) originating from services from 1991 to 1995.

**Table 3.9 Gross Domestic Product Originating from Services at 1988 Prices
(Million Baht)**

	1991	1992	1993	1994*	1995*	%
Education	54,029	55,774	59,766	63,651	68,100	22.8
Medical and Health	23,540	25,689	28,738	31,411	33,107	11.1
Recreation and Entertainment	12,617	14,002	16,945	20,490	24,385	8.2
Hotels	18,767	18,967	20,152	21,460	22,878	7.6
Restaurants	82,052	81,866	78,222	79,000	80,580	27.0
Personal Services	17,291	17,380	17,637	17,954	18,402	6.2
Domestics	3,506	3,370	3,237	3,473	3,292	1.1
Business Services	11,743	12,486	14,247	16,099	18,192	6.1
Non-profit	910	974	1,045	902	967	0.3
Repairs	18,245	20,334	22,772	28,732	28,562	9.6
Total Value Added	242,700	250,842	262,761	280,172	298,465	100.0

Source: National Economic and Social Development Board and Bank of Thailand 1995

* estimates

Regarding tourism services, in 1995 revenue from restaurants showed the highest percentage (27.0) of total service revenue. Hotel revenue and recreation & entertainment revenue represented about 7.6% and 8.2% of the total respectively. Furthermore, as a percentage of GDP, services have grown by an average of 11.7

percent annually for the past decade; nevertheless, a small decline appeared which can be explained by the tourism decline and a decrease in remittances from overseas labour, mainly as a consequence of the Gulf war. Table 3.10 shows percentage of GDP by industrial origin from 1987 to 1995.

Table 3.10 Percentage of GDP by Industrial Origin at 1988 Prices

	1987	1988	1989	1990	1991	1992	1993	1994*	1995*
Agriculture	16.6	16.2	15.8	13.6	13.3	12.9	11.9	11.3	10.8
Non-agriculture	83.4	83.8	84.2	86.4	86.7	87.1	88.1	88.7	89.2
Mining and quarrying	1.8	1.7	1.6	1.6	1.7	1.7	1.6	1.6	1.6
Manufacturing	24.8	25.8	26.7	27.8	28.7	29.6	30.5	31.3	32.2
Construction	4.8	4.8	5.5	6.0	6.3	6.1	6.1	6.1	6.1
Trade	16.7	17.1	17.0	17.5	17.2	16.4	16.3	16.1	16.0
Services	14.3	13.3	12.5	11.9	11.5	11.0	10.6	10.3	10.0

Source: National Economic and Social Development Board and Bank of Thailand 1995

* estimates

As the country shifts from an agricultural base to an industrialised and service-base economy, tourism increasingly plays an essential role in the growth of the Thai economy and becomes a major input to the country's development efforts. Tourism had become the largest source of foreign exchange earnings for Thailand in 1982. Tourism income has risen abruptly by an average of over 70 percent annually from US\$ 1.2 billion in 1985 to US\$ 4.3 billion in 1990 (EIU 1992). Table 3.11 shows revenue from tourism for selected years.

Table 3.11 International Tourism Revenue for Selected Years

Year	Revenue from Tourism	
	Million Baht	Million US Dollars
1960	196	9.4
1970	2,175	104.6
1980	17,765	876.5
1990	110,572	4,326.0
1991	100,004	3,923.3
1992	123,135	4,828.8
1993	127,802	5,013.8
1994	145,211	5,762.3

Source: Tourism Authority of Thailand 1994

Apart from being the largest foreign exchange earner, tourism accounts for approximately 5 percent of GDP. A comparison between tourism income, GDP and export value from 1960 to 1991 is shown in Table 3.12.

**Table 3.12 Comparison between Tourism Income, GDP, and Export Value
for Selected Years**

Year	Tourism income (million baht)	Rate of change from previous year (%)	GDP (million baht)	Proportion of tourism income in GDP (%)	Export value (million baht)	Proportion of tourism income in export value (%)
1960	196	-	58,477	0.34	8,614	2.28
1970	2,175	22.88	147,385	1.48	14,772	14.72
1980	17,765	58.16	658,509	2.70	133,197	13.34
1981	21,455	20.77	760,195	2.82	153,001	14.02
1982	23,879	11.30	820,002	2.91	159,728	14.95
1983	25,050	4.90	910,054	2.75	146,472	17.10
1984	27,317	9.05	973,412	2.81	175,237	15.59
1985	31,768	16.29	1,014,399	3.13	193,366	16.43
1986	37,321	17.48	1,095,368	3.41	233,383	15.99
1987	50,024	34.04	1,253,147	3.99	299,853	16.68
1988	78,859	57.64	1,506,977	5.23	403,570	19.54
1989	96,386	22.23	1,775,978	5.43	516,315	18.67
1990	110,572	14.72	2,051,208	5.39	589,813	18.75
1991	100,005	-9.56	2,205,049	4.54	725,777	13.78

Source: Thailand Development Research Institute 1993

Since 1982 tourism has exceeded the traditional exports of textile products and rice as the most important source of overseas revenue from major exports. In 1992, revenue from tourism was 123,135 million baht as compared with 111,837 million of textile products Table 3.13 presents a comparison of the foreign exchange revenue from international tourism and other major export products of Thailand in 1992-1993.

Table 3.13 Revenue from Tourism and Other Major Exports in 1992-1993

Export Products	1992 (Million Baht)	Export Products	1993 (Million Baht)*
Tourism	123,135	Tourism	127,802
Textile Products	111,837	Textile Products	116,669
Computer & Parts	55,384	Computer & Parts	62,744
Precious Stones	36,582	Precious Stones	41,030
Rice	36,214	Plastic Products	39,453
Prawns	31,696	Prawns	37,843
Tapioca Products	29,613	Integrated Circuits	35,550
Rubber	28,925	Rice	32,947
Integrated Circuits	28,619	Rubber	29,180
Canned Fish	26,613	Canned Fish	28,094

* Preliminary Data

Source: Bank of Thailand and Tourism Authority of Thailand 1993a

In general, if there is any increase in tourism income, it is anticipated that there will be an increase in real wages and consumption and hence an improved standard of living for people in the host country. Consequently, the patterns of tourists' spending and the duration of stay in Thailand is significant for understanding the economic impact of tourism. According to the Tourism Authority of Thailand, in 1994 total foreign exchange earnings from tourism which was still the number one foreign exchange earner equalled to 145,222 million baht (US\$ 5,762.3 Million). The 1994

average daily expenditure of international tourists was 3,373.70 baht (US\$ 133.9) and the average length of stay was 6.98 days.

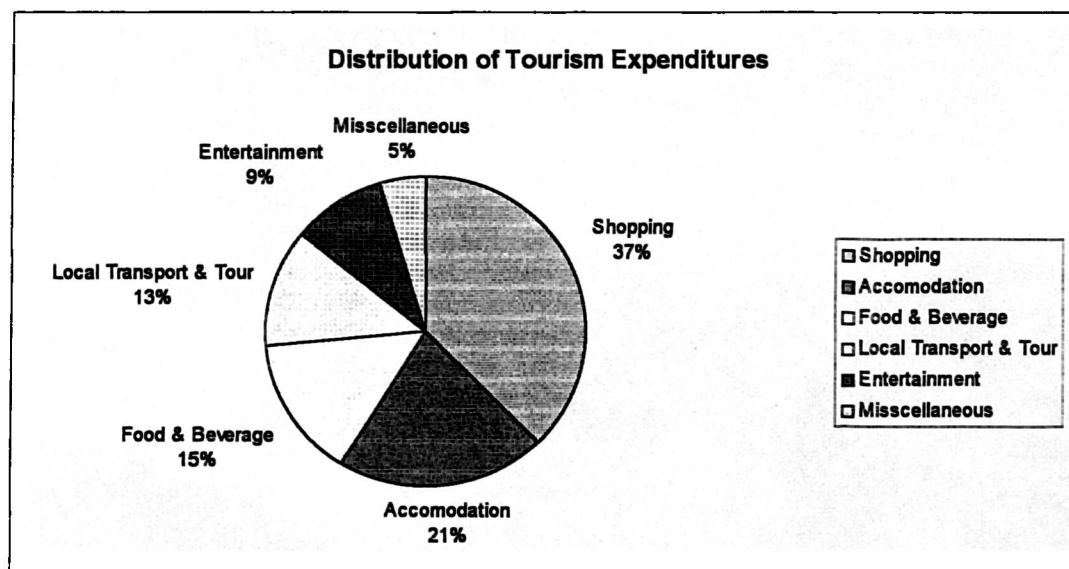
In 1994, international tourists spent on average 37.61 percent of their total expenditures on shopping, 21.12 percent on accommodation, 14.52 percent on food and beverage and 6.81 percent on local transport and tour. Table 3.14 presents percentage of tourism expenditure for selected years and Figure 3.4 shows percentage distribution of tourism expenditures in Thailand in 1994.

Table 3.14 Distribution of Tourism Expenditure for Selected Years (%)

Type of Expenditures	1986	1990	1993	1994
Shopping	27.4	39.0	42.76	37.61
Accommodation	26.6	23.1	22.95	21.12
Food & Beverage	16.9	15.1	15.05	14.52
Local Transport & Tours	15.6	13.3	10.66	12.56
Entertainment	10.0	7.6	5.08	9.33
Miscellaneous	3.4	1.9	3.50	4.86

Source: Tourism Authority of Thailand 1994

Figure 3.4 Percentage Distribution of Tourism Expenditures in 1994



In short, the tourism industry has given substantial benefits to the economy of Thailand, particularly in the areas of foreign exchange earnings and income generation.

Government Policies on Tourism

Preparations for Thailand's first national Plan on Tourism Development began in 1974. This followed a period of rapid growth in international tourism which government realised that the industry became the country's third largest source of overseas funds. Planning of tourism in Thailand was done within the overall framework of national development objectives and followed a five-year cycle. This First Tourism Development Plan thus became the integral part of Thailand's Fourth National Economic and Social Development Plan (1977-1981).

The First National Plan focused on the development of tourist attractions, facilities and public utilities in various potential tourist areas with the primary goal at increasing foreign exchange earnings. The principal policy objectives in the First Plan were formulated (Thailand Development Research Institute 1993:4-5). To implement the objectives, TAT was assigned to guide both government and private sector in meeting the future growth by providing as a framework for feasibility studies and the development of master plans and detail plans for selected tourism areas. The First Plan thus primarily involved physical planning and stressed the improvement of public infrastructure and facilities to provide access to tourism attractions. The Plan,

though, paid little attention to the domestic market. The Plan did not provide guidelines relating to market plans. Furthermore, the plan mentioned the need to develop art and culture; nevertheless, it did not suggest specific social and cultural programmes to increase local understanding of Thai art and culture or socio-cultural exchange between international tourists and Thais. However, this Plan recognised environmental issue and contained recommendations for strict enforcement of rule and regulations to protect the country's natural resources (Thailand Development Research Institute 1993).

The main objective of the Second Five Year Tourism Development Plan (1982-1986) was the continuation of the effort to increase tourism foreign exchange earnings as well as to alleviate the national deficit in the balance of trade and payments. Although the tourism revenue successfully increased from 4.6 million baht in 1977 to 21.4 million baht in 1981, the target tourism revenues of 49 million baht at the end of the Second Plan have not been achieved. Tourist arrivals have dropped in 1983 and by the end of 1986 the tourism revenue has reached just 37 million baht, or 24.5% below the projection (Meyer 1988 cited in Li and Zhang 1996).

The Thai Government had targeted the tourism sector for growth strategies in the Third Five Year Tourism Development Plan (1987-1991). National tourism development policies and plans have been aimed at opening the economy to trade, investment and tourism promotion (ESCAP 1991b).

1987 was remarked as one of the most successful years for Thai tourism in terms of policies and programmes, increasing foreign exchange earnings and helping create greater awareness among Thai people of the importance of tourism. Year 1987 was announced “Visit Thailand Year” to coincide with the celebrations for the sixtieth birthday of King Rama IX and commemorating his status as the longest reigning monarch of the Chakri dynasty and in Thai history. The success of the Year was subject to a number of factors. World economic conditions which had been improved particularly in major tourist market countries such as the USA, Western Europe and Japan. Overall economic growth, social and political stability in Thailand during the Year had helped enhance tourism. In addition, the competitive prices and services due to the low cost of living had also made Thailand a competitive destination. (ESCAP 1989:2). Thus all the major tourist markets had made tremendous increases in the number of arrivals. Increased tourist arrivals were also shown from the major Asian markets, such as Malaysia, Singapore, Taiwan and Hong Kong. (ESCAP 1991a:292).

However, three vital economic problems arose during the Third Plan; a balance of trade deficit, unemployment and uneven income distribution. In order to solve these three problems, two action plans for tourism development were put forward: marketing promotion and the development of tourism resources and facilities. The marketing plan was aimed at quality tourists or affluent tourists, particularly European tourists and Japanese tourists. To conserve tourist destinations and improve facilities, the government allocated a budget of 20 to 150 million baht to

TAT during 1987-1991. In 1988, the government also approved the Japanese Overseas Economic Co-operation's Fund loan projects of 1,544.9 million baht for improvement to tourist facilities, transportation routes, and to preserve the environment throughout the country (Li and Zhang 1996).

The Fourth Five Year Tourism Development Plan (1992-1996) still focused on the development and conservation of tourist destinations. Another 1,445.97 million baht OECF loan was approved to implement 28 tourism development sub-projects (Li and Zhang 1996).

In the Seventh National Economic and Social Development Plan (1992-1996), the government has set up tourism policies as follows (NESDB 1992):

1. Pave the way to establish Thailand as the tourism centre of the Southeast Asian region.
2. Preserve and develop resources and relevant factors in tourism destinations.
3. Develop and upgrade quality of personnel in the tourism sector.

Although the Thai government stated the significance of tourism in the National Development Plan, apart from TAT, no other institutional framework responsible for implementing tourism development policies has been created. Within this plan, the government have given attention to human resources in the tourism sector. Some major manpower plans were elaborated as follows:

- 1) Expand manpower development at the professional and university levels in terms of quantity and quality reflecting market demand of the tourism sector at the national and regional levels.
- 2) Encourage the private sector's role in the development and training of manpower at various levels to attain a high level of service quality, together with modification of relevant laws to promote efficient manpower development. Among the most important legislation in need of amendment is the Hotel Act,

B.E. 2478 (1935), to enable utilisation of high quality hotels as skill training institutions.

The Seventh Development Plan has clearly stated human resource policies for the tourism sector. However, as Thailand is approaching the end of the Seventh Plan, manpower implementation plans for the tourism sector have never been completed.

Administrative Structure for Tourism

Tourism Authority of Thailand

There is no ministry of tourism in Thailand. The government has assigned the management of the tourism industry to the Tourism Authority of Thailand, which is the national tourist office.

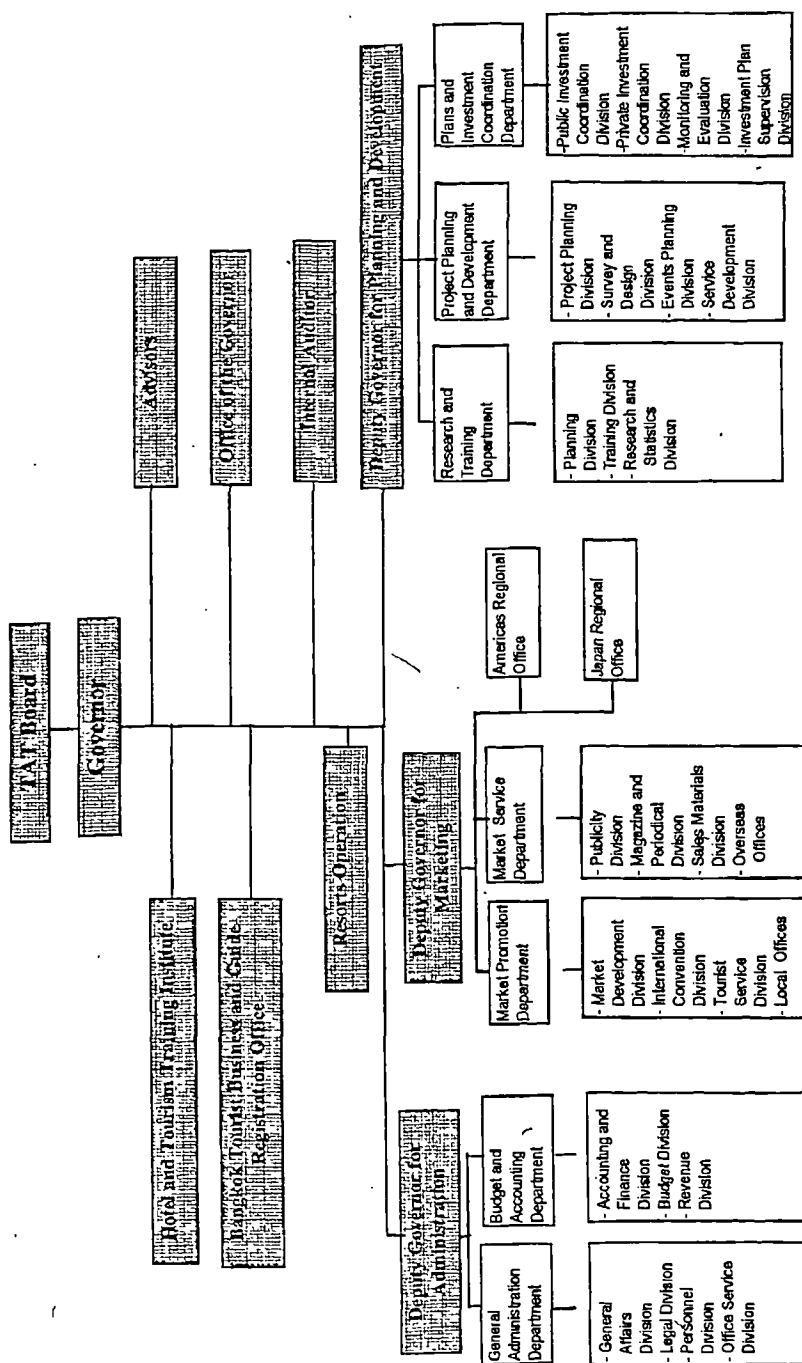
Historically, the beginning of serious tourism promotion took place in Thailand in 1936 when the Ministry of Economic Affairs proposed a tourism promotion plan to the cabinet that aimed at the systematic management and development of publicity, tourist facilitation, destination, and accommodation. However, it was not until 1959 that the Tourist Organisation of Thailand (TOT) came into being as the NTO. A steady increase in the number of arrivals had caused TOT difficulties in terms of attraction preservation and development, quality and standards of services, and actual promotional activities. TOT was then upgraded into the Tourism Authority of Thailand in 1979 (TAT 1985).

TAT is the national tourist office, which is responsible for marketing tourism and for tourism development in Thailand. TAT is under the supervision of the Office of the Prime Minister. As a state enterprise, TAT's administration follows mainly government procedures especially in the area of finances and budget; nevertheless, TAT has considerable freedom to administer tourism activities. TAT authority and responsibilities are (TAT 1985):

1. Giving advice and recommendation to, and co-operating and co-ordinating with government offices, organisations, institutions, juristic persons and the private sector.
2. Promoting, co-operating or carrying out various training and technical education courses in order to upgrade personnel standards and to increase personnel availability for the tourism industry.
3. Promoting educational field trips.
4. Surveying and collecting data for compiling statistics relating to the tourism industry.
5. Surveying and designating certain areas and places as tourist sites and resources to be conserved.
6. Surveying, planning and implementing the construction, promotion, conservation or development of tourist destinations as well as tourist resources.

The Board of Directors is the executive body of TAT. The chairman is either the prime minister or a minister designated by the prime minister to be responsible for tourism. TAT's Governor who is a member and secretary of TAT Board is the chief executive, with three deputy governors responsible for tourism marketing, planning and development and TAT administration. Organisation structure of TAT is shown in Figure 3.5. To date TAT has 39 domestic and overseas offices in major tourist market cities and countries. In addition, in 1993 TAT has a total number of 878 personnel and provided personnel development by sending some officers to participate in related seminars and training courses inside Thailand and in overseas countries (TAT 1993b).

Figure 3.5 Organisation Chart of Tourism Authority of Thailand



Source: 30 Years, TAT, 1990

TAT has its two principal plans for tourism development and tourism promotion. The tourism development plan consists of some major action plans, such as the conservation and development of tourist destinations, the development of quality of

services and facilities, and the development of tourism personnel. The market promotion plan was set up to promote leisure tourism in overseas markets, as well as to promote Thailand as an international convention destination. In addition, TAT has conducted research on the development of tourism.

Many commentators have discussed TAT's role in the development of Thai tourism. First of all, although TAT possesses considerable freedom in marketing, its development role is extremely restricted by lack of power and resources. TAT Plans have been criticised for being ill conceived, too expensive with unreliable statistics and targets, so they are not implemented (Elliott 1987). A major problem for TAT was the need to operate effectively in both the public and private sectors. TAT should therefore give more attention to the education of its staff, lobbying and building up support from various groups (Elliott 1987).

TAT has made valuable contributions to tourism growth with its various marketing activities, including the establishment of a network of offices and links with industry abroad. TAT has operated as a pressure group on government and industry, attempting to improve and develop tourism, such as giving advice and support to public and private sectors. TAT has also acted as a link body among various sectors. Notwithstanding, besides the low budget, TAT has some problems. Some critics said that TAT has allocated insufficient funds to marketing, whereas others have commented that TAT has been too reactive, but not innovative or aggressive enough in its marketing (Elliott 1987).

Likewise, Muqbil (1992b) has commented on the weakness of TAT that while other ASEAN countries have ministries to handle tourism, TAT's state enterprise has remained unchanged since its inception. Although originally TAT was founded as a marketing enterprise and is still performing that main function, TAT has to co-ordinate the implementation of development projects, conduct master plans, and hold training courses. TAT statistical compilation and analysis is slow and automation is poor. Many of the TAT offices abroad look like bureaucratic offices with pile of files, boxes and catalogues.

Moreover, TAT functions have been as a service agency mostly in the areas of information, statistics, marketing and promotion, and public relations; and maintains contacts with various groups and industry associations. Though, TAT has produced studies on tourist industry trends and made policy recommendations, it does not have executive or regulatory power to manage the tourism industry (ESCAP 1991b:9). TAT maintains a wider scope of authority, but it does not possess any law enforcement power to control persons or agencies in the tourism industry to ensure that they are trustworthy and reliable (TAT 1985). As a single entity, TAT is comprehensive in terms of responsibilities: development of tourist facilities, planning, promotion, co-ordination, financing, legislative, regulation, research and statistics, manpower training, and tourist information. Nevertheless, the centralisation of authority under a single entity to some extent reflects Thailand's situation as a developing country where a commitment to tourism may require government to

establish a body to take the leading role in planning and developing tourism (Choy 1993).

Thai International Airways

Thai Airways International Ltd. (THAI) is the national airline which operates domestic, regional, and international flights. THAI was originally established as a joint venture enterprise with Scandinavian Airlines System in August 1959, but terminated the partnership with SAS in 1977. THAI is the only national carrier of Thailand, hence the Thai government supports, protects, and controls its finance. Followed deregulation and liberalisation, THAI has joined the Stock Exchange of Thailand and has been privatised in 1992. However, the government has retained a large controlling share of ownership; 92 percent of the stocks while only 8 percent was floated on the stock market (Jon 1995 cited in Li and Zhang 1996). The partial privatisation of THAI indicates that carrier's operational and investment decisions will continue to be affected by government intervention. Examples were illustrated the extent of state intervention (Bowen, Jr. and Leinbach 1995:481).

THAI has emphasised training and development for its personnel. There are generally four major areas of in-house training programmes in THAI: psychology, marketing, air crew, and ground. In each programme, a variety of short training courses are organised for all levels of personnel throughout the year.

Public and Private Sector Involvement in Tourism

Elliott (1987) examined the relationship between government and the tourism industry in Thailand and the problems of that relationship in the past. He suggested that

The internal economic and political environment in Thailand is ideally suited to allow for the development of an excellent tourism product. It is a mixed economy of public and private enterprise, in which the government supports and placed few restrictions on the private sector. (Elliott 1987:223-224)

However, like most developing countries, Thailand did experience some difficulties with a shortage of resources, poor infrastructure, an ineffective public service and a perceived potential for political instability. Although the TOT was established in 1959, tourism was given little attention and no priority until recently. Elliott explained the country situation at that time “*government were in favour of tourism in principle, but their practice was that of benign neglect*” (1987:224). Many tourism policies and plans had been approved, but no implementation took place or action was taken much later than advisable. Government had given little consideration to tourism since it had no particular ideological or political support or opponents. Hence, no management guidelines were given from government to those involved in the industry.

Furthermore, the relationship between the tourism industry and the public administrative system was also problematic. Civil servants are usually concerned about current problems rather than long-term objectives, leading to difficulties in obtaining decisions on major issues and long-term objectives. The nature of the

bureaucratic system tends to result in poor implementation of decisions. Also, departmentalism and narrow expertise can make a restricted view and faulty decision making. Finally, bureaucrats perceive the tourism industry as a luxury industry for foreigners, scarce resources are, therefore, not be used for tourism.

According to Elliott, several factors hinder the improvement of relationship between industry and government. *First*, the industry is dynamic with profit and growth as the main objective, so it does not understand the political and bureaucratic objectives or constraints. *Second*, because of the nature of the industry, there is fragmentation and conflict within various sectors of the industry. Although associations, such as the Thai Hotels Association (THA) and the Association of Thai Travel Agents (ATTA) represented members in the industry, communication within the industry is poor and co-operation and co-ordination of policy and action is difficult. *Third*, part of the industry sometimes acts against the public interest and projects a bad image of tourism, such as overdevelopment of sites, the destruction of natural resources, neglect of staff training. *Fourth*, the actual communication between industry and government needs to be improved through the main membership associations. *Fifth*, Government is considered by the industry to be inefficient because of delays and the lack of implementation of policy decisions. *Sixth*, the industry finds it difficult to negotiate with the public sector due to the diversity, complexity and conservatism between various public organisations.

As a result, the Thai government began to respond to the needs of tourism by improving its strategy and leading rather than relying on the private sector to fill this role. The government became committed to supporting the development and promotion of tourism by increasing budget allocation and has also helped in other ways, i.e., the cut in hotel room tax and electricity charges, simplifying procedures and cutting controls and duties. The Joint Public/Private Sector Consultative Committee (PPCC) with a sub-committee on tourism is a sign of closer link between the two sectors. There have been various joint campaigns overseas between TAT, Thai International, and several hotels. Thai Convention Promotion Association (TCPA) has been initiated to cover 12 types of business from the private and public sectors. Nevertheless, people involved in tourism in Thailand conclude that the actions taken by the government are not adequate because of too much delay and ineffective implementation of policies. There is a need for a corporate body to be directly responsible for tourism.

The creation of a ministry of tourism had been proposed in the mid-1970s. TAT has argued that it should be raised to ministerial level in order to have sufficient authority and resources to stop bad development and help the provinces. This idea was strongly opposed by various groups because a ministry would be more bureaucratic and could exacerbate the inefficiency and delays. In short, institutional changes responded by government to its management problems were not sufficient for the future of tourism. In 1995, there was another movement towards an establishment of a Tourism Ministry. The ministry's roles were acceptable in managing tourism

destinations and regulating private business, but not in promoting and marketing tourism. The private sector preferred a state enterprise to look after tourism rather than a public body because the ministry would not work as fast as it should. There is a need for a strong political commitment and input into the process.

Since the mid- 1980s the government has played a leading role in tourism development whereas the private sector has also been involved through a number of domestic and foreign investors. Although there are no clear policies to define the role of the public and private sectors in the development of tourism, co-operation and co-ordination between the two are essential for the sustainability of tourism in Thailand. Evidently, high levels of co-operation between the public and private sectors had resulted in successful tourism promotion and the Visit Thailand Year in 1987 and 1988. The government and the private sectors joined efforts in organising festivals, traditional fairs, processions and displays throughout the country.

To date, there are a number of business associations who contribute to the Thai tourism industry, such as THA, ATTA, Thai Tourism Business Association, Thailand Incentive Convention Association, International Conference and Convention Promotion Association, and the Guides Association. Such associations can provide their members information about government policies which will help their business operations. In 1995, eight associations have set up the 'Thailand Tourism Society' in order to increase their degree of unanimity. However, the state of private sector associations is very poor due to their very low paid executives and inadequately

trained staff. A manpower crisis also affects the associations, preventing them from being effective leaders. Policies change each time a new president is elected (Muqbil 1992b).

Problems of Tourism Development

The problems of tourism development in Thailand can be induced by a number of reasons (Chon *et al.* 1993; ESCAP 1991a; Li and Zhang 1996). The rapid expansion of Thailand's tourism was self-destructive and resulted in deterioration and disorderliness of tourism industry. The recent slow growth of Thai tourism might be caused by the inherent long-term problems of the Thai economy and society. The root-cause of the problems could be the lack of government policy enforcement and industry practice, as well as corruption and the bureaucratic system in Thailand. In order to face the critical challenges of the future of tourism, the Thai government has to find ways of maintaining national resources and identities as well as upgrading the quality of their local industries. A number of strategies for tourism recovery were therefore conducted. The problems of tourism development and some solutions can be identified as follows:

1. Negative Image of Sex Tourism

The ongoing image problem of the sex industry, together with AIDS, discouraged many tourists from visiting Thailand. The widespread publicity about AIDS in Thailand began to adversely affect the sector. During the government of Prime Minister Chuan Leekpai, the Thai image was restored by attempting to address the

AIDS issue and to clean up the environment. TAT has campaigned against the sex trade and sex tourists. Thailand's natural and cultural attractions as well as being a shopping paradise have been emphasised rather than sexual attractions. Image-improvement was the primary marketing objective of TAT in 1994 (Muqbil 1993b).

2. Inadequate Infrastructure

Inadequate infrastructure of public utilities, amenities, and transport and communications, has made international investors search for alternative Southeast Asian countries for their investments (Chon *et al.* 1993). According to the survey conducted by TDRI (1993), Bangkok traffic congestion was the major drawback for Thai tourism because international tourists mainly stay in Bangkok. Many tourists, particularly Japanese tourists, recently bypassed Bangkok to other destinations in the south of Thailand because of the Bangkok traffic problem and the AIDs problem (Muqbil 1993b). In addition, a water-treatment system in Pattaya hotels may take a longer time to complete (Rolnick 1994 cited in Li and Zhang 1996).

Many infrastructure projects are under construction to improve the traffic congestion, particularly in Bangkok. For example, an elevated highway and a sky train are under construction. A second international airport will be constructed in the north-east of Bangkok to ease the air congestion at Don Muang Airport. In addition, the telecommunication network is expanding. Furthermore, A US\$ 141 million plan was under preparation to recover Pattaya (Asia Travel Trade 1990 cited in Li and Zhang

1996). The plan consists of some major projects to build roads, a city drainage system, sidewalks on the beaches, and a waste water treatment system.

3. Deteriorated Environment

Environment is deteriorated by rapid industrialisation, such as pollution in cities, around beaches and resorts, deterioration of natural resources and heritage sites. For example, Pattaya, one of the most popular beach resorts in Southeast Asia, to date confronts a serious pollution problem because of overdeveloping and neglecting the balance between the environment and economic interests. Other tourist destinations, such as Phuket, Samui Island, Chiang Mai; encounter physical deterioration caused by the destruction of the natural environment and lacking regulation of land use and constructions. Many tourists, particularly European visitors, avoid Thailand in favour of Indonesia, Malaysia, and Singapore.

In 1989, the Environment Protection Act was passed to protect the environment; giving the National Environment Board power to designate environmentally protected areas and pollution controlled areas (Barnetson 1993 cited in Li and Zhang 1996). Phuket and Pattaya were included into the protected areas. Also, The government has approved Japanese OECF loan for conservation and preservation of the environment, natural heritage and resources (PATA Travel News 1993 cited in Li and Zhang 1996).

4. Oversupply of Hotels

The overbuilding of hotels, particularly in Bangkok created another problem. The total supply of rooms is expected to rise by 7.5 percent in 1996 and 3.1 percent in 1997 (TAT 1995), whilst occupancies for deluxe hotels and first class hotels are predicted to fall as low as 50.4 and 33.4 percent in 1996 (Muqbil 1993a). Some rules and regulations should be amended and enforced to control hotels' expansion and standard by the co-operative effort between the public and private sectors.

5. Shortage of Skilled Personnel

About 60 percent of total tourism labour force had no tourism education background because public education programmes are inadequate. Qualified and trained service personnel are thus difficult to find. Furthermore, an oversupply of hotel rooms has exacerbated the shortage problem of skilled labour force in the tourism industry. TAT has attempted to increase a number of training courses for hotel and tourism personnel and encouraged educational and training institutes to produce more diplomates or graduates for this field. However, the demand is still far beyond the supply.

6. Safety Issue

Safety has become one of the tourism issues in Thailand recently. The Royal Plaza Hotel, in Nakhon Rachasima in the north-east of Thailand, collapsed and killed 87 guests and staff in 1993 due to poor construction modification and the use of cheaper materials (Muqbil 1993c; Boyd 1993 cited in Li and Zhang 1996). The government

has set up safety regulations and TAT promised to conduct a nation-wide building inspection of hotels to raise the safety level. THA has requested all member hotels to check their properties for faulty construction. TAT has also launched into a tourism recovery programme, aimed at reassuring tourists that Thailand as a safe and stable country.

In short, considerable challenges are needed to be addressed for Thai's tourism; however, the longer-term outlook for the tourism industry in Thailand still remains bright. Although tourists are more-budget conscious, the foundation of the Thai tourism industry remains strong. Hotel oversupply might weaken the country's performance; however, it is expected that the opening of a second Bangkok international airport and the emergence of business from Indochina will rectify the situation by the end of the decade (Pannell Kerr Foster Associates 1994). Thailand will benefit significantly by having direct access to Indochina's emerging markets. New potential tourism markets for Thailand are Eastern Europe, South Africa, South America, and Brazil (Daengbuppha 1994). While tourism marketing remains important, development, management and enforcement become essential in Thai tourism (Muqbil 1995b). For the future success of Thailand, both the public and the private sectors must co-operate and stress policy enforcement. Government departments should be well co-ordinated in order to accomplish the targets and objectives. Legal actions are required for corruption and environmental deterioration. Finally, Thailand needs to develop new markets and a new image in order to maintain

tourism growth (Li and Zhang 1996). For instance, Pattaya has changed its market to be a family resort, or a beach resort with variety of activities.

Implications for Human Resources

Government responses to the above mentioned problems as reflected in tourism development planning can be divided into two aspects (Dieke 1988). One, hardware (physical) planning is involved in control and design of the beach, hotel, museum, transport which will provide safety, comfort and pleasure to the visitor. Government has to formulate hardware planning and policies in order to solve some physical-related problems for the tourism sector, such as problems of inadequate infrastructure, deteriorated environment, or safety. Two, software (organisational) planning covers governmental policy on organisation or management of resources, control or legislation. Government has to consider tourism management and human resource planning for the tourism sector in order to respond to those software problems, i.e., negative image of sex tourism, a shortage of manpower.

In the context of this study, government response to problems as reflected in human resource planning is a point of interest, which we shall discuss it in the next chapter

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Chapter 4 - HUMAN RESOURCE DEVELOPMENT IN THE TOURISM SECTOR IN THAILAND

Introduction

Human resource planning was first introduced into development planning in Thailand during the 1960s when manpower plans were formulated and incorporated in the Second National Economic and Social Development Plan (1967-1971). Since then, manpower planning has become an integral part of subsequent national plans. Manpower requirement projections have been used as a major tool for manpower planning in Thailand from the 1970s. However, the manpower requirement projection was no longer efficient for effective manpower planning for many reasons, such as insufficient, unreliable and out-of-date data used in making projections; rapid expansion of the higher education institutes; and the time factor in plan formulation. So institutional and policy measures were developed for effective manpower planning. A co-ordination mechanism was required to integrate, monitor, and evaluate these measures along the planning process. These measures are as follows (Panpiemras and Pitayanon 1985):

- Development of a more efficient labour market for educated persons;
- Development of an efficient labour market information system;
- Development of the vocational guidance system in educational institutions;
- Development of a built-in mechanism for a rapid supply adjustment in educational and training institutions;
- Development of public and private sector co-operation in manpower and educational planning;
- Integration of manpower and employment plan in macro economic planning;
- Manpower planning in the modern service sector.

The steady growth and rapid expansion of tourism in Thailand required efficient human resources; thus the role of human resources development in tourism was increasingly recognised. Proper planning and development for manpower should be carried out if the existing skills of personnel have to be raised and industry growth is anticipated. As the tourism industry in Thailand continues to grow, one of the most significant issues facing the future development of Thailand's tourism industry is the quantity and the quality of its supply of trained personnel.

The aim of this chapter is to analyse how education and training provision relates to the needs of the tourism industry in Thailand, what the bottlenecks are, and what improvements are therefore needed now. In order to achieve these aims, we will examine existing national tourism human resource development policies and plans, consider how Thailand determines the need for tourism manpower, i.e., human resources to perform tourism activities, to fill vacant jobs in the industry, or to replace out-going personnel. We will then consider the production of tourism labour, the efficiency of the workforce as well as productive employment utilisation. Finally, continuing human resource development problems will be identified.

The Current State of Human Resource Development in the Tourism Sector in Thailand

Human Resource Policies and Plans in the Tourism Sector

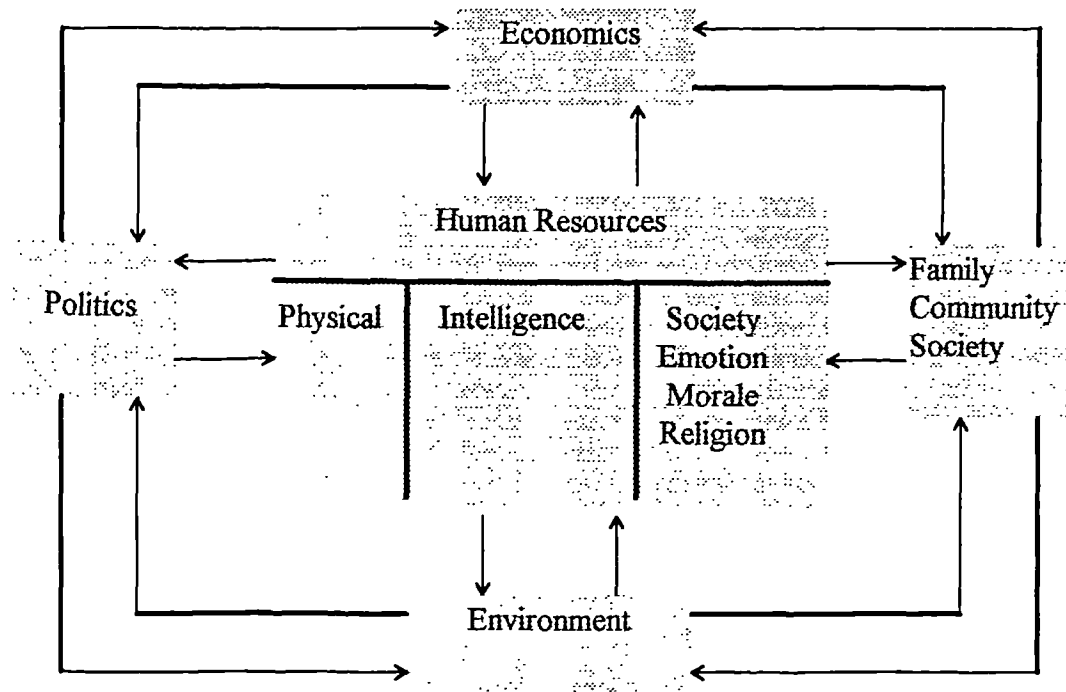
The Thai government have given much attention to manpower in the tourism sector in the Seventh National Economic and Social Development Plan (1992-1996). Development and upgrading of tourism manpower was one of the major objectives for tourism in the Seventh Plan. The Plan focuses on systematising public education in a way that promotes manpower production in both quality and quantity. The Plan also reflects the existing market demand at the national and regional levels, and encourages the private sector in participating in the development and training of manpower to attain high levels of service quality, together with modification of relevant laws to promote efficient manpower development. However, many policies and plans were formulated for developing tourism human resources, but the relevant actions did not take place. Actual actions taken by the government are insufficient and implementation of policies pertaining to human resource development is ineffective, issues which will be discussed below. Although the Seventh Plan paid more attention to human resources, tourism as a sector has not received much funding and resources since it has not yet been described as one of the priority sectors.

However, the mid-plan review of the Seventh Plan has shown some important results relating to the integrated policy of the development of human resources, the quality of life, and the environment. These human resource policies were for all industries, including the tourism sector (NESDB 1995a). These were:

- 1) Expansion of basic education opportunity from 6 to 9 years was accessible to 87% of the total population. Some 60-65 percent of the total budget or average 72,000 million baht (nearly £1,800 million) per year was allocated to the provision of basic education.
- 2) Manpower development has been emphasised, particularly in the sectors that are scarce. The government has co-operated with the private sector in developing top-middle professionals, including qualified instructors. The government has amended rules and regulations for educational institutes. Public universities enjoy greater academic autonomy while private institutions are more financially self-assured. The restriction of maximum tuition for international schools and some private schools was cancelled.
- 3) The government has encouraged the private sector to participate in education and training by setting up a provident fund for private schools and universities.
- 4) The quality of labour has been developed as well as the efficiency of the labour market. Unskilled labour has been trained in public training agencies, such as the Department of Vocational Education, the Department of Non-formal Education, the Private Education Commission, the Department of Industrial Promotion, and particularly the Department of Skill Development. The government has supported the establishment of five private training centres for specialisation by arranging low-interest sources of funds and granting some operational costs. These government incentives are general, but can be used by the tourism sector.

In the Eighth National Economic and Development Plan (1996-2000), human resources have become the centre of development (Figure 4.1). Economic and social development which was formerly the leading factor for employment because of the high unemployment rate has become a means for development of manpower and the quality of life. Being the centre for the future growth of Thailand, all Thai people should be developed to their full potential, as well as participate in the development of the country.

Figure 4.1 Human Resources as the Centre of Development



Source: NESDB 1995b

Thai government is responsible for providing education and training as well as improving industry's service standards. In June 1995 the Cabinet had approved a bill of 20 billion baht (£500 million) for decentralising and liberalising the national manpower development structures. These measures will open the opportunity for all industries, including hotels and tourism, to set up their own educational institutions outside Bangkok by using low-interest government loans, government land, tax-free importation of equipment and waivers of income tax. Some incentives are arranged for upgrading the existing educational institutes. Foreign teachers and professors will be approved for work permits. Students from families with earnings less than twice as much of GNP per capita a year, will receive scholarships (Muqbil 1995a).

The Education System

Education in Thailand is the responsibility of the government. Beginning in 1962, the nation's series of five year development plans assigned educational institutions a crucial role in manpower preparation and development. The government supervises all educational institutions, both public and private. The Ministry of Education, Ministry of University Affairs, and National Education Commission which is part of the Office of the Prime Minister, are in charge of education planning and policy formulation. Financing education is primarily a government responsibility, supplemented by the private sector. Budget expenditure on education by the government was estimated at 122,553 million baht, 19.6% of total spending in the financial year 1993/94.

Children between seven and 15 years of age are required to complete six years of compulsory education. In 1996, the government announced that compulsory education will be extended to nine years. Primary education begins at six years of age and last for six years. Total enrolment in primary education was 97% of children in the relevant age-group in 1992. Secondary education, beginning at 12 years of age, generally lasts for six years, divided into two equal lower and upper divisions. In 1990 total secondary enrolment was 33% of children in the relevant age-group, and the total enrolment for combined primary and secondary education was 62% of all relevant children; male accounted for 63% and female 60%. Students at the upper-secondary level then have a choice of pursuing an academic or vocational course. There were 54 universities, public and private, offering degrees in undergraduate and

postgraduate fields in 1993. In the same year, 282,729 students were enrolled at universities, excluding students at two open-enrolment universities: Ramkhemhaeng University and Sukhothai Thammathirat Open University.

Industrial Requirements

Since tourism is a labour intensive industry, it generates employment opportunities. The National Institute of Development Administration (NIDA) conducted a study for TAT and discovered that direct and indirect employment generated by domestic tourism in Thailand in 1983 was 309,303 persons or 1.19 percent of total employment, while the corresponding number for foreign tourism was 243,917 persons or 0.99 percent of the total employment. The pattern of employment generated by domestic tourism was highest in the service sector (35.8 percent), followed by manufacturing (27.4 percent) and transport and communication (17.7 percent). The pattern of employment created by foreign tourism was similar except the higher proportion of employment in the service and manufacturing sectors (ESCAP 1989:190).

As the tourism industry expanded and became one of the most significant sectors in the Thai economy in terms of foreign exchange income and employment generation, the Thailand Institute of Science and Technology Research (TISTR) found that direct and indirect employment impact from international tourists is 1 job opportunity per every 9 international tourists. TISTR also suggested that the employment generation effect from domestic tourists is much lower than the

international tourists at a ratio of 73 domestic tourists to one job (ESCAP 1989:250). For the hotel industry, Thai hotels, similarly to the rest of Asia, operate with relatively high staff to room ratios (Lockwood and Guerrier 1990). For 100 rooms, about 150 employees are needed. Hotels in Bangkok employed 1.46 persons per room in 1987 (Sanguansaub 1990). ASEAN manpower survey of 1990-1991 indicated that staff to room ratio was 1:1.319 (Pongnooruk and Noypayak 1995).

TAT has commissioned the NIDA to survey the labour force for the tourism industry. Four studies were undertaken in 1980, 1987, 1991, and 1992 respectively. The first three studies examined the total number and characteristics of Thai labour force in the various sectors of the tourism industry, classified into demographic, social, and economic aspects. The fourth analysed the existing labour force and estimated the additional demand for several departments in five sectors of the industry: accommodation, travel, transport, souvenir, restaurant, and international convention. These surveys presented quantitative picture of workforce in the tourism industry and left out the qualitative aspect of personnel, except the third survey had some analysis of the development aspect of human resources and raised inherent manpower issues. No studies have covered the training needs analysis for the tourism industry and evaluated the capability of existing educational and training institutes.

Based on a survey of the labour force in the tourism industry (NIDA 1987, 1992, 1993), direct employment had increased from 458,825 employees in 1987 to

933,911 in 1992. Tourism employment was about 3.1% of the total labour force in 1992. These employees were employed in various sub-sectors of the tourism industry (Table 4.1). In 1992, employment in the restaurant sector has the highest proportion of workers (39.3%), followed by employment in the accommodation sector (38%) and the transport sector (10.5%).

Table 4.1 Direct Employment in the Tourism Industry Classified by Sub-Sectors for Selected Years

Sectors	1987	1988	1991	1992	%
Accommodation	133,226	138,895	328,784	354,834	38.0
Travel/Tour Operator	5,082	6,256	22,618	29,116	3.1
Souvenir Shop	20,041	22,489	78,033	84,545	9.1
Restaurants	140,635	158,944	225,979	367,321	39.3
Private and public	39,007	40,386	84,486	98,095	10.5
Transport					
Entertainment	69,129	72,323	95,498	-	-
Others Related	51,705	53,710	88,424	-	-
Total	458,825	493,003	923,822	933,911	100.0

Source: National Institute of Development Administration 1987, 1992, 1993

In addition, an increase in indirect and induced employment in other economic sectors, such as agriculture, fishery, poultry, forestry, food processing, handicraft, and construction, has been examined. Although these employees are not in direct contact with tourists, they produce goods and service largely consumed by tourists.

For the hotel industry, employment has been classified into the level of accommodation and hotel division. Table 4.2 presents the average number of employees per division and per accommodation in 1992. Average number of employees in a five-star hotel is 391.21, of which 163.32 persons are in the food and beverage division. Average manpower in a four- and three-star hotel is 186.11 workers and 47.63 persons for a hotel below three-star level.

Table 4.2 Average Number of Employees per Division per Accommodation Establishment in 1992

Division	Accommodation Establishment				
	5 Star	4 and 3 Star	below 3 Star	Guesthouse/ Bungalow	Average of all level
General Management	8.32	6.10	2.20	3.56	2.49
Accounting	37.17	20.38	5.55	5.22	9.08
Room and Front Office	129.36	66.74	23.61	32.11	31.25
Food and Beverage	163.32	71.44	12.84	20.33	34.45
Sales	8.09	3.46	0.49	0.00	1.69
Personnel and Training	10.66	4.98	0.98	0.67	2.31
Engineering	24.28	11.37	2.61	1.78	5.34
Public Relations	3.74	2.67	0.57	0.44	1.07
Purchasing	4.36	3.13	0.96	0.67	1.25
Others	4.02	1.65	0.28	0.00	0.09
Total	391.21	186.11	47.63	59.11	89.02

Source: National Institute of Development Administration 1993

Since the total number of tourists in Thailand is expected to grow in the future, this will result in increased demand for manpower. It is estimated that in 1993 and 1994, 11.8 and 9.4 percent additional employees are required in various sub-sectors in the tourism industry (Table 4.3). More employees are needed in the restaurant sector, the accommodation sector, and the souvenir sector. In the accommodation sector, the top ten positions that are in short supply are waiter/waitress, receptionist, cleaner, bus boy, repairman, cashier, chef, electrician, porter, and sales assistant. Diplomates from less than one year short training courses are needed the most, followed by diplomates from 1-3 year vocational training courses. Bachelor's degree graduates are least needed (NIDA 1993).

Table 4.3 Number of Additional Employees in Tourism Sub-Sectors

Sectors	1992	Additional requirements				
	Number	1992	1993	% of 1992	1994	% of 1992
Accommodation	354,834	44,858	27,703	7.8	30,127	8.5
Travel/Tour Operator	29,116	7,467	5,035	17.3	3,002	10.3
Souvenir Shop	84,545	17,755	26,815	31.7	17,305	20.5
Restaurants	367,321	66,218	42,217	11.5	32,370	8.8
Private	52,797	4,142	6,375	12.1	3,081	5.8
Transport						
Public Transport	45,298	2,015	1,711	3.8	1,520	3.4
Total	933,911	142,455	109,856	11.8	87,405	9.4

Source: National Institute of Development Administration 1993

In addition, the number of new tourism employees required by 1997 is expected to increase 34 percent from 1993. The average growth of the tourism industry demand for new staff is about 29,000 per annum (Pongnooruk and Noypayak 1995:121).

Table 4.4 exhibits estimated future tourism manpower needs for 1993-1997.

Table 4.4 Future Manpower Needs by Major Sectors in 1993-1997 (000's)

Establishment	1993	1994	1995	1996	1997
Hotel	391	420	448	447	506
Restaurants	300	331	361	392	422
Travel	30	33	36	38	41
Souvenir sales	122	142	162	182	202
Private	54	58	63	67	72
transport					
Entertainment	141	158	176	194	211
Others	120	127	129	130	131
Total	1,157	1,269	1,375	1,481	1,586

Source: Pongnooruk and Noypayak 1995

Looking at the qualitative profile of tourism workforce, based on the labour force study conducted by the NIDA (1992), it was found that the majority of labour had a

rather low level of education; 72 percent finished high school or lower, 13 percent held certificate level and 15 percent graduated from universities. Only 10 percent of the total have studied in the tourism or hotel specialisms; 30 percent received some fundamental courses in tourism; 60 percent had no tourism education background. Employment ratio between female and male was 55:45; all employees were 70.3 percent semi-skilled and 19.7 percent unskilled. 48 percent of the total employment were between 20 and 30 years of age. The average salary per month was between 3,000-5,000 baht (40 baht: £1). Employees in travel agents and hotels received average higher level of salary than employees in restaurants.

The 1992 NIDA survey also studied the employers' and employees' view of the labour force in the tourism industry. The key findings were as follows:

The employers' view

- 55 percent of surveyed employers indicated that the quality of the existing tourism employees was moderate, while 26 percent graded the quality good.
- Most of the employees lack professional experience.
- Most of the employees lack foreign language skills.
- It was difficult to find suitable employees for particular positions.
- The employee turnover rate was high.

The employees' view

- 14 percent of surveyed employees felt that they seldom applied the educational knowledge to their work; 33 percent applied some knowledge.
- 31 percent of surveyed employees indicated that the companies they are working for do not support continuing education; 47 percent supported education in non-working hours.
- 33 percent of surveyed employees have been trained on-the-job in their companies; 15 percent attended outside training.
- In terms of satisfaction with the working situation, 62 percent were medium satisfied; 27 percent were highly satisfied; 4 percent maximum satisfied.
- About 52 percent were not in their original jobs in the tourism industry. Main reasons for job change were better income, better position, improved work condition, the appropriateness of the skills for the jobs.

- 63 percent wanted to change their jobs in the future.

In conclusion, the evidence from the 1992 NIDA survey indicates that the majority of existing employees lack professional experience and foreign language skills, and only 10 percent of the total employees had studied hotel or tourism before. However, employers are moderately satisfied with the quality of their employees while employees tend to change jobs often in order to get better pay and positions.

Education and Training in the Tourism Sector

Education and training are the two main components of human resource development in Thai tourism. Education can be done through schools, institutes, colleges, and universities. Various types of organisations offer training: government agencies, private organisations and professional associations, training and research institutions within the university system, in-house training among large public and private enterprises, international organisations such as ILO (Hongladarom 1985).

Course Provision

Thailand starts hotel and tourism education after secondary school. Many vocational schools offer fundamental courses in tourism as electives and as courses required at the certificate and diploma level. Teacher training colleges (presently Rajaphat institutes) throughout the country help produce diplomates and graduates for the service industry. At the higher level, there are several universities and colleges offering courses leading to a degree in hotel and tourism, mostly in the Faculty of

Humanities or the Faculty of Business Administration. Besides, some universities, in co-operation with TAT, provide some tourism training courses.

Tourism curriculum in Thailand can be divided into 3 major groups; tourism, hotel, and service business. The curriculum level of hotel and tourism courses is as follows (TAT 1993c):

-
1. Tour guide
 2. Short-training course (less than 1 year), e.g., courses in tourism business, hotel and tourism , food & beverage, business English and others.
 3. Vocational training 1-3 years or certificate in vocational education, e.g., courses in hotel and tourism management, tourism industry etc.
 4. Vocational diploma or certificate in technical education or in higher education or associate degree
 5. Bachelor's degree
-

In order to fill the shortage of manpower in the industry during 1980s, the Hotel and Tourism Training Institute (HTTI) under TAT was established at Bangsaen, Chonburi Province with technical and financial assistance from UNDP and ILO in 1981. HTTI provides the one year diploma in the basic-level courses, i.e., front office, housekeeping, kitchen operations, restaurant and bar, and travel trade. HTTI started with craft level skills and is expected to upgrade to supervisory development programmes; nevertheless, it has not reached that level yet.

As the tourism industry in Thailand is growing, the need for properly trained personnel is increasing. HTTI though has capacity to produce only 200 students per year for the basic levels of operation in the hotel and tourist sector owing to its limited capacity. 70% of the TAT budget in 1995 has been allocated for marketing;

the HTTI budget was only twelve million baht. Table 4.5 presents the TAT 1995 Budget. The HTTI budget is only 0.52% of the total, but it has been increased 22.7% from the previous year.

Table 4.5 TAT 1995 Budget

Department	Budget (Million Baht)	% Change (94-95)	% Share
General Administration Department	85.887	4.49	3.73
Planning and Developing Department	370.227	29.01	16.06
Marketing Department	1,588.433	21.19	68.91
Hotel and Tourism Training Institute	11.892	22.70	0.52
Tourist Business and Guide Registration Office	17.623	13.43	0.76
Tourist Police	230.963	3.58	10.02
Total	2,305.025	6.58	100.00

Source: Tourism Authority of Thailand 1995b

However, in 1994-5, TAT was being requested for a budget of 200 million baht to improve the HTTI courses and to attract 300 students from within Thailand and perhaps some from Indochina (Muqbil 1994a). However, the TAT Board has not yet approved this request.

Still, the public education system alone cannot fulfil the overall requirements of the industry. The private sector has played an important role to provide training programmes and activities. Some private hotel schools have opened to help produce qualified manpower. The International Hotel and Tourism Industry Management School opened in 1987 and has graduated more than 1,000 students since its inception. The International Hospitality Industry School has opened recently. However, most private educational institutes in Bangkok are too expensive for most Thais and many are in their early stages and will not produce qualified personnel in

sufficient numbers for another few years (Muqbil 1992a). A number of private universities and colleges also take part in education development and offer courses mostly for the diploma and the degree of business administration in tourism and hotel management.

Latest studies have indicated that there were 85 public and private institutions offering courses in hotel and tourism in 1991 (TAT 1993c). The distribution of educational institutions offering education and training in hotel and tourism is shown in Table 4.6. Lists of up-to-date public and private universities and colleges offering courses in hotel and tourism at the certificate, diploma and degree level appear in Appendix C.

Table 4.6 Educational and Training Institutions Offering Courses in Hotel and Tourism by Type of the Institute

Type of institute	Number
Public university	13
Private college and university	9
Teachers college	16
Rajamangala Institute of Technology	2
Vocational college	10
Tourism Authority of Thailand	1
Private school	34
Total	85

Note: Teachers Colleges are now Rajaphat Institutes

Source: Tourism Authority of Thailand 1993c

It is noteworthy that tourism/hotel courses at the university level are offered among several faculties, such as Faculty of Business Administration, Faculty of Management Science, Faculty of Humanities, Faculty of Liberal Arts, depending upon the university structure.

Although the government has made some efforts to provide basic education for tourism, substantial attempts to meet the tourism industry's educational needs have been poorly executed, so trained personnel are still in short supply (Meyer and Geary 1993). One example was that in the late 1980s the Thai government supported teacher colleges by funding for hotel-multipurpose buildings to be constructed at various sites throughout the country. The buildings were built without consulting the hospitality industry for advice and without much knowledge of hospitality-education programmes. Many of those buildings have been therefore resulted in mostly four-story buildings with YMCA-type rooms on the top floor and a small equipped kitchen on the ground floor. So they are currently being used as general-purpose classrooms (Meyer and Geary 1993).

For training, the government, through TAT, attempted to increase on-the-job training courses either by itself or through co-operative efforts with various educational institutions, government agencies, industry associations, and major luxury hotels or related establishments. Every year, the Training Division of TAT organises between 10-15 short courses for the hotel and tourism industry throughout the country. The 1995 training plan of the Technical and Training Division of TAT is shown in Table 4.7.

Table 4.7 TAT 1995 Training Plan

Activity	Number of Participants	Budget (baht)
Training programme for guides (the central, east, north, north-east, south)	1,430	1,300,000
Training programme for specialised guides (the central, east, north, north-east, south)	250	800,000
A hotel training programme (the central, north, south, north-east, east)		1,380,000
a) front office	400	650,000
b) supervisory skills	200	650,000
c) hotel management skills	40	80,000
Training programme for tourism lecturers for educational institutions	90	750,000
Meetings and seminars	250	750,000
Trainings/seminars to develop tourism personnel in the region	2,200	1,320,000
Regional co-operation	5	240,000
Tourism knowledge promotion	6,500	400,000
Audio visual aid for tourism teaching	1(V.D.O.)	250,000
Total	11,365	7,191,000

Source: Tourism Authority of Thailand

Since many public education/training programmes have not been successful, many business companies, e.g., major hotels and travel agencies, began to provide in-house training. The successful Thai hotels and international hotel chains generally have effective company training programmes for employees to develop special skills and for upgrading purposes. Some deluxe hotels have set up their own training schools. The Dusit Thani Group has opened the Dusit Thani College in June 1993, offering a range of courses from hotel operations, professional chef to tourism studies. The Oriental Hotel has set up the Oriental Hotel Apprenticeship Programme, offering various hotel operations and food and beverage training courses. Also, Asia Hotel has just opened Asia Service Industry School in June 1995 to produce some roomboys/roommaids and waiter/waitresses for the industry.

Besides, some large hotels have co-operated with educational institutes for a joint training programme. Dusit Thani Hotel has co-operation with Rajaphat institutes for one-year internship programmes. The Royal Garden Resort group and the Department of Vocational Education jointly created an intensive one-year hotel training course in Chetupon, Petchburi and Chonburi Vocational Colleges. It consists of a four-and-a-half month classroom study, followed by a seven-month of actual full-time, on-the-job training at one of the Royal Garden properties (Muqbil 1993a).

Moreover, since 1994 the THA has joined Sukhothai Thammathirat Open University to launch hotel management training courses with the Lausanne Hotel School. The courses were a trial to assess the feasibility of the Lausanne School opening a training school in Thailand (Muqbil 1994a). A few attempts to implant hotel training schools have been made in Thailand during the past years from overseas hotel schools in France, USA and Canada. However, three main reasons can explain why nothing has really been achieved in this field: heavy official bureaucracy; non-commitment from officials, hoteliers and institutions concerned; and finance and long pay back on investment rate (Sykora and Berthet 1991).

In addition, numerous business agencies and organisations, also offer short training courses from operations to special skills. However, the quality of the courses varies. Some may be professional; others may only be suitable for fast and expensive remedies (Pongnooruk and Noypayak 1995).

Student Demand and Graduates

According to NIDA (1992), the number of persons who are interested in taking tourism education and training courses each year is about 17,200, while the present tourism education and training system can receive around 8,300 students. However, the actual number of students who graduate is approximately 5,950 annually. Table 4.8 exhibits number of diplomates, graduates and applicants for tourism training courses by curriculum level in 1991.

Table 4.8 Number of Diplomates, Graduates and Applicants for Hotel and Tourism Courses by Curriculum Level in 1991

Curriculum level	No. of applicants	No. of received students	No. of diplomates and graduates	Existing pool of diplomates and graduates (up to 1991)
Tour guide	2,500	1,100	1,000	10,580
Short course (max 1 year)	2,500	2,400	2,000	12,950
Vocational course (1-3 years)	2,700	1,100	900	14,794
Vocational course diploma	4,200	1,200	950	5,381
University degree	5,300	2,500	1,100	3,283
Total	17,200	8,300	5,950	46,976

Source: National Institute of Development Administration 1992

The total number of diplomates up to 1991 is about 47,000, with around 14,790 diplomates from level of vocational training 1-3 years or certificate in vocational education. The majority of persons applying to study hotel and tourism, approximately 5,300 persons, are at the university level, but the actual number of university graduates is close to 1,100 graduates a year. However, short-training courses has produced the highest number of diplomates, around 2,000 per year.

Furthermore, although nearly 6,000 diplomates and graduates are produced each year from all educational and training institutes, the NIDA study did not explore the actual placement of diplomates/graduates in the industry. Three points should be noted: many degree students obtain little or no practical training and are not willing to start working at low levels in the industry. Two, the majority of diplomates are incapable of speaking English. Three, many courses are not so relevant to the industry because they are of the home economics type of courses which are suited for rural development. It should therefore be assumed that only 60 percent of diplomates and graduates (3,600) would actually enter the industry every year (Pongnooruk and Noypayak 1995).

Although there are a great number of persons interested in studying hotel and tourism courses each year, the demand from the industry is still far beyond that number and it is not difficult to find a job in the industry. According to the NIDA survey, 45 percent of the entrepreneurs in the tourism industry surveyed observed that educational institutions produce inadequate number of graduates to fulfil the demand of the industry. In addition, 84 percent of the tourism students wish to work in the tourism industry because it gives them an opportunity to meet many people, provide a good salary and a possibility to develop their own businesses. (NIDA 1992).

To conclude, there was an additional demand for 142,455 employees in the tourism industry in 1992, while 85 educational and training institutes can produce only 6,000

diplomates per year. There was a shortfall of 136,455 people or 95.8 % of the total required in 1992. Only 4.2 percent of total employees will come from tourism education and training institutes. It is quite clear that there is an acute shortage of trained personnel in the Thai's tourism industry.

Role of the Public and Private Sectors in Tourism Human Resource Development in Thailand

To assist in the production of qualified personnel required by the tourism industry and in order to reduce unemployment and to distribute income widely throughout the country, TAT Board of Directors had established the "Sub-Committee on Tourism Personnel Development" in 1988. The TAT governor serves as a chairman and the committee was comprised of representatives from the Ministry of University Affairs, the Ministry of Education, TAT, and tourism business associations. Duties and responsibilities of the Sub-Committee are as follows (TAT 1990):

1. To co-ordinate collecting employment data in the tourism industry in order to project the trend of future employment demand;
2. To ensure close co-ordination and co-operation of those concerned with tourism human resource development and assist in problem solving of personnel in the short term and the long term;
3. To formulate the training procedures for TAT;
4. To establish a standard curriculum to train qualified personnel at all levels; and
5. To evaluate human resource development for the tourism industry.

The Sub-Committee on Tourism Personnel Development has achieved the following missions and discontinued (TAT 1993d):

- Organised a seminar on tourism personnel development at the Asia Hotel, Bangkok on 30-31 August 1990.
- Co-ordinated with PATA to organise PATA/TAT Training of Tourism Trainers Programme between 29 April and 18 May 1991 at Sukhothai Thammathirat Open University in order to improve knowledge and experience for tourism educators and instructors in Thailand. Tourism trainers programmes consisted of hospitality skill and management skill programmes.

- Assisted in setting up the budget for tourism educator development annually.
- Commissioned the NIDA to conduct a study of the labour force in the tourism industry in Thailand.

To conclude, the establishment of the Sub-Committee on Tourism Personnel Development was very helpful in the production of skilled personnel for the tourism industry. The Sub-Committee was effective, but its accomplishment had only begun when it was discontinued.

According to NIDA recommendations (NIDA 1992), TAT should play a crucial role in the production and development of personnel in the tourism industry. Some future TAT activities involve the followings:

- * To formulate a human resource development policy;
- * To set up a promotion plan for tourism manpower production;
- * To provide guidelines for manpower production effectiveness;
- * To facilitate the establishment of a National Tourism Training Council.

Moreover, educational providers should be involved in the production of manpower in the tourism industry. Their major role should concern the following (NIDA 1992):

- * To formulate the tourism manpower production plan to meet the market demand;
- * To provide more short-term training courses in hotel, tourism, and service;
- * To development curriculum that meets the requirements of the tourism industry;
- * To develop teaching in tourism more effectively;
- * To co-ordinate with the private sector for practical internship and placement.

The private sector, finally, has an important role to play in human resource development in the tourism industry. It should:

- * Participate in the production and development process of personnel;
- * Support and become actively involved in the activity of business associations;
- * Train their new employees, supervisors, and managers;
- * Train employees for special skills and, if possible, to non-employees in the wider industry;
- * Corporate with TAT and educational institutions with some professional advice.

The NIDA study has provided some valuable recommendations for future human resource development actions for TAT, educational providers, and the private sector. It did not, however explain how to implement these recommendations. Any decision to implement these recommendations depends much on the willingness of the three groups involved.

Furthermore, EC-ASEAN integrated manpower training project, under the Sub-Committee on Tourism (SCOT), has focused attention on the need to increase the supply of skilled manpower to the tourism industry. It has recommended some principal decisions necessary for developing manpower in the tourism industry in Thailand in order to meet international standards and the market demand. Those recommendations are as follows (Gregan 1990; TAT 1993c):

- ◆ To establish a National Tourism Training Council (NTTC) for policy formulation and training counselling;
- ◆ To conduct a detailed study of the training requirements of the country;
- ◆ To establish national training standards for basic vocational skills;
- ◆ To establish national curriculum procedures for national certification;
- ◆ To encourage the support and involvement of all partners in tourism education and training;
- ◆ To provide a training advisory and monitoring system to maintain and improve training standards;
- ◆ To seek to link accreditation to regional and international procedures/systems;
- ◆ To develop tourism instructors and educators.

The NTTC which will be the body with overall responsibility for developing the policy for tourism training will comprise various institutions, bodies, and state organisations who each have separate responsibility for providing different aspects of tourism education. According to Gregan, it is desirable that the NTTC would be constructed around an existing body rather than establishing a new board. The

membership of the council should be broadly representatives of the numerous interests in tourism and travel trade, the various agencies of education, including the private colleges and universities, government representatives from the Ministries of Education and University Affairs, the Ministry of Labour and Social Welfare, and TAT. The NTTC will represent Thailand on the board of the ASEAN Tourism Training Council with 3 representatives, one from TAT, the education sector and the tourism industry. However, it will take time for Thailand to establish the NTTC because responsible agencies for education and training in tourism are located within several different public organisations. It will need a strong focal point to facilitate its establishment, and TAT may not have enough authority and power to restructure the existing education and training system. Political commitment and support for action is required. The private sector, especially tourism business associations, must be actively involved; and the corporation between public and private sector is essential.

Problems in Tourism Human Resource Development in Thailand

Thailand has ample manpower supply, but experiences the difficulty and shortage of trained personnel to fill the jobs for different skills, capabilities, and level of professionalism. There is a danger that tourism growth will not be sustainable owing to the increasing shortage of skilled staff. This can be explained by a number of reasons.

First, there is an awareness of the need for tourism education in Thailand; however, government efforts to provide this education has failed (Meyer and Geary 1993).

Second, the major problem of a lack of trained staff is caused by the rapid expansion in the size of the tourism industry at a time when the education and training is not sufficiently developed to satisfy the demand, plus the fact that the industry is labour intensive and must provide a quality service in order to compete in the market (Lockwood and Guerrier 1990). *Third*, no studies has been made systematically to assess the capacity of existing tourism education and training system to meet their needs (Prasirtsuk 1993). *Fourth*, although a number of public and private universities and training schools have launched several educational programmes in order to meet the demand for new employees, these institutions lack qualified staff to teach these courses (Panmunin 1991). To increase the training and education infrastructure for the tourism industry, Thailand faces problem of a lack of educators with an appropriate background (Lockwood and Guerrier 1990). *Fifth*, according to Ruddy (1990a), substantial investment in infrastructure over the past 10 years in South East Asian countries has not been linked with investment in manpower improvement and training schemes. *Finally*, the cost of training programmes has not been supported in the tourism industry to a great extent, and employees are not financially able to afford schools on their own (Panmunin 1991).

There are many issues related to human resource development in the tourism sector in the ESCAP region as described by the United Nations. These problems are applicable to Thailand (ESCAP 1988:60; ESCAP 1994: 59; ESCAP 1995:11): Similarly, problems regarding the production of personnel in the tourism industry were discussed in the Seminar on Personnel Development in tourism in 1990 and the

Seminar on the Productivity and Personnel Development in the Tourism Industry in 1993 (TAT 1990; TAT 1993c). Along with the Gregan report (Gregan 1990) in the former seminar, these critical problems were:

1. The demand for competent personnel and managers exceeds the supply, particularly at the managerial level.
2. Qualified and experienced instructors are in short supply to train the new students, or to upgrade the quality of current students. A ratio of one lecturer to every 20 students is assumed (ESCAP 1994:58), so the Thai tourism industry will need 7,122 additional instructors in 1992.
3. Teaching materials, training equipment and facilities are in short supply or in unsatisfactory state to meet the requirements, especially in public institutions.
4. There is a lack of a comprehensive national tourism education and training strategy to satisfy manpower needs through systematic planning.
5. Educational institutions produce graduates who do not meet the requirements of the industry.
6. Government budget for education and training in tourism is inadequate in meeting the rapid demand for graduates in this sector.
7. The tourism curriculum is not universally accepted and standardised. It lacks a balance between theory and practice. The mixture of theoretical and practical industry concepts at university\college, training institutions, vocational schools and secondary schools are inadequate.

8. Tourism suffered from a poor image as an employer as well as over-reliance on expatriate management in key jobs. The poor image of the industry impedes educated people from pursuing careers in the tourism industry.
9. Employers do not recognise the importance of training, or do not develop formal in-house training systems because of the high drop out rate on completion of expensive training. They pay higher salaries for experienced staff rather than invest in training.
10. A small size business cannot either offer any effective on-the-job training for employees or afford any additional in-service training offered by training institutions or trade associations.
11. There is a shortage of private sector support and involvement, co-ordination and co-operation between industry and education providers.

Problems facing educational and training institutes were studied by the HTTI (Pongnooruk and Noypayak 1995). The TAT and HTTI report indicated the following obstacles, which affected almost all training institutes.

1. Institutions are underfunded, and lack sufficient practical training facilities. Apart from HTTI and I-TIM, there are just a few specially designed hotel and tourism training facilities, e.g., demonstration kitchens, training restaurants, bedrooms, or front office.
2. Institutions are expected to produce graduates with major weakness. Many graduates are deficient in practical skills needed by hotels, as well as poor in English language skills. This problem may be caused by the fact that courses have

too much emphasised upon theory which graduates find it difficult to apply. In other words, graduates do not understand what they have learnt in class until they practice in the industry.

3. Recruiting and keeping good teaching staff is always a problem. Many instructors view jobs in the educational and training institutes as being poor paid in relations to industry, as well as having low career mobility.
4. Institutions lack teaching aids, textbooks, training and audio-visual aids, particularly training materials in the Thai language. Instructors encounter a problem of adapting foreign language textbooks to suit Thai training needs.
5. Curriculum development is another problem. There is no teaching or training standards used throughout the education and training field. Many institutions have little contact with the industry.

As part of the tourism industry, the hotel sector has experienced common problems. However, it is worth elaborating these issues in a hotel context. The underlying problems can be as follows. First of all, there is a shortage of qualified manpower for a variety of hotel jobs. Although there is a critical need for rank and file staff, hoteliers are satisfied with the present system of education and in-house training. However, there is no hotel school to train junior middle management (Sykora and Berthet 1991). A shortage of qualified department heads is perceived as a major threat by hoteliers. Management development becomes a major concern for large hotels.

How does the hotel industry cope with the enormous shortfall of trained personnel every year? HTTI conducted a survey to find answers to this question (Pongnooruk and Noypayak 1995). In summary, the responses from various hotels are as follows:

- Many hotels that are well-known for high service standards maintain their standards through on-the-job training and provide good working conditions to retain staff. Most of them operate their own training departments and programmes.
- A number of large hotels depend on students on work experience programmes to fill positions and schedule some intakes from several institutes and universities to cover posts full-year round.
- Various executive positions, such as managers; are held by expatriates.
- Some hotels directly recruit school leavers who receive the minimum on-the-job training and who wish to learn skills in a short time.
- Hotels who do not conduct formal training for their employees rely on buying key personnel from luxury hotels.
- Some staff perform dual roles, such as cleaning and cooking.
- Working hours are extended for personnel. Many staff work for 7 days a week.
- Some hotels accept lower productivity and quality standards for less demanding domestic markets or lower end tourist market.
- Graduates who are unable to find jobs in their own field may be recruited by hotels.

Qualified hotel instructors are in short supply. It is unlikely that the instructors could have earned appropriate qualifications since there were no previously established hotel training schools in Thailand. Many officials privately wonder why the Ministry of Education is allowing the universities to institute hospitality programmes without sufficiently qualified staff (Panmunin 1991). The result is that institutions employ training teachers with a background in practically any field so as to have an educational programme at all. Finally, the majority of graduates will never work in the hotel industry. Jobs offered in the Thai hotel sector are becoming less attractive (Sykora and Berthet 1991). Some of the major reasons are relating to poor image of the industry as an employer: e.g., low social status of hotel jobs, long and irregular

working hours, lack of willingness to serve, poor salaries, few social welfare and benefits. The final reason is competition from other sectors of the economy that offers more attractive jobs, and lack of comprehension of the importance of tourism for the country.

Conclusion

As the Thai tourism industry is growing, the need for qualified personnel is inevitably rising. The current provision of graduates from educational institutes is insufficient to meet the industry demand. The existing yearly graduates of 6,000 does not cover the national needs of average 30,000 personnel per year. Besides, the number of new employees required is expected to increase around 10 percent every year. Also, the quality of graduates creates another problem. Many graduates are deficient in practical skills needed by the industry. Although the government has made some efforts to provide basic education for tourism, most attempts to meet the tourism industry's educational needs have been poorly managed without systematic planning. Human resource development strategies and implementation have been delayed or never achieved. There are no clear policies and plans to define the role of the public and private sectors in the development of human resources. Co-ordination and unity of policy and actions among public agencies is poor, and so is communication and co-operation between the public and private sectors.

Within the future, the industry somehow has to rely heavily on its own training programmes for developing their staff. There is a need for a stronger governmental

commitment and input into the human resource planning process. Thailand therefore needs systematic planning with a comprehensive national education and training strategy to fulfil tourism manpower needs. However, planning without proper implementation is ineffective, so action plans must be initiated and various types of resources must be allocated to the tourism industry.

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Chapter 5 - HUMAN RESOURCE DEVELOPMENT IN TOURISM IN THAILAND--RESEARCH FINDINGS

Introduction

The research was aimed at examining human resource planning process at the national level and for the tourism sector, and analysing the role of public and private sectors in this process, particularly in the hotel sector. In this chapter, the research methodology will be covered and the research findings will be presented. The findings from interviews with three sectoral stakeholders from the government, the hotel sector and educational institutions, are presented with limited comment and analysis. Summaries and conclusions are presented at the end of each report group. The chapter will end with a summary of main findings related to key areas from three groups. Analysis and discussion of the findings are presented in the next chapter.

Research Methodology

Semi-structured interviews with sectoral stakeholders were used as a method to collect data. Three major stakeholders who influence human resources development in the Thai tourism industry are government officials involved in tourism development, hoteliers, and educators. Interviews were arranged with the following:

(1) Government officials in the National Economic and Social Development Board (NESDB), the Ministry of Labour and Social Welfare (MOL), the Ministry of Education (MOE), the Ministry of University Affairs (MOUA), and the Tourism Authority of Thailand (TAT), including an ESCAP tourism expert.

(2) The hotel sector, e.g., the Thai Hotels Association (THA), with representative sampling of hotels in Bangkok.

(3) Educators from institutes and universities offering tourism and hotel courses.

The study was limited by examining only three- to five-star hotels, which are located only in the Bangkok metropolitan area. There is no formal qualitative classification of hotels in Thailand, but according to the Statistics Section of TAT, hotels are ranked by the single room rates which can be classified into 5 groups. Room rate of group 1 is over 2,500 baht, one of group 2 and 3 is between 2,000 to 2,499 and 1,500 to 1,999 baht, one of group 4 and 5 is 1,000-1,499 baht and under 1000 baht. As five-star hotels always charge higher room rates because of high expenses in construction, decoration and operations; hence, the author has chosen to define the room rate of the first group as a five-star hotel, one of the second and third group as a four-star hotel and a three-star hotel. Only three- to five-star hotels in Bangkok were included in the interview base on the rationale that these hotels were most likely to have a formal training programme for their employees. One- to two-star hotels were not considered because they generally do not provide formal training for their employees. The 1994 Bangkok accommodation guide of TAT was used as the primary reference for selecting hotels. Eighteen hotels were selected to be interviewed.

Four sets of interview questions were developed; one for government officials involved in tourism development; one for hoteliers involved in the hotel business

association; one for hoteliers in five-to three-star hotels; and one for educators from both public and private institutions. Interviews were conducted on the basis of semi-structured questions which covered 6 areas of concerns: human resource planning and development, the role of public and private sectors, education and training in the tourism industry, human resource development problems in the tourism industry, hotel training programmes, and tourism and hotel training institutions. The interview questions were based on the literature review and personal experience that suggested their usefulness for the purpose of the study. Four sets of interview questions are exhibited in Appendix D, E, F, G. To test the effectiveness of the instrument, three pilot interviews were conducted in Bangkok.

Prior to the interviews being conducted, interviewees were telephoned, asked for their consent for the interview and were given a verbal briefing on the purpose of the interview and how it was to be carried out. After appointments for interviews were made, mostly by telephone, a letter was posted or faxed to the selected interviewees for interview confirmation and accompanied by the suggested interviewed questions in order that they could familiarise themselves with the scope and content of the interview and gather any relevant supporting information.

The face-to-face semi-structured interviews were conducted mainly in Bangkok, except a few from major tourist destinations in the east, the north and the south, namely Chonburi, Chiang Mai, and Phuket. A total of 53 people were interviewed: 12 government officials, 24 hoteliers, 16 educators, and 1 ESCAP expert. A list of

the total interviewees was exhibited in Appendix H and personal and professional profiles of the interviewees were shown in Appendix I. 47 interviews were carried out in Bangkok, 2 in Chonburi, 3 in Chiang Mai, and 1 in Phuket. Interview time averaged one hour and 20 minutes and generally lasted between one and two hours. All interviews were recorded and transcribed.

Responses to Interview Questions

Group 1: Government Officials involved in Tourism Development

Interviews were primarily arranged for senior government officials involved in tourism development, such as those in the NESDB, the MOL, the MOE, the MOUA, the TAT, and one ESCAP expert.

Section 1: Human Resource Planning and Development

A. General Planning Mechanism

Question 1. How is human resource planning carried out in Thailand?

All of the interviewees from the Thai National Planning Agency have pointed out that at the national level, human resources planning has been a considerable part of the Thailand National Economic and Development Plan and was incorporated as part of the National Plan for the first time in the Second Plan (1967-1971). In the past, human resources policy was denoted in various sectoral development plans in every National Plan, such as an education development plan, a social development plan, a skills development plan, and a population reduction plan. In the Seventh Plan (1992-1996), the integrated policy, so-called 'the development of human resources, the

quality of life, and the environment' was introduced. This policy provides extensive guidelines in developing human resources for both public and private agencies to implement their action plans according to the direction given in the plan. The public agencies related to the policy consist of numerous ministries and departments. For example, the MOE and the MOUA should prepare their action plans according to the education development policy.

A senior official from the Human Resource Planning Division, under NESDB stated that the human resource planning process is generally comprised of two major steps:

- (1) To evaluate the framework, policies, measures and mechanism relating to human resources from the previous plan, such as the skill development process, the training process, the job placement process, the existing manpower problems and their solutions. The evaluation result will then be compared with the present policies and plans to analyse what needs to be improved in the next plan.
- (2) To set up the framework for the next plan.

To be specific, the human resource development process for the preparation of the Eighth Plan covers the following steps:

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1. The appointment of the sub-committee on planning and development of human resources and society
 2. Discussion of planning and development of human resources and society
 3. The appointment of two task force teams for special purposes
 4. The detailed planning
 - 4.1 Performance evaluation and review
 - 4.2 Preparation of development objectives and purposes
 - 4.3 Formulation of development directions and measures
 5. The conference of the sub-committee
 6. The submission of the human resource development plan to the NESDB Board.
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In the Eighth Plan (1996-2000), human resources became the focus for development. The primary purpose is to improve the labour force for all sectors of the economy

with full potentiality on the basis of Thai identity but with capability to compete in globalisation. The Eight Plan recognises human resources development as a means for the growth of Thailand as it prepares from the shift from an agricultural to an industrial and service-based economy. Labour supply at the basic level has gradually decreased, so some refugees from the neighbouring countries have migrated, legally and illegally, into Thailand to fill this gap. The labour force will be thoroughly analysed for all sectors of the industry and investigated to find out if there is any shortage in any industry particularly the growing sectors of the country.

Question 2. How frequently is human resource planning done?

All of the NESDB senior administrators stated that human resource planning is carried out every five years following the same period as the National Development Plan. There is a mid-plan review after two years of each plan.

Question 3. Who is responsible for human resource planning?

Is there an institutional structure for human resource development?

All NESDB senior officials confirmed that NESDB is the major focal point for human resource planning, in consultation with the Budget Bureau, the Civil Service Commission, the MOE, the MOUA, the MOL, and the cabinet, and in co-operation with all ministries. The private sector also participated in the planning process, particularly in the training area. Representatives from major business organisations, such as Industry Council of Thailand, Thai Commerce Council, and Banking Association, were invited to a meeting for planning. This plan will be an indicative plan while the action plan will be implemented by various related agencies. The MOL

is responsible for micro labour plans for each sector of the country, unfortunately these plans have not been accomplished.

The senior officer from the Human Resource Planning Division informed that the Division is responsible for manpower planning for the whole country. The Division includes four sections: population planning, manpower assessment, employment and salary, and manpower quality development.

The majority of NESDB officials confirmed that because the Eighth Plan stresses the significance of human resources, in the preparation for the Eighth Plan “the sub-committee on planning and development of human resources and society” was set up to evaluate the existing education and training situation and problems, and to prepare the framework and direction for the Eighth Plan. This committee, chaired by the former prime minister, Anan Punyarachun, commenced its first meeting in June 1995 and will finalise policies and plans in April 1996.

Question 4. What has government done to encourage human resource development?

The interviewee from the Human Resource Planning Division informed that, formerly, manpower planning for key industries has been carried out, such as agriculture, commerce, construction, industry, and service. Labour data was collected and forecast for the next five years. Broad guidelines for key industries were formed. In the Seventh Plan, human resource planning for modern service sectors which were classified into three sectors: safety and life insurance, banking and finance, and hotel, was undertaken. The labour requirements were studied in

order to prepare sufficient manpower to serve particular sectors which have the potential to grow in the near future. More precise guidelines will be provided in the Eighth Plan.

The Director of the Government and Private Co-operation Division, NESDB stated although the Thai government recognised the importance of human resources development, it has encountered budget constraints in responding to the various needs for skill development. However, in 1995 the Cabinet has approved a 20 billion baht (£500 million) package of measures that will open the opportunity for all industries, including tourism to set up their own educational and training institutes outside Bangkok.

B. Specific Planning Mechanism (Tourism sector)

Question 5. What has government done specifically to encourage human resource development for the tourism sector?

All of the interviewed TAT executives and senior governmental officials indicated that human resource development existed as one of the major policies of TAT. TAT senior staff said that TAT has three main foci of development; in tourism attractions, marketing and services. Human resources were treated as the key factor for services. There was originally an attempt to develop labour who wanted to work in this industry by establishing the Hotel and Tourism Training Institute (HTTI) at Bangsaen. HTTI aimed at training rank and file level personnel, such as waiter/tress, housekeepers; to fill the shortage of manpower at that time when tourism was booming.

According to TAT senior executives, human resource development, as part of the TAT policy, has two important objectives:

- To improve the level of services
- To increase the quantity and the quality of personnel by encouraging and supporting educational institutions to produce greater numbers of tourism personnel or to organise more tourism courses throughout the whole country.

The Director of the Technical and Training Division of TAT said that the Division is responsible for these two objectives. The Division has the vocational section to provide some training courses in tourism on a yearly basis. These short courses run for 7 days, 14 days and up to a month for anyone who is interested in working in hotels, travel agencies and other related tourism activities; as well as those people already working in the industry. Every year, budget is allocated to providing these short training courses and the budget has been increased every year. By the end of 1995, there will be about 11,365 personnel to be trained by TAT. The TAT training courses in 1995 are training programmes for guides, front office, hotel supervisory skills, hotel management skills, and tourism lecturers for educational institutions in the region. Tour guide training courses have been rising due to the Tourist Business and Guide Act 1992 aimed at both upgrading and controlling the quality of tour operators and guides. The Act assigned TAT to be the centre for developing tour guide training courses. The Act stated that all companies and guides were required to possess a licence and had to be registered. In order to be able to possess a licence and be registered, guides must pass the required standard training courses.

However, all five TAT senior officials agreed that TAT alone cannot fulfil the demand of the whole industry, TAT has encouraged and will continue to encourage

all level of educational institutions to provide and increase the number of tourism courses. The Training Division acts as a co-ordinator and also seeks co-operation with all education institutes; i.e., vocational institutes, non-formal education institutes, Rajaphat institutes (previously teacher colleges); under the MOE; and colleges and universities under the MOUA; to organise some tourism courses, such as tour guides, hotel operations for one or two years and grant certificates and diplomas so that diplomates will be able to continue their studies if they wish. Colleges and universities are encouraged to provide four-years courses in tourism and hotel management for higher level of personnel or for business entrepreneurs. As a result, tourism education, or so-called by one TAT interviewee “in-system education”, should be the responsibility of the MOE and the MOUA in order to fulfil the shortage of manpower in the long run. TAT has the responsibility for training, or “out-system education”, for basic staff who are already working in the industry but lack of skills and knowledge or personnel who want to work in the industry immediately after completing the courses.

There is a consensus among all interviewees that tourism in Thailand has increasingly grown during the last decade at such rate that supply of manpower cannot keep up with demand. There is a shortage of skilled labour at all levels and all sectors of the industry. As governmental agencies relating to human resources development, they have realised the importance of personnel in the tourism industry and put a lot of effort to develop many people for this service-oriented industry. Nonetheless, all of

these administrators affirmed that education and training courses for hotel and tourism has not yet reached the requirements of the country.

Firstly, Labour Skill Development Institution, under the MOL has been involved in developing skills for a variety of occupations. Regional skill development institutes have been established in all of the regions in Thailand as well as some skill development centres in major provinces. There are a number of courses for skill development for technicians, i.e., a carpenter, electrician, and draftsman. There are also courses for non-technicians. The tourism sector is included under the non-technical training courses. The 1995 target of trainees was about 25,000 persons, and the schedule of non-technical training courses is shown in Table 5.1.

Table 5.1 Schedule of 1995 Non-Technical Training Courses

Courses	Number of sessions	Duration (days)
1. Preparation for working		
1.1 group dynamics	4	3
1.2 language	1	1
1.3 preparation for working	4	1
1.4 5s techniques	2	1
2. Office training		
2.1 secretary	4	6
2.2 word processing	4	5
2.3 transparency design	2	5
3. Service training		
3.1 reception	4	4
3.2 food and beverage	3	5
3.3 cleaning	1	3
4. Entrepreneur training		
4.1 basic skills	1	5
4.2 Entrepreneurial skills	2	10
5. Special training		
5.1 Supervisory skills	12	5
5.2 Training for trainer	2	8
5.3 Induction and Coaching	6	5
5.4 Machinery skills	3	5
5.5 Curriculum Development	1	3

Source: Department of Skill Development, MOL

The interviewee from the Labour Ministry remarked that there are a limited number of tourism courses because of the unavailability of tourism instructors in institutions and the incapability of regional centres to find good instructors. The MOL has formulated the macro skill development plan; however, the micro skill development plan, broken down into sectors and occupations, is under preparation since the Ministry has been established for only one and a half years. These guidelines for skill development are broad and the implementation plan, classified by sectors, is needed. Some available tourism courses are reception, service, waiter/tress, computer skill. However, certain courses can be organised upon request. The Skill Development Institution will be a co-ordinator to provide sources of information and some financial aid. Besides, the 'Sub-Committee on the Skill Standards and Certification of Service Skills' has been set up under the MOL to specify the skill standards for a variety of jobs and occupations, including jobs in the tourism industry; and to establish a new certification system which would ensure that training is conducted to uniform standards for each service vocation. After a six-month period, the committee has established a broad framework for skills certification. Although this process will take time to complete, it is anticipated that it will be highly beneficial to the development of personnel in the tourism industry in the near future.

Furthermore, vocational education for tourism is under the Division of Vocational Education, the Department of Vocational Education, the MOE. The senior official from the Division said that the Division is responsible for vocational education in three major areas: home economics, commerce, and handicraft. The hotel sector is

under both the commerce area, such as hotel management; and the home economics area, i.e., hotel operating, cooking, housekeeping. Hotel operations skills are needed more than hotel management skills. Tour guide and travel is under the commerce area. At present, hotel and tourism vocational courses are provided into two educational levels: certificate in vocational education and certificate in higher education. In 1995, seventeen vocational colleges throughout the country produce approximately 320 graduates in the level of certificate in vocational education, and around 880 graduates in the level of certificate in higher education. The criteria for any vocational college wishing to open a new curriculum in tourism are the number of teaching staff and the tourism sites and attractions. Moreover, Department of Non-formal Education has also involved in tourism education by developing distance learning courses for some basic skills in the hotel and tourism sectors. In addition, Department of Rajaphat Institutes (teacher colleges) has encouraged all Rajaphat institutes throughout Thailand to provide tourism courses if any has the potentiality and if the courses are demand in particular areas of the country.

The MOUA as an education supervisory agency supports any university who wishes to set up a curriculum in tourism and hotel management. The Deputy Secretary of the Ministry advised that since the tourism discipline is quite new, the Ministry has no restrictions upon opening the new courses, such as the number of graduates the university produces each year, the time of the course. The approval criteria are generally based on the marketing demand, the structure of the course, the teaching staff, and the number of universities which already offer similar courses.

It is worth mentioned that one-third of the interviewees observed that developing people is easier than keeping them in the organisation. Due to the imbalance of skilled staff working in Thai tourism, trained staff are usually offered higher salaries by competitors or other companies. New hotels are willing to pay higher salaries for trained personnel because they do not have sufficient qualified staff for their new establishment and do not have enough time to train new employees. Staff salaries are becoming the principal costs of operations. Also, most companies do not believe in the development of their own staff because once the employees have been trained they tend to move for a better job or better salary. Turnover is therefore very high in the tourism industry especially the hotel sector. Employee average working life-span in any hotel is two to three years. This does not solve the acute shortage of tourism manpower but worsens the situation. In addition, the tourism industry is often competing for manpower against other sectors of the economy.

Question 6. To what extent have the existing human resource development policies and plans for the tourism industry been implemented?

Although human resources development in tourism is an integral part of the TAT Tourism Development Plan, one-third of the governmental interviewees stated that the implementation is only moderately completed and the action plan has not been thoroughly specified. One interviewee commented that government officials spent most of the time on thinking how to solve the immediate problems, rather than planning. Most agreed that little budget was allocated to tourism education and

training. Educational institutions produce inadequate number of graduates to satisfy the requirements of the industry.

Similarly, the majority of the TAT administrators have agreed that the vision and policy is apparent but the TAT action plan is not precise and not clearly explained into details; what is the real demand for and the existing supply of tourism manpower and what should be done to implement policies. Although there was a study of labour force requirements of Thai tourism industry, the result of the study was inconclusive. Perhaps one of the vital weaknesses of Thai tourism industry, commented by the Deputy Governor of TAT, is that there is no single agency responsible for human resources development. There is no macro framework for implementation and the role model for tourism courses for Thailand. Courses are provided ad hoc and up to the capability of the existing educational institutes. Some major hotels train their own personnel themselves because they cannot wait for the public education and training institutes to do so.

However, two major attempts have been made by TAT. First, TAT had established HTTI to solve the short-term need of the country in the 1980s, and tried to expand it into the national tourism institute. However, some TAT senior executives realised that it has not succeeded to that level since HTTI can only produce a small number of workers at the basic level each year. HTTI's mission is now therefore under review. Also, for many years, the Technical and Training Division has provided some training courses for jobs in the hotel and tourism sectors. Although the number of

training courses progressively increase every year, they are not indeed enough to meet demand. TAT is in the process of deciding whether it should produce skill personnel itself or should only act as a co-ordinator with the educational institutes allowing them the major role.

Question 7. What are the shortfalls between human resource development planning and implementation? What should be the ways to overcome this problem?

There is a consensus among interviewed government officials that a detailed implementation plan is required. An implementation framework should be formulated to guide the direction of the demand and supply of manpower and the role model courses which satisfy the requirements of the industry. Implementation plans should specify whose responsibility it is to provide the education and training.

One-fourth of interviewees commented that there is a deficiency of co-operation between the public and private sectors in producing and developing the tourism labour force. One TAT official disclosed that many private companies still think that it is government responsibility exclusively to provide education and training for tourism workers, and some employers do not collaborate very well in terms of contributing industry teachers or arranging practical training for students. Manpower production and development should be accomplished by both public and private sectors co-operatively, through associations such as THA, ATTA, and Professional Guide Association. Furthermore, forty percent of the interviewees added that the government should encourage the private sectors in improving their labour's skills or training their own staff.

However, all TAT senior staff agreed that TAT as the NTO, in co-operation with other manpower-oriented agencies, should be liable to provide the labour force statistics, and co-operate with educational institutes to develop the appropriate curriculum which satisfies the needs of the industry. In addition, the majority of interviewees commented that increased funding is needed to develop teaching staff and educational institutions. 80% of TAT budget is distributed to marketing.

Question 8. Has any specific training needs analysis been done for the tourism sector?

All governmental interviewees notified that there is no training needs analysis for the Thai tourism industry as a whole, except surveys of labour force for the tourism industry by NIDA in 1980, 1987, 1991 and 1992. TAT executives noted that, along with the survey, TAT occasionally organised meetings and seminars with the private sectors from many professional associations to discuss the industry demand and update with industry changes. TAT, at times, requested TAT local offices to make a preliminary survey of training needs in their area.

As part of the preparation for the Eighth Plan, the Human Resource Planning Division has conducted a survey on manpower development in the hotel sector. The study analysed labour force structure, existing training programmes, and a problem of labour shortage in the hotel industry.

Question 9. What is the governmental budget for human resource development in the tourism industry at the moment? (Does government set aside budget for tourism HRD?)

According to TAT officials, the budget for human resources development is distributed into 2 parts: one for HTTI and the other for the Technical and Training Division. In 1995, the HTTI budget is about 12 million baht (£300,000), nearly 23% increase; while the technical and training division receives approximately 7,191,000 baht (£180,000) for training, around 8% increase. The Chief of the Vocational Section; though, indicated that they cannot provide better quantity and quality of training courses, even if the budget increases twice as much, because of the limited number of staff. There are presently only five staff in the Vocational Section. Another TAT executive noted that although the figure has been expanded sequentially from the previous year, the amount of training budget is only 1% of the total TAT budget and far too low to meet the demand for training courses. This training budget is only sufficient to cover the routine work of TAT, and it will never catch up with the actual demand for the labour force training in the tourism industry. If TAT completes the five-year implementation plan for education and training, TAT might be able to request an increased budget in the Eighth Plan.

Apart from the TAT budget, educational institutes/universities providing tourism courses, under the MOE and MOUA, obtain some operation costs and supplies costs for their tourism and hotel courses. Budget will be allocated to numerous public educational institutes accordingly.

Question 10. Are there any current initiatives (projects) in tourism human resource development?

Governmental officials from related agencies did not identify any initiatives relating to tourism training. Five TAT interviewees cited a few current projects. Firstly, since tourism development has immense impact on the environment, numerous activities on environmental concern have been initiated. One, training courses in environmental issues have been provided, particularly in the tourist cities, such as eco-tourism for businessmen, natural resource management for managers and tour guides, and tourism impact on environment. Two, workshops and seminars are also organised to promote general knowledge and understanding of tourism impact on the environment. Three, local participation in environmental protection at tourist attraction areas has been encouraged. Four, environmental conservation is integrated into primary school subjects.

Secondly, employees who have direct contact with customers in hotels, travel agencies or at the tourist attractions face a communication problem with foreign tourists. New language learning techniques for tourism personnel and increased language laboratories have been considered. Third, as computer technology becomes popular in hotels and travel agencies, a shortage of system analysts has occurred. Courses in computer techniques have been developed. Fourth, ethics of professionals and employees in the Thai tourism industry is highlighted. Training courses in ethics have been organised particularly for tour guides. Fifth, there is a movement in establishing a hotel school in Thailand by private sectors, i.e., THA and major hospitality companies; nevertheless, it has not succeeded yet.

Question 11. What are the main priorities for human resource development in tourism in Thailand now and in the near future?

The major priorities stated by total interviewees were widely varying. Three government officials said that developing tourism instructors was the primary priority. One administrator said that developing qualified personnel to meet international standards was the principal priority of Thailand. TAT priorities were similar to initiatives. Finally, according to the ESCAP expert, 3 critical priorities for Thailand were: (1) identification of training needs; (2) assessment of the capability of existing tourism training institutes and an attempt to fill the gap; (3) co-ordination among the government, industry and training institutes.

Question 12. Which departments in government monitor human resource development programmes (general) and tourism (specific)?

All of the interviewees provided the same information that for general education and training, the MOE monitors education below the bachelor degree level, which are, both public and private, a certificate in vocational education, technical education, and higher education. The Private Education Commission supervises private schools. Department of Vocational Education administers vocational colleges. Rajaphat institutes and Rajamangala institutes are under Rajaphat Council and Rajamangala Council respectively. The MOUA monitors education at the bachelor degree level and above in both public and private universities. A monitoring committee, composed of tourism experts, representatives from the private sectors, TAT, and universities; is set up under the Ministry. One TAT senior executive commented that these above monitoring bodies usually only set a broad framework, so they are

unlikely to respond to the actual demands of the tourism industry effectively. In fact, there is no governmental body to monitor tourism studies explicitly, except when the Sub-Committee on Tourism Personnel Development was set up to assist in the production of qualified personnel required by the tourism industry during 1988-1993.

The TAT Board monitors the performance of TAT including HTTI and the Training Division. There are representatives from the private sectors on the Board, so the industry needs can be discussed and responded to. If any kind of tourism business is controlled by a legislative bill, the special committee under that bill will supervise that particular business, such as the 1992 Tourist Business and Guide Act.

Question 13. How and to what extent is the private sector involved in tourism human resource planning process?

The Director of the Government and Private Co-operation Division, NESDB, said that there is national co-operation between the public and private sectors in “Joint Public-Private Sector Consultative Committee” for macro planning. Leaders of private organisations including tourism organisations are active members of this committee, such as the president of THA, and ATTA. This committee, chaired by the economic minister, discusses macro economic policy and meets 2-3 times a year. The NESDB is the secretariat of the committee. The private sector, through business associations, is involved in planning at the regional and local level as well.

One TAT executive said that TAT urged the private sector to be involved in TAT manpower planning process. Besides being a member of the TAT Board, the private sector is invited to participate in TAT curriculum development and TAT often encourages educational institutions to invite the private sector to be members of their curriculum development committee.

Section 2: Role of the Public and Private Sectors

Question 14. What role do you consider the government should play in human resources development for the tourism industry in Thailand?

Most public interviewees agreed that the government should play a catalytic role among educational institutes and the industries in manpower development for the Thai tourism industry. The government should support and assist the provision of basic tourism education and training in order to strengthen the quality of labour supply. Actions which should be undertaken by the government were identified with ranking responses in the Table 5.2:

Table 5.2 Government Role Suggested by Government Officials

Action	Ranked by frequencies of mentioned
Government co-ordination with the industry and educational institutes is necessary to produce tourism personnel systematically and efficiently. Activities include a frequent dialogue among the three groups, developing training directions, developing standard skills for skill development, and developing a suitable standard tourism curriculum.	1
The government should encourage not only private educational institutes to invest in tourism education but also the industries in training their staff. With the new education reform bill, companies which set up their internal training centres, and operate them as separate companies, will gain corporate tax exemptions on profit and dividends. Companies' training expenses can be deducted as expenses for tax purposes 1.5 times the amount actually spent. Smaller business companies which lack teaching/training skills will be supported by public training for trainers courses.	2

Action	Ranked by frequencies of mentioned
The government should be responsible for regular labour force surveys and analysis to identify the quantity and quality of personnel required by the industry effectively. There should be a short term labour force survey for immediate need and a long term survey as an indicator for future planning.	3
Human resource development plan should be prepared by the government, perhaps by the MOL, the MOE, and the MOUA. The short-term and long-term HRD plan should describe the labour force requirements periodically and the provision of education in order to serve the demand, such as what level of education for what level of personnel is needed and where it is needed in Thailand, and which educational institutes offer required tourism courses. The plan, in consultation with the industry, should also identify issues and constraints and give possible solutions.	3
The government should assist the capability of the existing education and training institutes in meeting the requirements of the industry by investing extended funds, allocating more budget, and increasing the number of competent instructors.	3
Policies and guidelines should be specifically formulate to develop manpower in the tourism industry.	4
The government should monitor and follow up manpower development regularly in order to improve the planning and implementation process.	4

Although it was agreed that the government should play co-ordinating role in education and training of tourism personnel, the minority of government officials argued that, at the same time, the government should be a regulator as well. For example, most companies tend to employ people with no experience because they will pay the lower level of wage and salary. The government should issue some rules and regulations for basic training requirements for jobs and occupations in the tourism industry or basic language requirements for personnel who have a direct contact with foreign customers. At present, TAT is performing two different roles-- promoting and regulating. Perhaps there should be a governmental agency to be responsible for rules and regulations enforcing in the near future.

Question 15. What role do you consider the private sector should play in human resource development for the tourism industry in Thailand?

Senior government officials noted that the private sector should play a co-operative role with the public sector in developing qualified personnel. The private sector can take part in developing personnel by achieving the following suggestions (Table 5.3).

Table 5.3 Private Sector Role Suggested by Government Officials

Action	Ranked by frequencies of mentioned
The private sector should co-operate with the public sector and educational institutes in all types of collaboration: identifying the actual manpower requirements of the industry, identifying knowledge and skills for tourism jobs, developing a curriculum for tourism education and training, and training some students with practical experiences.	1
Private companies should train their own staff both for newcomers and employees already working in the industry. Middle-size companies should have a training division. Company training centres will be exempted from tax or deducted as expenses for tax purposes.	2
Private investors should establish training schools for hotel and tourism by using some incentives from the government.	3
The private sector should pay employees an appropriate wage and salary in order to motivate personnel in the industry.	4
Business associations: like THA, ATTA; should organise courses to upgrade the skills of people already engaged in the industry. Although the Associations do not have high income, they can get some assistance from industries, such as trainers can be contributed by industry, and training courses can be held in hotels.	5
Private companies should provide grants and loans for their staff to continue their studies or to take some training courses outside the companies.	5

Some facts and comments were added as follows.

- 1) The majority of interviewees indicated that most private firms, particularly large ones, co-operate well with the government and educational institutes. Tourism business associations and some companies often participate in meetings and seminars relating to education and training. Most of five-star and four-star hotels accept students for training. Some hotels arrange combined training courses with


vocational colleges or Rajaphat institutes, such as the Ambassador hotel, Royal Cliff Beach hotel, and the Dusit Thani hotel. While education institutes teach basic theoretical knowledge, hotels train students for practical experiences.

- 2) One senior officer said that there are two groups of firms in terms of training. Group one recognises the importance of training and development of their personnel, and have a training section and a training plan for all year round, e.g., major hotels and travel agencies, and international hotel chains. Group two considers that the government should be responsible for training. Medium and small-size firms belong to this group. They are profit-oriented and they do not set aside a budget or only a very little amount of funds for training. They are also afraid that trained personnel will leave for better salaries elsewhere.
- 3) Remuneration in most tourism firms is lower than other industries. Most companies also prefer to employ lower-paid staff despite their less knowledge and fewer skills. Thus, many personnel leave the tourism industry to work in other industries. This has an adverse impact on the turnover of the industry as well.

Question 16. Regarding tourism development, is there any attempt to link with the private sector--nationally or regionally, e.g., hotel groups, private universities, training consultants, airlines? (mechanism for national forum which allows the interest groups to join together? i.e., Tourism Liaison Council consists of representatives from interest groups)

All interviewees said that in Thailand there is no national forum for interest groups from the tourism industry to join together. The minority of the government officials argued that a national forum for all interest groups is not necessary because it will only be a forum for discussion but difficult to accomplish any substance. One-fourth of the interviewees mentioned that there was movement to establish the 'National

Tourism Council' by interest groups, but it has not been succeeded yet due to the political and bureaucratic problems. However, all senior officers mentioned that there were general meetings between the public and private sectors. These meetings can be classified into 3 levels of co-operation: (1) the policy formulation level; i.e., Joint Public-Private Sector Consultative Committee chaired by the economic minister at the national level, as well as the regional JPPSCC committees in which representatives from the private sector participated; TAT Board with representatives appointed by the governor of TAT from the private sector, such as THA, ATTA; and various sub-committees under JPPSCC and TAT Board. (2) the implementation level under various plans, such as a marketing plan, a tourism development plan, a training plan. TAT usually organises annual meeting with some hotels, travel agencies, tour operators, airlines to plan some marketing and promotion activities. (3) the piecemeal project level, i.e., any project initiated by TAT or the private sector, such as the service standard manual project by THA.



Section 3: Education and Training in the Tourism Industry

Question 17. Is there a consultative arrangement between government, educational institutions and the private sector to discuss human resource development needs for tourism? To what extent is any arrangement effective?

According to all TAT officials, there is no regular consultative arrangement among three parties to discuss human resource needs for Thai tourism. However, the Sub-Committee on Tourism Personnel Development established from 1988 until 1993 was the formal meeting that discussed the macro human resources development issues and constraints, and recommended some solutions for the short term and long

term problems. This sub-committee which had fulfilled its duties was terminated in 1993 and assigned TAT to continue its future work. Furthermore, some TAT senior staff stated that a few seminars to discuss tourism manpower requirements and the production of supply were held by TAT. Besides the productive discussion, participants from various private companies and all educational institutes throughout the whole country had excellent opportunities to meet each other and build up some kind of co-operation; one of the TAT officers remarked.

TAT executives said that TAT annually organises a meeting to evaluate the TAT training courses and discuss TAT training plans for the coming year. Participants are representatives from all education institutes and major tourism business associations. Following this meeting, a three-party sub-committee is sometimes set up to organise some special training courses/programmes, such as tour guide programmes. However, one TAT officer noted that the yearly meeting will be more effective if the private sector is fully involved and participates.

Question 18. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism industry in Thailand? Does the responsibility lie with the education system or with the industry itself?

The interviewees' opinions can be divided into 2 groups. Group one, forty percent of interviewees, stated that public educational agencies, i.e., the MOE and the MOUA, should be responsible for ensuring adequate education and training for tourism labour force, in collaboration with TAT. Three TAT senior officials added that TAT should be a mediator between educational agencies, as well as a supervisor to examine the labour force situation constantly.

Group two, the rest of the interviewees, thought that the responsibility should lie with industry itself because the industry should understand the market situation correctly in terms of labour demand and supply as well as required qualifications of manpower. Tourism business associations can voice concerns, or private companies can express their view in meetings or seminars. The senior labour official distinguished the difference between education and training. Education is broad-based knowledge for academic and vocational purposes. Training is knowledge and skills for specific jobs. Education can be taught in the classroom while training for a job should be conducted in the industry. The educational agencies should be responsible for the education system whilst the MOL, TAT, and private sectors should share the responsibility of training. In addition, the government should continue to support private sectors for training, particularly small-sized firms by some kind of incentives, added by one public officer.

Question 19. How are existing public and private education and training programmes in the tourism sector evaluated in Thailand?

All public senior officials provided the same information that each educational institute, both public and private, under the MOE and the MOUA, generally has its own evaluation system for its courses; nevertheless, the evaluation process may vary from one to another. However, the senior official from the MOUA added that every curriculum must be evaluated periodically in terms of the response to the industry needs, the economic and social situation, as well as the academic growth. The MOL evaluates its training courses regularly.

All TAT training courses are evaluated in terms of reaction of course participants, and the usefulness of learned skills in the working industry. Feedback from the industry is also considered. Nonetheless, one TAT official admitted that not all of the courses were evaluated due to lack of time and staff, and only 10 % of the evaluation result has been analysed.

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Question 20. Have existing training programmes in the tourism sector met the needs of the industry? If not, what improvements do you consider necessary in the existing universities training institutions to enable them to accommodate tourism training programmes?

All TAT interviewed officials and a senior MOE officer, of which altogether represents around 50 percent of the total, indicated that existing education and training programmes should meet the needs of industry because the private sector has generally been involved in the development of tourism curriculum. The curriculum development committee normally consists of representatives from universities, TAT, and the private sector. The general purpose of the committee is to consider the scope of the study, the curriculum's structure, and subjects to cover. As a result, if any university can provide education according to the curriculum, the programme should satisfy the needs of the industry. However, one official commented that in fact the private sector does not have enough time to contribute to educational institutes. Graduates may not be completely satisfied, but feedback from the industry will indicate the real situation. However, some companies have a training division, they will accept graduates with some basic background and will train those new employees themselves according to their system.

Two TAT interviewees argued that the education and training for the basic level of personnel has met the industry demand; though, the courses for the middle and top level of personnel are not entirely suited to the needs of the industry and are indeed insufficient. Most diploma or degree graduates have to work primarily from bottom up and will then be promoted to the middle level within 2-3 years. None can enter as a division manager at once because this industry requires some practical experiences which cannot be taught in a classroom. This situation certainly creates the problem of shortage of middle managers and leads to the problem of buying experienced middle personnel or the problem of immature middle managers. Still, one senior official debated that education and practical training for college/university graduates should be adequate for preparing the graduates to work successfully in the industry. The MOL cannot provide on-the-job training, so the private sector must be contributed to such training. However, the Ministry can supply some funding and expertise for companies that are incapable of training, such as providing 'training-for-trainers' courses.

The remaining of the interviewees indicated that the existing education and training courses have moderately met the needs of the tourism industry due to the lack of competent instructors, particularly for the middle and top level of personnel; teaching materials; and practical training sites. Besides, it is noted that many companies thought that most university courses tend to be too academic.

Question 21. What are the existing deficiencies in human resource development in the tourism sector in Thailand?

All senior government officials believed that despite all the effort of educational and training institutes, education and training courses in hotel and tourism are still inadequate because the industry is growing rapidly and at the same time requires highly specialised personnel.

TAT executives filled in more details of deficient hotel/tourism courses. The majority cited that courses for management, particularly from the middle level and above, are insufficient, such as strategic planning, marketing, cost control, leadership, and tour operator/travel agency management. Likewise, fifty percent thought that Thai tourism manpower were incompetent in communicating with international tourists. Foreign language courses are inadequate and unable to train tourism personnel to speak foreign language efficiently. Foreign language teaching in secondary schools is possibly ineffective because most Thai students studying English for almost 10 years cannot speak English properly.

Question 22. What could be done to fill these gaps?

All public administrators advised that in order to rectify the overall deficiencies the number of education and training courses should be increased by both public and private sectors. The MOUA senior educator revealed that to date tourism education is still insufficient and most universities confront a problem of lacking experienced tourism instructors. However, the Ministry may attempt to gain extra financial support from government by stating the tourism sector as one of the sectors with

scarce personnel. To declare the tourism sector as a scarce sector, the Ministry requires labour force analysis and indicators as well as the request from the business associations or companies.

The NESDB and the MOL senior officials agreed that the private sector should engage in training their own staff extensively with governmental support because the private companies have the expertise and know what qualifications of personnel meet the industry demand. The MOL can assist small hotels or travel agencies in which skilled staff do not know how to teach by training them how to develop a curriculum and teaching method.

According to TAT administrators, TAT presently seeks co-operation with international universities or organisations, i.e., ASEAN Centre (established by the Japanese Government), and European Union, to organise management courses, such as strategic planning, and strategic marketing for middle managers in the hospitality industry. Moreover, the private sector itself should develop middle and top level employees by either providing some in-housing management training courses or sponsoring managerial staff to attend outside courses. For foreign language courses, new know-how/technology in language teaching will be transferred, such as modern language laboratories and interactive language learning course from a country like Australia.

Section 4: HRD Problems in the Tourism Industry

Question 23. What are the main problems of human resource development in the tourism sector in Thailand?

Critical problems, along with the ranking responses were identified in Table 5.4.

Table 5.4 Major Human Resource Problems Identified by Government Officials

Problem	Ranked by frequencies of mentioned
The fundamental problem was a shortage in number of workers in the Thai tourism industry. It is a problem of quantity of personnel and a problem of quality after. In the hotel sector, there is a lack of employees in many jobs, i.e., a cook, receptionist, waiter, system analyst and an assistant manager. Educational institutes cannot produce adequate graduates to fulfil the industry needs.	1
There is a shortage of qualified instructors. Many colleges and universities opened courses in hotel and tourism to respond to the high demand despite the fact that they do not have experienced instructors and most instructors lack opportunities to develop themselves. Some instructors graduated in geography, history, and English. In addition, there was a tendency to reduce the number of instructors due to the new government policy in decreasing number of civil servants. Public agencies, including educational institutes, cannot employ new staff to replace retired staff.	2
The MOE has a standard course for the certificate and diploma level. This curriculum requires a lot of core subjects; consequently, students do not study sufficiently specialised courses. This emphasis on the academic has possibly made the course unsatisfactory to the industry.	3
Salaries of tourism teachers/trainers are low and not as good as those of people working in the industry, so there is high tendency that competent people will go and work in the industry.	4
The tripartite meeting is insufficient; this will result in the failure to provide the actual needs of the industry in tourism/hotel programmes.	5
There is a problem of national coverage of tourism education and training institutes.	5
There was no systematic research on the education and training needs of the industry and the capability of the existing educational institutes.	5

Question 24. What has government done to overcome these problems?

Many actions were undertaken to solve the existing human resource problems in Thai tourism, but other things have not yet been done. Some actions were achieved as shown in Table 5.5.

Table 5.5 Government Actions to Overcome Problems

Problem	Action
A shortage of manpower	Thai government has encouraged the private sector to train themselves by supplying some incentives and exempting tax on training expenses.
A shortage of qualified instructors	TAT attempted to seek co-operation with educational institutions to organise training for trainers courses. Besides domestic co-operation, TAT has set up some training for trainers courses with resource persons from international organisations, such as PATA, and Asian Development Bank. TAT also contacted major international organisations, such as UNDP, ASEAN Centre, and foreign universities, for scholarships for studies and visits.
Tourism curriculum	TAT has held meetings with the private sector and educational institutes to discuss solutions; nevertheless, any change in the educational system must be done at the national level. However, according to the new education reform bill, the MOE will not regulate the institution's curriculum and internal operations.
Instructors' low salaries	No mechanism has been implemented to solve this problem. In fact, the salary of HTTI's Director is lower than department heads in some major hotels.
A lack of dialogue	TAT has arranged some meetings and seminars with the industry and educational institutes at least once a year.
Coverage of educational and training institutes for the whole country	TAT has organised some short training courses and mobile courses to upgrade the skills of workers in the regions. TAT local offices, has encouraged regional vocational institutes to open hotel and tourism courses. The MOE also supports vocational colleges and Rajaphat institutes throughout the country to set up tourism courses if any has sufficient staff and facilities; so does the MOUA for universities.
Insufficient research	There were four NIDA surveys to analyse the labour force for Thai tourism industry in 1980, 1987, 1991 and 1992.

Section 5: Hotel Training Programmes

Question 25. What level of employee training in the hotel sector do you think the government should emphasise? and why?

Interviewees' responses were separated into two groups. The majority suggested that the government should provide training for all the levels of employees due to the overall shortage of manpower in the hotel sector and assure that the trained labour be totally distributed to all of the desired regions of the country. The minority

emphasised on the basic level of employees, particularly in the regions, because this level has a direct contact with tourists and only a few employees have been trained.

Question 26. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?

As stated by all of TAT officials, TAT arranged training courses for hotel employees in most tourist destination cities throughout the country annually. All the training costs are paid by TAT except meal expenses, approximately 200 baht (£5) per participant per day. TAT also conducts in-house training courses or provides trainers for any hotel upon request. Moreover, some educational institutes under the MOE and the MOUA organise some short courses for hotel employees to upgrade their skills regularly and upon request.

Question 27. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

All interviewees stated that five-star hotels do not admit non-employees to their in-house training courses. However, some deluxe hotels which have established their own training schools do accept outside students if they pass the minimum requirements, i.e., Dusit Thani Hotel, Oriental Hotel, Asia Hotel, and Choice Hotel.

In response to the opportunity to use resources and expertise of five-star hotels to improve personnel in the wider industry, several recommendations were addressed:

- 1) The majority of the interviewees mentioned using experienced trainers from the five-star hotels. Also, personnel and training managers of five- and four-star hotels have set up 'Hotel Trainer Club' for co-operation, communication and

exchanges of ideas among hotels in terms of human resource development. This club is one of the best sources of trainers for the hotel sector.

- 2) Many interviewees suggested that five-star hotels accept students for on-the-job training.
- 3) Five star hotels were the best places for a hotel visit; forty percent of the total interviewees indicated. A hotel study visit can be organised for lower level of hotels and educational institutes to see and compare the performance of deluxe hotels.
- 4) A few officials observed that five-star hotels can be a useful source of hotel and restaurant equipment. Many public universities do not have enough budget to buy a variety of equipment for teaching and demonstration.

Section 6: Tourism and Hotel Training Institution

Question 28. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementing the policy of tourism training in Thailand? If so, how should it be done?

Ten out of twelve government interviewees opposed the idea of establishing NTTC to be a responsible organisation for developing and implementation of tourism training policies for Thailand. Many agreed that Thailand needs a body for developing policies and implementing plans for tourism training, but they argued that a council was too large to operate and numerous bodies relating to tourism human resource development already existed. The remaining of the interviewees agreed with the idea of establishing NTTC because Thailand needs a central body to plan tourism training policies and to monitor implementation plans.

There were widely varying opinions about the structure of a body. A TAT senior executive was uncertain about the structure of the body because an implementation

plan for the next five years has not been clearly formulated. Two senior officials proposed the possibility of integrating such body into one of the existing agencies, such as a tourism section in the national education committee, and a new section in the Research and Training Department of TAT. Moreover, other two senior officers advised that educational institutes should perform the task in order to improve the existing efficiency of tourism education. One senior official suggested that the private sector should be responsible for the task with government support. Finally, an ESCAP expert recommended that the body should comprise representatives from TAT, industry, and educational and training institutes. The body can be ad hoc rather than permanent; like a regular meeting organised by TAT.

Question 29. Is there an intention to upgrade Hotel Tourism and Training Institute which is already established to be a national hotel training centre or institution for Thailand? If no, what should be the way to develop a national hotel training centre hotel school for Thailand?

All TAT senior executives informed that previously TAT had considered the possibility to upgrade the HTTI to be a national training centre. Originally, HTTI was established because at that time there was no single hotel and tourism training school in Thailand. HTTI offers one-year certificate training courses for semi-skilled personnel. In 1995, HTTI has just opened new two-year diploma courses in order to produce personnel with operation skills as well as first line management skills. One TAT official observed that HTTI did not expand rapidly because of low budget and perhaps the location. It is located in Bangsaen, Chonburi, approximately 2 hours from Bangkok. In 1994, a feasibility study was carried out to investigate the development of HTTI for the next ten years. The HTTI development proposal was

aimed at improving HTTI to be the national hotel school and a hotel training centre for Indochina. However, the TAT Board wanted to clarify the TAT role in human resource development carefully prior to the development of HTTI. There is now debate about the future of HTTI.

Many interviewees supported the idea of up-grading HTTI to be a national training centre. A few interviewees commented the idea of upgrading HTTI. Firstly, a TAT deputy governor said that HTTI should be upgraded and function as a role model institute for tourism training and prepare macro human resources planning for the Thai tourism industry. HTTI should perform a supportive role as a source of data for academic knowledge, curriculum development, and training for trainers. At the same time, HTTI should continue to develop curriculum, instructors, teaching materials, training needs analysis, and research. He also concluded that HTTI will not become privatised in the near future because THA was not ready to manage HTTI efficiently due to its low budget. And if THA attempts to convert HTTI to be a profit-oriented institute, HTTI will then become another expensive training institute that a majority of people could not afford to pay its fee.

The Deputy Permanent Secretary of the MOUA argued that HTTI should not be upgraded because Thailand is a huge country which makes it difficult to control from the centre. While there are many colleges and universities in the regions offering courses in hotel and tourism, it is better to spread out this task among educational institutes rather than have a centralised institution. The regional distribution of

education and training among institutes may help develop teaching and learning systems as well.

One NESDB official said that there are 85 educational institutions offering hotel and tourism courses in Thailand, so it was sufficient to produce manpower and not essential to develop a national training centre. What Thailand needs now is to improve the quality of the existing courses to suit the needs of the industry, as well as the quality of instructors and facilities.

The ESCAP specialist pointed out that whether Thailand needs a national training centre or not can be discovered through research. However, there are pros and cons for developing the centre, which Thailand has to evaluate. If Thailand sets up one central training centre, the cost involves for trainees coming from different regions to study has to be considered, whereas it would be easier to facilitate qualified trainers.

Summary of Main Findings

Human resource planning in Thailand is carried out every five years following the same period as the National Development Plan. NESDB is the focal point for human resource planning in consultation with many governmental agencies. Human resource is the focus for development in the Eighth Plan (1996-2000).

The MOL is responsible for formulating skill development plans for all sectors of the economy, including tourism. However, these sectoral plans have not been

accomplished because the Ministry is relatively new. Although TAT has formulated human resource development policies, implementation plans have hardly been accomplished. TAT has two divisions involved in human resource development: HTTI and the Technical and Training Division. However, TAT budget and staff for human resource development is quite limited. With only 1% of the total TAT budget in training and five staff in the Vocational Section, it is unlikely that the TAT objectives in human resource development will be completed. TAT's major function is in marketing and promotion; nevertheless, TAT is putting more emphasis on planning and management of tourism. TAT role in human resource development in the tourism industry is ambiguous.

Because of the rapid growth of the Thai's tourism industry, there is a shortage of skilled labour. The government has attempted to increase the production of tourism personnel; nevertheless, the shortage still persists. There are a limited number of tourism courses because of the shortage of qualified tourism instructors in various educational institutions. Most existing instructors lack opportunities to develop. Moreover, most tourism instructors receive lower salaries than people working in the industry, so it is likely that competent people will go and work in the industry. It is not easy to increase level of salaries in public institutes because they use the same pay scale as civil servants; nevertheless, some kind of incentives could be introduced. In 1995, a Bill of 20 billion baht was approved to support the establishment of private educational and training institutes outside Bangkok by using low-interest

government loans. This Bill is set up for all sectors of the economy, but can be used by the tourism sector as well.

There is no regular training needs analysis for the Thai tourism industry as a whole. Only four studies survey the labour force for the tourism industry were undertaken by NIDA for TAT in 1980, 1987, 1991, and 1992 respectively. The MOE and the MOUA are monitoring bodies for general education. Thus, it is unlikely that the actual demand of the tourism industry will be responded to effectively. Also, because tourism study is quite new and highly demanded, the Ministry has no restrictions upon opening new courses. The basic approval criteria are based on the marketing demand and the number of teaching staff and facilities.

The existing education and training courses have only moderately met the needs of the tourism industry because of the lack of competent instructors, teaching materials, and practical training. Many university graduates are required to work in the lower level because various companies think that most tourism programmes are too academic and universities do not provide graduates with enough practical experience. In addition, the majority of Thai personnel were incapable of communicating with international tourists. This may be caused by two main reasons: foreign language training courses are insufficient and most of the existing courses are not effective to train people to speak foreign language efficiently.

In Thailand, there is no national forum for interest groups from the tourism industry to join together. It was argued that it will only be a forum for discussion but difficult to accomplish anything of substance. Furthermore, there is no regular consultative arrangement between government, educational institutions and the private sector. Although the private sector is a member of TAT Board and is invited to participate in curriculum development of TAT and other institutes, participation of the private sector is still not sufficient because many private companies do not have time to fully contribute to educational institutes.

At present, there is no single agency responsible for human resources development for the Thai tourism industry. TAT had once set up the Sub-Committee on Tourism Personnel Development to assist in the production of qualified personnel in the tourism industry during 1988-1993. The Sub-Committee was effective but discontinued after completing some major duties; nevertheless, many tasks are left to be done. The recommendation of ASEAN-EC Integrated Manpower Training Project in establishing NTTC to be the responsible organisation for tourism training policies for Thailand was not implemented by the Thai government. Some of the major reasons were that a council was too large to operate and numerous bodies relating to tourism human resource development already existed. However, every interviewed government official agreed that Thailand definitely needs a single body for developing policies and implementing plans for tourism training, but the structure of the body is still uncertain.

TAT needs to clarify its role in human resource development prior to decide the future of HTTI; whether TAT should produce skilled personnel itself or should only act as a co-ordinator with the educational institutes to do so. The two options for HTTI are whether HTTI will be upgraded to be a major workforce producer as the national tourism training centre, or to be a supporting agency and source of tourism education and training information and a co-ordinator among educational institutes.

Many private companies think that it is government responsibility to provide education and training for tourism labour. Medium and small-size firms in the Thai tourism industry are profit-oriented and perhaps do not set aside a budget or only very little amounts of funds for training. They are also concerned that trained personnel will leave for better pay.

Conclusion

The Thai tourism industry confronts several critical problems relating to human resources development, i.e., a shortage of trained personnel, a deficiency of qualified instructors, and a quantity and a quality of the existing educational and training courses. The government has recognised the problems and is actively involved in solving the problems. The TAT has played a catalytic role as well as a co-ordinating role in the provision of education and training in tourism. Effort and budget was accomplished; however, it was insufficient and should be further strengthened.

Both public and private sectors should be responsible together for ensuring adequate education and training in the tourism industry because the private companies have the expertise and know what qualifications are required for the industry. The public educational agencies should be responsible for education while TAT, the Labour Ministry, and private companies, with some governmental support, should share the responsibility for training. The private sector should be strongly involved in human resources development because the government has just open new opportunities with generous incentives for the private sector to invest in training.

There should be more frequent dialogue between TAT, industry and tourism educational and training institutions in order to improve the present situation. Also, Thailand needs a body to manage human resources development situation, which TAT should initiate. It should be a body to provide the opportunity for the government, industry, and tourism educational and training institutes to discuss issues and formulate policies and plans. The objectives of the body are:

- (1) To develop and implement tourism training policies and plans;
- (2) To analyse training needs as well as labour demand and supply;
- (3) To evaluate the capability of existing tourism education and training institutes;
- (4) To discuss current human resource issues and constraints;
- (5) To work out the solutions among people involving in tourism.

Group 2: Hoteliers

The hotel sector consists of two groups of interviewees: hoteliers from Thai Hotel Association, and from Bangkok's five- to three-star hotels. A hotelier is a general manager, a director of human resources, a personnel manager, or a training manager of a hotel.

A: Thai Hotel Association

Section 1: Human Resource Planning and Development

Question 1. How and to what extent is the private sector involved in the hotel human resource planning process?

The President of THA informed that THA obtained 4 types of co-operation. One, THA has co-operated with educational institutions, both public and private, to advise on curriculum development for both hotel and tourism. Two, THA had some dialogues with TAT and NESDB occasionally to discuss the actual needs of hotels. Three, THA has co-operated with many organisations for a particular project. At present, THA, in collaboration with TAT, Thai International Airways, and major business companies, i.e., Boonrod Brewery Company Ltd., and Thai Cement, are producing 'Service Standard Manual' for Thai hotels. Four, THA has worked together with international organisations, such as ITT Sheraton Corporation Ltd., and Technical Advanced Further Education (TAFE) from Australia, to develop intensive seven-week training programmes for entry level personnel in the hotel industry.

Question 2. *What has THA done to encourage human resource development for the hotel sector?*

The President and the Training and Development Director stated that THA realised the shortage of manpower at all levels. THA has set up the Sub-Committee on Training and Development, in which there are 17 members. Three members are from the THA Board, and the rest are fifty percent of hoteliers, general managers or owners; and fifty percent of educators from universities or institutions. The Sub-Committee has five main objectives:

(1) *To promote any training courses made available by private institutions.* In 1995, THA has promoted three courses. Any THA member will get a special rate for any training courses promoted by THA. The training courses are:

- A) 'Quality Depends On Me' Programme, sponsored by Visa International. This course is designed to promote quality and to teach people how to train others, like training the trainers.
- B) Hotel Management Programme, organised by Dusit Thani College
- C) Hotel Summer Course, organised by Lausanne Hotel School and Sukhothai Thammathirat Open University. The course consists of six modules. Each module lasts five days. The course promotes quality management for managerial staff already working in the industry.

(2) *To make a directory of institutions universities offering education and training in hotel and tourism.* A list of 47 institutions which is distributed among THA members gives diverse types of education and training courses.

(3) *To create policy procedures for operating hotels.* A service standard manual which covers all aspects of hotel management in all fields and all divisions is under preparation. These manuals, which will be made into two languages: English and Thai; are designed to assist hotel owners in better understanding the operations of the hotel. In Thailand, some Bangkok deluxe hotels can offer excellent services, but

in the country, smaller independent hotels retain no minimum standard of service. This project is large, costly, and time-consuming. The total budget for this project is about 5 million baht (£ 125,000). THA has set up a working group for the manual in the collaboration with Prince of Songkla University (Phuket campus). The working group is comprised of university educators and hotel personnel managers. Training manual and training programmes for the standard manual will be further developed. There will be a review board for each field in the hotel to review and comment on manual and training programmes. It is anticipated that the standard manual will be ready to use in 1996. Small independent hotels can use this manual as a guideline for training their own staff, or can request THA to provide trainers for them.

(4) *To encourage cross-exposure courses.* There are exchange programmes between Hotel Association of Singapore and Hong Kong and THA to exchange some management staff on a one-month basis. Every year, THA will send 10 Thai managers to Hong Kong and Singapore to encourage inter-cultural exchange.

(5) *To develop a permanent training department in THA office.* The centre will organise some low-cost training courses. As part of a THA training centre, a library will be developed for all types of training documents, videos, books; available for all members. In addition, the centre will be a job agency in which job opportunities are centralised. Nevertheless, this centre has not yet been developed entirely. More crucially, THA is incapable of forming its own trainers team. THA will act only as a co-ordinator among educational institutes and major companies who have skilled trainers in order to provide trainers for THA members and people in the industry.

Question 3. Does THA have a human resource development policy for the hotel sector? If yes, to what extent has the existing human resource development policy and plan been implemented?

THA faces some difficulties in implementing human resource plans because:

1. The THA Executive Committee is the policy maker, but at the same time the executives become working groups because THA has no permanent staff for implementation due to its low budget. There is only a full-time executive director and a few administrative staff. This is a serious weakness of THA.
2. All THA executives are working voluntarily while everyone has his/her full-time job in the industry, so it is unlikely that they can spend most of their time working for THA.
3. THA budget comes from membership fees which are not so costly, so it is usually insufficient for any initiatives. THA generally needs to find sponsorship for any new project.
4. Some THA members do not co-operate very well due to informal sub groups within THA, i.e., the Bangkok hotel group, and the up-country hotel group.

Question 4. What are the shortfalls between human resource development planning and implementation? What should be the ways to overcome this problem?

Besides the problem of inadequate working time of an executive committee, budget and staff, THA executive committee is elected every two years by all members so there is not much time to achieve any plans. THA needs more permanent staff and an increased budget. The President is the key factor for the THA task.

Question 5. Has any specific training needs analysis been done for the hotel sector?

TAT has commissioned NIDA to survey the actual demands of the tourism industry. In addition, NESDB has carried out a study to analyse labour force structure and a problem of labour shortage in the hotel sector for the Eighth Plan.

Question 6. What is the THA budget for human resource development?

The President disclosed that THA does not have regular budget because the only THA income is the membership fee. If THA initiates a project, it has to seek for source of fund.

Question 7. What are the main priorities for human resource development in hotel sector in Thailand now and in the near future?

The THA President affirmed that the present priorities are the development of the service standard manual, the training courses for the standard manual, and the evaluation programme to assess the efficiency of the training courses. THA will then encourage and facilitate educational and training institutes to develop these training courses throughout the country.

Section 2: Role of the Public and Private Sectors

Question 8. What role do you consider the government should play in human resource development for the tourism industry in Thailand?

The Training & Development Director commented that the public sector should encourage greater private participation in the development of public education programmes. The THA President added that the government should support the private sector in terms of finance, technology, tax exemption for training expenses.

The government should also co-operate with international organisations to get some tourism advisors, such as from ILO, UNDP, while THA can provide accommodation. In addition, a member of the Sub-Committee on Training and Development, representing the northern region, remarked that TAT should consider its role in human resources development more seriously. TAT receives a large budget every year, but little is given to develop manpower in the tourism industry.

Question 9. What role do you consider the private sector should play in human resource development for the hotel sector in Thailand?

The THA President noted that the private sector should help themselves as much as they can, then assist the public sector in giving actual information on the industry. This idea was also supported by the Training & Development Director. The private sector must:

1. Continue investing or giving budget to employees training;
2. Assist in placing students for practical training courses in hotels or travel agents.

However, at present, Thai hotels confront an oversupply problem which directly effects the occupancies and therefore effects the profitability of most of the hotels. Some hotel managers decided not to invest in training because they feel that they do not have an immediate return on training. This is completely wrong because in order to compete one must provide better service, which can only obtain through training.

Question 10. Regarding tourism development, is there any attempt to link with the private sector--nationally or regionally, e.g., hotel groups, private universities, training consultants, airlines? (mechanism for national forum which allows the interest groups to join together? i.e., Tourism Liaison Council consists of representatives from interest groups)

According to the THA President, there are occasionally some meetings/seminars, organised by major tourism related organisations, such as TAT, THA, Tourism Business Federation, regional associations; to discuss various topics under tourism development, i.e., environment, marketing, human resources.

Section 3: Education and Training in the Hotel Sector

Question 11. Is there a consultative arrangement between government, educational institutions and the private sector to discuss human resource development needs for tourism? To what extent is any arrangement effective?

The Training Director informed that the former deputy prime minister has created a co-ordination body between business companies of all various tourism activities; i.e., travel agents, hotels, airlines; to sit together and to promote better understanding in terms of operations, but also better understanding as far as training and development concerns. Nevertheless, it has not yet become effective.

Question 12. To what extent does THA consult with government, educational institutes, and its membership in developing training programmes?

THA usually participates in hotel and tourism curriculum development of numerous educational institutions. For the training centre which will be created by THA, it will develop a close co-operation with existing educational institutes.

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Question 13. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism industry in Thailand? Does the responsibility lie with the education system or with the industry itself?

The THA President stated that a public body, or TAT, should be responsible for ensuring adequate education and training for tourism personnel, while business associations should support and reflect the actual needs of the industry.

Question 14. What is the industrial involvement in education, e.g., course planning and development, industrial lecture, industrial placement?

THA has been involved in course planning and development. The President himself has been an instructor many times. Numerous hotels have some students placed for a training period of time, such as for 2-3 summer months. There are some overseas students trained in Thai hotels as well, i.e., from Switzerland, USA, Australia.

Question 15. Have existing training programmes in the hotel sector met the needs of the industry? If not, what improvements do you consider necessary in the existing universities training institutions to enable them to accommodate hotel training programmes?

The THA President was uncertain about whether the existing training courses met the requirements of the industry. Since tourism is new for Thailand, it is difficult to find experienced trainers, or unlikely to find skilled personnel to be trainers because they receive more salaries working in the industry.

The Training Director commented that Thai public tourism education and training courses are too academic. Diploma or degree graduates from public institutions, i.e., vocational colleges, and Rajaphat institutes, have two critical problems: poor spoken foreign language or English, and lack of practical experience. Students have some

knowledge but they do not practice sufficient skills and techniques. They will have difficulties to put theories into practice. When employed they are afraid of, and not at ease with customers. This problem applies globally in Thailand; nevertheless, some universities are better than others. To solve this problem, there should be a balance between both theory and practice and foreign language courses should be increased.

The THA northern representative responded by distinguishing between public and private educational institutes. Public institutes develop curriculum that after completing the courses students will receive a certificate or a diploma or bachelor degree which fulfil all the educational requirements, but may not meet the actual requirements of the tourism industry. Many hotel employers do not hire staff according to their educational level but rather on their experience. The pay scale is usually classified by years of experience, not the level of education. On the contrary, private institutes often produce graduates that satisfied the needs of the industry, but graduates tend to have a wrong attitude of working in the industry. They want to work as supervisors or managers; are not willing to start at the lower level and often require higher level of salaries. Many hotels will not employ new graduates with no actual experience to be supervisors or managers immediately. Hotels want inexperienced employees to gain some basic practical experience when they start working, then they will be promoted to be in the supervisory level after a few years. Accordingly, university graduates, both public and private, tend to be over-academically qualified, with less practical experience due to lack of training in the

industry. The most effective employees are diplomates from HTTI. The HTTI diplomates only complete a certificate level but contain adequate training and possess the right attitude to work hard from the bottom-up.

Question 16. What are the existing deficiencies in human resource development in the hotel sector in Thailand?

According to the THA President, human resources development in the hotel industry is short of a good standard of operating a hotel, suitable curriculum, effective instructors, and modern equipment and facilities, such as kitchen facilities. The investment cost plus the operation cost will make a hotel school very costly propositions, but the education and training fees should not be expensive because the majority of students come from middle or lower income families. This situation is very contradictory and difficult for any institute to achieve.

The Training Director affirmed that today there is estimated a deficit of about 50-60,000 hotel employees. Hotel operations jobs are available, but there are insufficient people in the market to fill the demand. This deficit creates two vital problems:

1. Inflation of salary: Because of a shortage of skilled manpower, personnel with experience have received higher level of salaries.
2. High turnover: Many hotels are desperate to find qualified staff, particularly for the managerial level; so it is very common that experienced supervisors or managers will receive a job offer by employers who refuse to invest in training. It is easier for those employers to buy without thinking its effect on the country labour force situation. This critical problem also creates a deficiency in terms of

knowledge of management because these supervisors or managers are accessing higher responsibilities without the fundamental knowledge they should have.

In addition, the THA northern representative added that knowledge and understanding of the nature of service has been overlooked. Numerous employees do not understand that they themselves are the products of the hotels, not the buildings or facilities. Many people do not know that while the front of the house is nicely decorated and well-kept, the back of the house is hardworking and stressful.

Question 17. What could be done to fill these gaps?

The President explained that, firstly, THA is working on developing a service standard manual, so all Thai hotels will have a minimum standard of operating to follow. For developing of appropriate curriculum for Thai tourism industry, THA has worked closely and will continue to with educational institutes to modify the existing courses to meet the industry requirements. Regarding qualified trainers, the THA President suggests two possible solutions: using experienced personnel as part-time instructors; and training academic instructors with actual practical experiences. However, these trained teachers may not be as good as field experienced trainers. The best thing is to hire industry experienced instructors; nevertheless, it is unlikely to happen in Thailand because of the low salaries of trainers. Finally, THA has sought some financial support from the Thai government and other foreign governments in investment in some equipment and facilities.

The Training Director advised that a hotel management school should be developed in Thailand in the near future. The school should be privately managed by hotel professionals. In fact, some private sector funding was emerged from several private companies; i.e., S&P Syndicate, the Oriental Hotel, Bangkok Bank, Nestle Products Thailand; to analyse the feasibility of the Lausanne School's opening a proper hotel management school in Thailand in 1992. However, a hotel school should negotiate with financial institutions to get some loans, and THA perhaps can help link between all the parties and get some commitment from various management companies to send some trainees. Concerning the problem of high turnover, he suggested that every employer must recruit staff with potential, and good communication skills; and should design the programmes to stabilise staff in order to slow down the turnover. In addition, the THA northern representative recommended that government provide more information of the nature of service for any interests and in the education system for younger students.

Section 4: HRD Problems in the Hotel Industry

Question 18. What are the main problems of human resource development in the tourism sector in Thailand?

Several major problems identified by the THA are presented in Table 5.6.

Table 5.6 Major Human Resource Problems Identified by the THA

Problem	Ranked by frequencies of mentioned
There is a shortage of qualified trainers. Most instructors have theoretical knowledge but not much experience.	1
Teaching materials, particularly Thai textbooks: are insufficient.	2
Equipment, facilities, and practical training places for students are inadequate.	2
Education and training courses partly met the industry's requirements.	2
The hotel industry has struggled to improve its image as an employer. Despite the high labour demand, a relatively small number of students wish to study hotel and tourism because tourism jobs are classified as low level jobs or as being servile. Many parents do not want their children to work in the hotels. Also, information of the courses is not widely spread out and some people think they can be trained on the job.	2
Skilled personnel left the industry for other industries. About 20% of people employed have left the industry because the hotel job is high pressured and there is slow progress in the career path.	2
Some employers buy experienced personnel rather than develop their own employees.	2
Most tourism employees, particularly in up-country, cannot speak English. In fact, some local employees in the north cannot speak Thai very well.	2
The level of productivity in Thai hotel industry is rather low. Thai average employee in a four-star hotel is about 1.4 employee per room, while just 0.3 employee per room in Europe. Thai employees tend not to be performance-oriented. There is a gap between what management expect from the staff and the productivity their staff produce. This situation will be worse in the next ten years because of a higher competition and the increasing level of salaries. For the last five years, the level of salary was raised 15-20% on average. Today, the labour cost in the hotel sector in Thailand is not cheap and becoming nearly the same level as in Europe.	3

Question 19. What should be done to overcome these problems?

Some solutions to the existing problems were proposed as in Table 5.7.

Table 5.7 Actions to Overcome Human Resource Problems

Problem	Action
A shortage of qualified trainers	Experienced employees should be trained as trainers and inexperienced instructors should be trained with more practical experience.
A problem of losing skilled personnel to other industries	It will be very difficult to stop qualified personnel from transferring to other industries except by increasing the level of salaries.
A problem of buying qualified personnel	The public and private sector must work together to solve the cause of the problem, the shortage, and employers must open their minds and consider training as benefit not only for themselves but also for the whole country in the long run.
The quality of hotel courses	Practical experience must be integrated in the course components. Educational institutes should balance between academic and practical courses, such as 6-months training courses in school and another 6 months in a hotel; or 3 and 3, etc.
A poor industry image	In order to motivate students to like tourism, tourism career counselling and job marketing must be emphasised, so the overall image of the industry will be improved and students will understand the actual characteristics of tourism jobs.
English proficiency	English learning skills should be stressed particularly for employees being promoted.
A productivity problem	As salary continues to increase, companies will have to reorganise the structure to become more efficient, such as to redesign the job descriptions and to restructure the organisation. However, to increase the level of productivity effectively, all parties; the government, the industry, educational and training institutes; should be involved.

Section 5: Hotel Training Programmes

Question 20. What are the existing training programmes organised by the THA?

THA does not organise training courses frequently and usually co-operates with other organisations to arrange such courses.

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Question 21. How does THA identify the needs for its training programmes? Do training programmes reflect the need analysis?

The THA President affirmed that THA executive members are the real hotel operators or practitioners so they know the actual needs of the industry.

Question 22. How are existing private training programmes in the hotel sector evaluated in Thailand?

According to the THA President, each hotel evaluates its own programmes/courses according to its evaluation system.

Question 23. What level of employee training in the hotel sector does the THA emphasise?

THA emphasises all levels of hotel employee training with different approaches. For the entry level, THA focuses on quantity and quality. For the middle managerial level, THA co-ordinates some training courses with major organisations. For the top level, it co-operates with, for example the Sheraton Hotel in developing training courses for general managers because expatriates are very costly and local managers are capable but not yet qualified.

Question 24. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?

A service standard manual is developed for smaller independent hotels in order to improve their service performance up to an acceptable standard. Small hotels should attempt to put aside their budget for training or seek co-operation with educational institutes to develop a joint programme for training.

Question 25. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

Five-star hotels usually co-operate very well with THA for any specific request or initiative. They not only accept some students for practical training but also organise some short courses for hotel managers, in which outsiders can participate. Five-star hotels should continue investment on training and at the same time be a leader for setting standards. Some executives of deluxe hotels may contribute by being active members of THA executive committee or sub-committees, or being guest speakers in seminars to expose some points of view to the sector.

Section 6: Tourism and Hotel Training Institution

Question 26. Do you think there is a need for a public body responsible for tourism human resource planning in Thailand?

All THA interviewees agreed that Thailand needs a single body for tourism labour planning and the execution of plans. The body should be responsible for co-ordinating between the private sector and all different educational institutes to make them work towards the same direction. The body may be a public agency, a private corporation, or an independent institute; but it must have autonomy, and be supported by the government to be able to function properly. In Thailand the private sector is *not strong enough* to be responsible alone without government support. At present, many governmental agencies are involved in manpower planning, such as NESDB, Department of Skill Development; nevertheless, some work is redundant and the uniformity of direction does not exist.

Question 27. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementation the policy of tourism training in Thailand? If so, how should it be done?

THA executives stated that they have never heard of NTTC, but Thailand needs a central body for co-ordinating. The body does not have to be a council but a body comprised of TAT representatives, one representative from every level of education, some major leaders from private sectors, and senior government officials from the Office of Prime Minister. Today, TAT is not fully empowered to take decisions because it must report to the Office of Prime Minister and the minister responsible for tourism. The Training Director concluded that it is important to have a proper Ministry of Tourism in Thailand in the future, or alternatively make TAT stronger to be a central co-ordinator.

Question 28. Should the existing Hotel Tourism and Training Institute which is already established be upgraded to be a national hotel training centre or institution for Thailand? If no, what should be the ways to develop a national hotel training centre hotel school for Thailand?

The THA President stated that there was an attempt to privatise HTTI and transfer it into THA's responsibility to continue the operations. However, the idea was put away because if HTTI is privatised, it must be self-supported, which will make the tuition fees expensive like other private institutes. THA cannot subsidy the deficit. HTTI produces a very small number of qualified students, which will never be sufficient in the near future for the industry needs. There was an alternative discussion that HTTI should produce trainers rather than diplomates. Qualified trainers will then be a multiplier to produce more quality diplomates. HTTI has

existing facilities and, as a part of TAT, would be able to draw resource persons from the industry to teach part-time and seek co-operation with major hotels for practical training easily. Thailand does not require a training centre because a lot more investment must be involved and there are plenty of surplus capacity of existing educational institutes, such as vocational colleges, and Rajaphat institutes.

The THA northern representative advised that if HTTI wants to do the training for trainers, HTTI should simplify the training method: not too many theories, only some knowledge and demonstrate and practice the skills. HTTI should be only the central standard institute or role model of training courses for institutions to follow. HTTI should have a standard test to measure the efficiency of students of educational institutes.

**B: Hotel General Manager, Director of Human Resources, Personnel Manager,
or Training Manager of Bangkok Five- to Three-Star Hotels**

Section 1: Human Resource Planning and Development

Question 1. Does your hotel have human resource development policy for your employees? If yes, to what extent has the policy and plan been implemented?

Interviewed personnel managers from sampled three-star hotels stated that it entirely depends on the hotel executives whether they formulate a human resource development policy or not. A few hotels experienced that former executives were only profit-oriented and viewed training as expenses. Others recognised the importance of manpower development but only trained employees half of the training plan because of low budget. Some hotels have personnel managers; some do not so it is the responsibility of a general manager. However, today the owners/executives began to realise a manpower shortage and provide some training for employees. Besides, personnel managers must make an effort to convince executives about all related training costs. One way of reducing cost is to use in-house trainers, i.e., department heads, supervisors. If experienced staff do not understand how to train, hotels will then train them to be trainers.

Sampled four-star hotels usually have personnel managers to be responsible for training and prepare a training year plan or a half year plan, only a few hotels have training managers. There are on-the-job training for technical skill development; and classroom training courses to train knowledge, customer service, language, supervisory skills, and train-the-trainers. Trainers come from the training department or are other department trainers or specialists from outside. They also send

employees particularly supervisors and managers, to attend training courses in public and private educational institutes.

Interviewees from sampled local five-star hotels informed that training and development is a major concern in the hotels. Every year a training year plan has been formulated with some budget. A personnel manager of a long-established five-star hotel stated that since hotel buildings and physical environment are not new and equipped with modern facilities, the only way to attract customers is by offering the excellent service. The training department managed by a training manager organises in-house training courses using in-house trainers and sometimes external professional instructors from Thai or international organisations. In-house trainers are preferred because they are aware of hotel culture and are inexpensive. There are numerous training courses organised for all level of employees throughout the year ranging from general and mandatory training courses, i.e., orientation, fire prevention, first aid; to specific courses, i.e., operations skills, job language skills; and special courses, like handling complaint, suggestive selling, stress management, time management, training the trainers, interpersonal skills, and human relations skills, self-discipline, back to basic. Besides, interested employees are selected to attend some special training courses in public and private training institutes in Thailand and sometimes in foreign countries, such as short management courses at Cornell University or in Switzerland. Moreover, some incentive training courses are set up for employees, such as overseas cross exposure of the Oriental Hotel, Dusit Thani exchange programme with foreign hotels under the Dusit Group. Every year selected

employees will join a two-weeks study visit at one of the hotel chains in Europe or Asia. In addition, each department has its own on-the-job training supported by the department head or departmental trainers.

Likewise, training is the number one priority of international hotel chains because training is a means for developing the quality of service which makes their hotels competitive. In an international chain hotel, the human resource department generally consists of personnel and training functions. A director of human resources is the head of the department and a training manager is responsible for training. There is a year plan and budget for training based on training needs analysis and the headquarters usually provide core training programmes, mandatory programmes, or ready-made programmes for a hotel under the chain to follow. For example, Hyatt Hotel Group prepares standard training modules for a variety of jobs for all level of hotel personnel and starts off by training a training manager how to train. A training manager and his/her team will continue to train staff in the same way by following instructions, methods and activities in training modules. Marriott Hotel Group provides core training programmes for management and middle management only, such as impact of leadership, total quality management; and let a hotel do the rest of training. Four Seasons Group arranges training programmes as structured guidelines for a hotel to follow. Holiday Inn Group has mandatory training programmes for a hotel to train within a year while a training manager prepares for the rest.

A number of training courses for all level of employees have been set up in five-star hotel chains every year. For instance, job skill training for rank and file; supervisory skills or career development skills for supervisors; management development programmes for managers; training the trainer for department heads and supervisors; and other training courses, i.e., language, customer service, and grooming. Also, a few hotels train employees every time there is new vision, new technology, and new marketing strategy because the hotel business is very competitive and fast moving. Successful hotels must be creative in order to be in the front line.

Section 2: Role of the Public and Private Sectors

Question 2. What role do you consider the government should play in human resource development for the hotel sector in Thailand?

Interviewees of sampled hotels stated that the government has arranged some education and training for the tourism industry, such as HTTI, the Department of Skill Development under the MOL, some educational institutes under the MOE and the MOUA; nevertheless, the quantity of graduates/trainees are not adequate from the basic level to the middle and top level of personnel. There are some problems in terms of quality of personnel as well, such as the English language ability, service attitude and personality. The government should put more effort and budget in education and training in the hotel industry. One director of human resources argued that tourism education is not essential for rank and file employees because more than 80% of all hotels accept non-skilled labour and train them on the job. Basic qualifications that hotels look for in rank and file employees are service mind,

personality and language ability. However, education will help persons progress faster and higher in a career path.

The government should also be involved in providing continuing education for people already working in the industry, particularly lower level employees. Department of Non-formal Education has organised some courses for working people who want to upgrade their basic education as well as Sukhothai Thammathirat Open University for university level courses. However, the Department should arrange some continuing education courses at requested hotels. STOU should help develop local managerial personnel. In addition, private training institutes/companies organise many professional training courses for working people, such as Asia Business Forum, Dimension Development Institutes, Personnel Management Association of Thailand, and Thammaniti. Some of these courses which are certified by well-known international training institutes are very expensive. The government should assist hotels in finding valuable sources of training or expertise that is not so costly.

Question 3. What role do you consider the private sector should play in human resource development for the hotel sector in Thailand?

All hoteliers indicated that nowadays every hotel must train its own staff. more or less up to the budget. Smaller hotels must try to train staff at least for the minimum standard of service. International chains and five-star hotels do train employees regularly. Some major hotels have their own training schools for supporting personnel for their own groups, such as Dusit Thani Hotel, Oriental Hotel. In the

Thai hotel industry, numerous hotels face a problem of retaining their skilled staff. Trained employees of a hotel with training usually transfer to work in another hotel that does not provide training because they get higher positions or higher compensation.

A few interviewees remarked that to solve the shortage of skilled personnel in the long run all hotels must co-operate and sacrifice. All hotels should open their perspectives wider for staff development. If every hotel continues to develop and train employees, it will have a successor for any employee leaving the organisation. Besides, hotel trainers, department heads, and supervisors should participate more in teaching in educational institutes because of a shortage of qualified instructors. A few hoteliers are part-time lecturers perhaps because of lack of time and interests.

According to the majority of interviewees, although THA perceived human resources development problem, THA is not involved much in the training because THA has a number of areas to cover. There are only a few training courses per year, and THA provides trainers upon request. THA also provides teaching materials, such as documents, and videos for loan but hotels usually have to wait for a long time because the demand exceeds the supply. Hence, THA should involve itself more in manpower development and should be a centre for hotels to collect hotel education and training information as well as to give advice on human resources issues.

Two directors who are members of THA Sub-Committee on Training and Development stated that the sub-committee held a monthly meeting to discuss human resource issues and benefits of the THA members as well as to support educational institutes in developing hotel courses. However, the THA role in manpower development is not so evident because: (1) A THA executive committee which is elected every two years is only a group of hoteliers joining together for mutual benefits while they are all working full-time in their hotels. (2) There is no THA permanent staff, only a few office secretaries and one executive director, to link all hotels together and to co-operate with the government. TAT attempted to recruit a training co-ordinator, but it has not been successful yet perhaps because experienced training managers are in great demand and many of them would rather work in actual hotels than in the THA. (3) THA does not receive much support from TAT in terms of budget or assistantship. There is no TAT representative in the THA committee. Neither is a THA representative in the MOUA. Relationship between THA, TAT and educational institutes should be closer and more frequent. (4) THA has no power to change any uncontrolled factors because they affect other organisations' concern. THA can only seek co-operation and assistantship.

Section 3: Education and Training in the Hotel Sector

Question 4. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism industry in Thailand? Does the responsibility lie with the education system or with the industry itself?

Most interviewees agreed that the government should be responsible for adequate tourism education and training for the whole country. Although the government

supports tourism promotion, little support is contributed to personnel serving tourists. Private firms have carried out training programmes up to the capability of each organisation. The private sector is willing to assist the public sector if the public sector requests.

Half of the interviewees from five-star hotels indicated that the responsibility lies with both public and private sectors. The more tourists visit, the more benefit the country will gain and so will private companies. Both sides thus should cooperatively participate in education and training manpower. Educational institutes should increasingly co-operate with hotels to set up joint training programmes.

Question 5. Does your hotel have any industrial involvement in education, e.g., course planning and development, industrial lecture, industrial placement?

Most interviewed three-star hotels place students for practical training from various institutes, but only very small number per year, i.e., 5-10 students. However, they are never involved in course development. Only a few personnel managers are guest lecturers.

Four- and five-star hotels have been actively involved in education. All of them accept students for practical training all year round, approximately from 30 to 80 students per year in four-star hotels and from 50 to 200 students in five-star hotels. Some international students come from hotel schools in the USA, Switzerland, Austria, and Germany. Students are usually trained for 6-12 weeks for hotel operations and 4 weeks for office work. Hotels prefer students to stay long enough

to learn skills because students usually get bad impression during the first month. It is worth noting that most Thai students are trained in operations level, and very few are trained in the management trainee programme due to the language incompetence. Moreover, some hotels accept groups of students for hotel visits and reply to questionnaires and interviews. Some hotel professionals become guest lecturers; nevertheless, they cannot teach regularly due to their work load. A few are members of a curriculum development committee for public institutes.

In addition, joint training programmes between educational institutes and some major hotels have been organised. Dusit Thani hotel in conjunction with Rajaphat Institutes all over Thailand have set up one-year internship programmes for hotel operations. Students will study theories in one of the Rajaphat Institutes for 4 months and then be trained in one of the Dusit Thani Group for 6 months. Marriott Royal Garden Riverside Hotel and Department of Vocational Education jointly prepare one-year hotel training programmes in front office, housekeeping, kitchen, and food and beverage. Trainees will spend 6 months in one of vocational colleges and 6 months in the hotel for practical training.

Question 6. Have existing training programmes in the hotel sector met the needs of the industry? If not, what improvements do you consider necessary in the existing universities training institutions to enable them to accommodate hotel training programmes?

Sampling three-star hotels informed that for entry level of employees, they employ people without experience and train them before they start working. For higher levels of staff, a small number of university graduates from hotel or tourism have

been applied perhaps because they wish to work in bigger or higher level of hotels. Therefore, judging from little experience, three-star hotels thought that employees with a hotel background will be easier to train and be faster promoted. The most important selection criteria are service attitude and personality, hence many hotels will hire employees without basic hotel education but have a service mentality.

Only one interviewee from four-star hotels was satisfied with the overall education and training programmes; the rest rated the efficiency of the courses moderately satisfied. This may be explained by a number of reasons. One, numerous graduates cannot speak English efficiently. Another problem existed when many graduates wanted to work only as receptionists perhaps because of Thai value upon certain jobs. Reception looks professionally sophisticated while waiting or cooking is classified as low class jobs. Educational institutes do not explain the nature of the service industry well enough to make students understand, and counsel students to choose suitable jobs that fit their personalities. Students with a good command of English and pleasant personality should apply to work at the front; strong students can be good housekeepers. Neither can educational institutes change the attitude of students. HTTI diplomates are preferred because they tend to have the right attitude and are willing to work in the lower level of employees. Three, university graduates usually have wrong attitudes towards working. They do not have any practical experience, but often want to be managers and request high salaries. Finally, some private graduates have working problems; however, it is perhaps not because of the quality of the courses but students themselves. They tend to come from the higher

income families so they are intolerant and never hard-working, and difficult to adjust themselves to a working environment.

Five-star hoteliers noted that all educational institutes offer different courses. HTTI produces diplomates to fill up lower positions with correct attitude but less language proficiency. Vocational colleges offer certificate and diplomates for unskilled and semi-skilled labour force. Universities attempt to produce hotel supervisors. However, public hotel courses seem too general while private courses are more technical. Hotels prefer specialised courses because students studying general hotel operations do not really know how to operate hotel functions. It is better to let students choose one major interest and study all the relevant knowledge and skills.

Eighty percent of interviewees from five-star hotels commented that existing education and training courses have fairly met the needs of the industry, while twenty percent rated medium. The majority of the available courses are for lower level staff; very few courses are made for middle or top managerial level of employees. The problem arises in some hotel courses in the university level. Many universities offer hotel or tourism as a major in bachelor degree of either business administration or arts, hence students study too many general subjects rather than concentrate on hotel and tourism and lack practical experiences. Unlike some universities in the USA or Europe which students have to combine classroom with industrial practice, Thai hotel or tourism courses occasionally require practical training because of non-availability of training laboratories in many public

universities. In stead, some universities call for industry training and place students in major hotels. Nonetheless, students do not learn much in many hotels because hotel supervisors or managers do not have enough time to train students and do not let students perform important tasks or have a direct contact with customers. Alternatively, some hotels accept these students in management trainee programmes, so they must practice for a year in a hotel before they become supervisors.

Private institutes offer more suitable courses with strong language background and skills but they are too expensive for the majority of the labour force. Some private institutes have to accept all applicants including some students without strong academic background; otherwise their business may not survive. Most general managers in five-star hotels today are foreigners or Thais who have studied abroad, and most supervisors and managers are trained and promoted from inside. As a result, the government, through all educational and training institutes, should extend the quality of the education for the managerial level by observing successful international courses. The course components should be both theory and practice. The more students practice, the better quality they will be because they will understand how to work with other people as well as work under pressure.

Question 7. What are the existing deficiencies in human resource development in the tourism sector in Thailand?

Regarding the labour force, a few hoteliers stated that unskilled employees are sufficient because the hotel industry is not expanding rapidly now and labour mobilises among hotels from one hotel to another. Although there are presently

numerous new hotels requiring employees, the number of tourist arrivals does not increase tremendously. This will affect the overall occupancy rate and may create a room oversupply problem. Some hotels therefore may have to reduce employees or may not increase during this period.

The majority of interviewed managers similarly stated the foreign language problem in the hotels, particularly the lower level of employees in the housekeeping and food and beverage department. English is a required language in the hotel sector as well as other foreign languages, i.e., Japanese, French, and German. Nevertheless, foreign language is more important in the front of the house than the back. Moreover, some managers remarked that courses to produce middle and top managers and training co-ordinators/managers are very deficient in the hotel industry. This results in a shortage of hotel middle management. Besides, there is a deficiency of students wishing to study housekeeping. Housekeeping is usually the last priority students choose to study because it is regarded as low level of occupation but requires hard work. Room, though, is the most important service in a hotel according to customers' surveys. Further, a few subjects which are lacking in hotel courses are cost control in hospitality industry, training the trainers in supervisory courses, developing service-mind, cross cultural studies. In addition, some basic office skills should be inserted in the courses, such as typing, and computer skills.

Question 8. What could be done to fill these gaps?

The best solution for manpower shortage is that the government should produce more tourism education and training courses and at the same time hotels should

continue to train their staff particularly in the insufficient topics. One suggestion for developing more managers is that hotels have to train potential lower level of staff and promote them. Another recommendation is that public institutes may assist private companies in training supervisors and managers by setting up a part-time or evening course for managers, providing qualified instructors. The course fee should not be too costly, but reasonable for both organisers and trainees. For instance, there should be a supervisory training course for existing skilled personnel who would like to progress in their career; an assistant manager training course for existing supervisors; and a manager training course for assistant managers who already working in the industry. It is also possible to train all these courses in hotels, so educational institutes only organise and control the courses.

There is a consensus among hotel interviewees that speaking foreign language should be emphasised in hotel courses in educational institutes. Housekeeping courses should be emphasised by instructors or counsellors that it is very promising job with rapid career path. In addition, educational institutes should also include missing subjects into the courses and there should be a hotel course specialised in professional training.

Section 4: HRD Problems in the Hotel Industry

Question 9. What are the main problems of human resource development in the hotel sector in Thailand?

Some internal problems of human resource development of interviewed hotels are:

1. Inadequate budget is allocated. Approval process of training budget sometimes takes a long time.

2. Some old supervisors and managers do not realise the importance of training and do not fully co-operate with the training department.
3. Some employees sometimes do not co-operate in training. Some employees like to be trained, but they do not apply it in the working situation.
4. Some skilled trainers do not know how to teach efficiently.

Some interviewed four-star hotels generally do not confront a critical training problem in their hotels because their executives support training and employees co-operate very well. Some deluxe hotels do not face a budget problem, but have a problem of finding the right time to train their employees because hotel serves 24 hours and sometimes becomes very busy.

More crucially, half of interviewees stated that a vital problem which has direct impact on overall training is retaining skilled employees. Due to a shortage of qualified personnel, high competition and incorrect attitude of new hoteliers who buy experienced staff, skill labour movement and turnover rate is quite high. Well-trained four-star employees usually get better offer from five-star hotels. Only a few outstanding hotels do not suffer from turnover problem, e.g., the Oriental Hotel and Grand Hyatt Erawan Hotel owing to high service charge and excellent welfare.

Moreover, macro human resource development problems were discussed (Table 5.8).

Table 5.8 Major Human Resource Problems Identified by Hoteliers

Problem	Ranked by frequencies of mentioned
Shortage of middle management persists partly due to the unavailability and inapplicability of hotel management courses. There is also lack of personnel managers and training managers in the hotel industry.	1
Thai hotel personnel cannot communicate efficiently with international tourists.	1
Uncontrolled planning for hotels creates an oversupply problem, which has had tremendous impacts on quantity and quality of hotel staff. Labour force is not adequate to fulfil the demand and the performance standard is lower because undeveloped staff needed to be promoted to fill the gaps.	2
Components of hotel management courses particularly at the university level are not pragmatic. Thai hotel courses are full of theories and management but little operations practice because of low budget for facilities and buildings. Most hotels will not employ university graduates without industry experience to be supervisors because hotels think that these graduates do not possess sufficient operations or interpersonal skills to supervise subordinates. These graduates must start from the basic level and will be promoted faster in the long run.	2
Not all hotel business owners and entrepreneurs realise the importance of training of human resources to improve service for customers and to enable Thai manpower to compete with other countries.	2
Some students think that hotel jobs are easy, but in fact they are hard work and under pressure. Some students realise the real working environment when they are placed into practical training and decide not to work in this industry.	3
Co-operation between the government, educational institutes and private sectors is inadequate and so is co-operation among hotels.	3
The average level of salary in the tourism industry is lower than that of other service industries like finance, insurance or telecommunication.	3

Question 10. What should be done to overcome these problems?

The solutions of in-house training problems of hotels are:

1. Personnel managers must communicate with owners or executives and convince them of the importance of training.
2. Personnel managers must clarify the importance of training to some old supervisors and managers, and secure executives support for training.

Alternatively, these old staff can be trained or given opportunities to relocate if they wish in order to refresh the working pattern.

3. Personnel managers should then encourage supervisors to explain the significance of training to his subordinates and evaluate their employees according to the training skills or training manual.
4. Trainers should be evaluated and retrained.

For the problem of retaining experienced staff, personnel managers admitted that it is very difficult to solve because new investors have spent more than 80 percent of their investment in physical assets, so they will not hesitate to spend extra budget to operate hotels more efficiently by getting better experienced staff.

Regarding macro manpower development problems, firstly, the government must be responsible for solving these long term problems relating to the national education and training system for the hotel industry. Structured hotel planning and control must be considered. At the same time, private sector must assist and co-operate with the government. Secondly, the government must try to change hotel course components to make it practical and relevant to the industry. Components of well-recognised hotel courses consist of a combination of theoretical studies and technical laboratories or practical training. Graduates from these schools will be well-provided to operate and manage hotels effectively, hence they will be ready to work as supervisors in a hotel. Thirdly, the government must provide public awareness campaign and promote the benefits of the tourism industry as major income earnings.

The government must provide the precise information about the hotel industry, as input into the education system or counselling, so that students will be aware of the real working situation. Fourth, for the problem of lower compensation, the tourism industry must adjust the salary level to be in-line with other service industries following the market trend. However, at present it might be difficult because of oversupply and high competition. Lastly, institutional co-operation should be jointly developed and promoted by the government, educational institutes, and hotels for the wider industry. Know-how and techniques can be pooled together to develop competent personnel. Transfer of technology should be encouraged. A focal point is needed; TAT might be the most suitable organisation.

Section 5: Hotel Training Programmes

Question 11. Do you have any on-the-job training programmes for your employees in the hotel?

All interviewed hotels have on-the-job training, usually for newcomers, promoted employees, or a job review for existing employees. On-the-job training lasts from a few weeks to a few months or during a probation period, depending on the job descriptions. In five-star hotels, a job which is classified into a number of tasks will be guidelines for training and employees will be evaluated by supervisors or trainers and they will report to the training department.

Question 12. Do you have any classroom training programmes for your employees in the hotel?

All interviewed hotels have classroom training programmes for various topics for a period of time based on a training year plan, such as 20-hour language training

courses: 2 hours per day. These training courses are usually organised by the training department for all levels of employees. Trainers are either internal or come from outside. Five-star hotels organise more than 20 classroom courses per year.

Question 13. Has any specific training need analysis been done for your employees?

One hotel director remarked that training in the hotel industry is different from one in other industries because it is done to maintain basic service standard and to prevent trouble rather than to solve the problems. Training needs survey is generally conducted before formulating a training year plan. For all sampled hotels, training needs analysis has been done in various ways: questionnaires distributed among employees and department heads; guest comments and complaints; an observation by a general manager, a personnel manager, or department heads; regular meetings among supervisors and managers to discuss the performance problems and training needs; and informal discussion between department heads and employees.

Question 14. How are existing training programmes in your hotel evaluated?

Responses from interviewed hotels showed that existing training programmes are evaluated by several methods:

- Evaluation forms are distributed to trainees to see reaction to the course, i.e., trainer, course content; and follow up forms to trainers, supervisors, department heads or to colleagues if the department is big like food and beverage, to evaluate the performance of trainees after training. One hotel calls this evaluation 'workplace assessment'.
- Customers are observed to see the satisfaction of the service.

- A written examination for proficiency is taken for some courses, i.e., English language training course.
- Executives and managers utilise hotel facilities to measure the performance of employees.

Question 15. What is your budget for human resource development?

Generally, training budget for three and four-star hotels has not been set aside but be approved by project, and training budget is around 50,000-100,000 baht (£1,250-2,500) per year; however, it all depends on profits. The training cost is not so high because hotels have nearly all necessary facilities, i.e., rooms, food and beverage, and trainers. Only limited expenses will be spent for equipment and some special trainers.

Five-star hotels usually allocate training budget based on the calculation of number of training courses will be set up next year, or the estimation of how many employees will be trained (around 1,600 baht (£40) per person per year), or the average of one-month salary of total employee salary. The training budget for five-star hotels varies from around 1,000,000 baht (£25,000) to nearly 3,000,000 baht (£75,000) per year. International hotel chains articulate the importance of employees' training and allocated more training budget than Thai local hotel chain. However, one director commented that training budget will be large or small depends on the way a hotel utilises the budget. A hotel will spend less money if a hotel makes use of in-house trainers.

Question 16. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?

Small hotels must train their own staff by department heads or in-house trainers and cannot wait for THA or the government. If department heads do not understand how to train, they should be trained. However, it is very important that owners or executives support training. There is some informal assistantship among hotels. Hotel trainer club was also set up to support participants in hotel training and development; nevertheless, the majority of members are personnel managers from five-star hotels. Still, it would be the government's responsibility; perhaps through TAT, or Department of Skill Development under the MOL; to provide more hotel operations and training for trainers courses. However, these courses should meet the requirements of the industry like HTTI training courses. Though, one director commented that hotel training courses organised by the MOL are too general.

Question 17. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

A few personnel managers disclosed that some five-star hotels opened their training schools primarily to satisfy their own needs. Although these training courses are open for the public, the tuition fee is too expensive for the majority of the students in the country. It is difficult for small hotels to use resources or expertise of five-star hotels, except for personal relationship between hotel personnel managers. Five-star hotels informed that they do not admit non-employees to their training courses due to security and lack of time and spaces. However, study visits by student group or

other hotels are welcome. Students' industrial placement is admissible as well. Some equipment can also be lent by educational institutes.

Section 6: Tourism and Hotel Training Institution

Question 18. Do you think there is a need for public body responsible for tourism human resource planning in Thailand?

All interviewed hoteliers agreed that there is a need for a public body for manpower development for Thai tourism industry, so that all involved parties will go towards the same direction for the future trend. The body should provide tourism survey for labour force demand, which can easily be done by commissioning an institute. Nevertheless, the difficult task is to produce required manpower to fulfil the demand by utilising the existing educational and training institutes or establishing a national tourism training centre. The body should be the centre to link all institutes, both public and private, to co-ordinate with private sectors. The body is possibly a part of TAT, MOE, MOUA, MOL, or the Office of Prime Minister; because the government obtains better opportunities to find sources of fund and aid from international organisations. However, it is arguable about the control of the Office of Prime Minister over TAT today because some ministers under the Office have no tourism background. Alternatively, THA should be increasingly active and become the centre to co-ordinate with educational institutes. To do so, THA needs more permanent staff and budget.

Question 19. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementation the policy of tourism training in Thailand? If so, how would it be done?

None of hotel interviewees have ever heard of NTTC. One participant advised that the body should be jointly managed by the public and private sectors with some expertise from developed countries. Another person suggested that the body should emphasise on research and development for market labour demand and supply for specific areas or groups.

Question 20. Should the existing Hotel Tourism and Training Institute which is already established be upgraded to be a national hotel training centre or institution for Thailand? If no, what should be the ways to develop a national hotel training centre hotel school for Thailand?

All interviewees supported the idea of upgrading HTTI. Facilities and instructors are already existed but need more budget. Also, the tuition fees are not costly so students from lower income families can afford them and diplomates are of good quality except for foreign language weakness. At present, HTTI do not produce sufficient diplomates to fill the overall demand of the industry. Its diplomates are enough to fill higher level hotels only.

However, if HTTI wishes to produce a higher level of personnel, one interviewee questioned the quality of HTTI supervisory/management courses since the quality of instructors will become a critical concern. Instructors should obtain not only training experiences, but also relevant experiences in hotel operations. The trainer should know how to breakdown hotel jobs into a number of tasks and develop a training

manual. Nonetheless, large hotels usually have their own train the trainers programmes. Also, there are private training companies who specialise in training for various topics, including training for trainers. Another interviewee commented that recently the HTTI's quality of diplomates is declining because competent instructors have resigned due to very low salaries. If HTTI desires to be upgraded, it has to be certain that it can offer experienced instructors better salaries otherwise it will confront the same problem again.

One interviewee expressed a view that a national training centre will not be sufficient for the whole country of Thailand, thus some regional educational institutes must be assisted to produce local diplomates for local hotels. Alternatively, HTTI should be developed to be a consulting institute or a source of information for training books/manuals or teaching materials and teaching aids, i.e., slides, videos, and posters. Budget should come from both the government and private sectors. Private companies would be willing to pay, such as a membership fee or yearly contribution; if they find the centre useful and informative.

Summary of Main findings

THA has been involved in human resource planning by having dialogues occasionally with TAT and NESDB about the quantity and quality of workforce in the hotel sector. THA realised the shortage of human resources in the hotel sector, particularly at middle management, so THA has set up the Sub-Committee on Training and Development. However, THA does not organise training courses

frequently and usually co-operate with other organisations to do so. THA cannot develop human resources more effectively because THA has no permanent staff for implementation owing to its low budget. All THA executive members are working voluntarily while everyone has his/her full-time job in the industry, so they cannot spend most of their time working for THA. THA budget comes from membership fees that are not so costly, so it is usually insufficient for a large payroll or any new projects. At present, THA is preparing a service standard manual for Thai hotels.

In Thailand, many governmental agencies are involved in manpower planning, i.e., NESDB, Department of Skill Development; nevertheless, some work is redundant and the uniformity of direction does not exist. The government should be responsible for ensuring adequate education and training for tourism personnel, while business associations should support and reflect the actual needs of the industry. Hotels have been achieved a variety of industrial involvement in education, such as industrial placement for students, part-time instructors, and hotel visits. Joint training programmes between educational institutes and some major hotels have been organised. Small hotels do not invest in training because the owners feel that they do not get immediate return from training. Small size hotels should train their own staff by using department heads. Five-star hotels particularly international hotel chains emphasise training. There is a training year plan and budget based on the training needs analysis.

Hotel educational programmes prepared by public institutions are too academic. Diploma or degree graduates from public institutions usually have two major problems: poor spoken foreign language skills, and lack of practical experience. Although some public and private universities produce bachelor degree graduates for the managerial level, these graduates have never met the requirements of the industry owing to lack of practical experiences. This can be explained by non-availability of training laboratories in many universities, and a shortage of qualified lecturers. Most hotels do not employ university graduates without industry experience to be supervisors because hotels think that these graduates do not possess sufficient operations skills to supervise subordinates. These graduates must start from the lower level and will be promoted in a few years or alternatively must be admitted in management trainee programmes for at least a year.

Private institutes offer suitable courses with strong language background and skills but they are too expensive for the majority of the labour force. Also, private graduates usually demonstrate an attitude problem. Most coming from middle to high income families, so they never work hard, do not have a service mentality, but expect high salaries. Also, students' attitude towards hotel working also creates diverse problems. Working in hotels has a poor image, particularly in up-country areas. On the contrary, some students think that a hotel job is easy, but in fact it is difficult and under pressure. Many students decide not to work in a hotel after industrial placement.

There is no regular consultative discussion between government, educational institutes, and the private sector on manpower needs for the tourism industry. Only meetings and seminars are organised by major tourism industry organisations, such as TAT, THA, to discuss several tourism related topics including human resources.

There was an disagreement about the future of HTTI. THA considered that HTTI may be appropriate to produce trainers rather than diplomates. Whereas many hotels supported the idea of expanding HTTI to produce more personnel for the tourism industry because many large hotels have their own training for trainer programmes and so have private training specialised companies.

Some internal problems of hotel training are inadequate training budget, lack of training interests of old supervisors or managers, lack of co-operation from some employees. There is also a problem of retaining competent personnel in hotels because they usually receive better offers from new hotels or employers who refuse to invest in training. This situation results in a high turnover rate and the overall lower performance standard because these skilled staff are accessing higher responsibilities without fundamental management knowledge. In addition, some skilled personnel leave hotel industry for other industries because the hotel job is high pressured and there is slow progress in career path, yet pays less salaries.

Conclusion

THA has not achieved its role sufficiently as a representative of the private sector to co-ordinate with the government and educational institutes to produce effective

labour due to its administrative problem. All THA executive members have full-time jobs and THA budget will not be sufficient to employ full-time expertise. THA needs more permanent staff and budget.

According to hoteliers, educational institutes, particularly public universities have a problem of developing courses to meet the industry requirements. Students have poor foreign language skills and insufficient practical experience.

Group 3: Educators

Interviewed educators are divided into two main groups: ones from public institutions, and ones from private institutions. Tourism educational and training institutes which were interviewed are mainly located in Bangkok except a few in the eastern, the northern and the southern tourist destinations of Thailand, i.e., Chonburi, Chiang Mai, and Phuket.

Section 1: Human Resource Planning and Development

Question 1. How and to what extent are the educators involved in the tourism human resource planning process?

There is limited participation of educators in the tourism human resource planning process. A few interviewed public educators have been involved in human resource planning for the tourism industry; such as being a member of the TAT Sub-Committee on Tourist Business and Guide 1992; the Sub-Committee on the Skill Standards and Certification of Service Skill for the hotel sector, under the MOL; the

HTTI Curriculum Development Committee. One educator from Prince of Songkla University has co-operated with THA in developing a Thai hotel service standard manual and training manuals. All the public interviewees participated in seminars and meetings relating to tourism. Private educators stated that they only occasionally attended meetings or seminars organised by TAT. The Director of Dusit Thani College has attended a meeting organised by the MOE to develop distance hotel and tourism curriculum for Thailand.

Question 2. What are the main priorities for human resource development in tourism in Thailand now and in the near future?

Interviewed educators indicated the following priorities:

1. Many public educational institutes lack qualified instructors and laboratories for students to practice because of a limited budget.
2. Number of diplomates and graduates from educational institutes, both public and private, produce each year do not match the demand. Educational institutes and the private sector should discuss together demand and supply of labour.
3. English language and practical training should be extended in the hotel course components. Language barrier still exists between hotel staff and international tourists. Hotel and tourism education requires theories and practice proportionately. Hands-on experience is necessary to make students more efficient.
4. The MOE should focus on producing semi- and skilled employees while universities should concentrate on producing supervisors and managers.

5. Public educational institutes cannot select suitable students with a service mentality because they have to admit students who pass the entrance examination. The problem arises when some students do not obtain qualifications to work in the hotel industry and end up not working in the industry after graduation.
6. Tourism manpower tend to change jobs repeatedly because of a high demand and a better offer for skilled employees. Moral principles and ethics are declining.
7. Existing labour in hotels do not graduate directly from the hotel field. Major executive positions in Thai hotels are occupied by foreigners or by Thais who studied in hotel schools from Switzerland, or the USA. The quality of Thai managers is not efficient enough to fill executive positions. Thailand needs a hotel school to produce Thai top managerial personnel.
8. The level of remuneration of full-time teaching staff should be increased. Although some private universities give extra pay for previous experience gained in the industry, earnings are still low.
9. Students' attitude towards working in the tourism industry is incorrect. Most students think hotel jobs are easy. Students do not have job loyalty but are only concerned with high compensation.
10. Laws relating to the hotel sector should be modified. Tourist Business and Guide Act 1992 has been introduced to promote and regulate tour and travel businesses. The Hotel Act, B.E. 2478 (1935) should be amended in order to improve human resources development in the hotel sector.

Section 2: Role of the Public and Private Sectors

Question 3. What role do you consider the public and private sectors should play in human resource development for the tourism industry in Thailand?

Most interviewed public educators stated that the government has recognised the importance of tourism and allocated a lot of budget for TAT. But 80% of TAT budget goes to marketing and promotion; only little amount is allocated to develop tourism human resources. TAT just aims to increase the number of tourist arrivals, but does not look upon the quality of personnel who provide the services to those tourists. A few public educators remarked that human resource issues are not the TAT's first priority. Human resources priority may depend on level of interests of the minister of the Office of Prime Minister who supervises TAT and the TAT Governor.

The government has supported tourism education and training through educational institutes, but it is not sufficient. The majority of public educators stated that the government should emphasise the development of tourism human resources and allocate some extended budget for public institutes, particularly investment cost for training laboratories. The government has introduced low-interest loans for private institutes; nevertheless, the government should have mechanism to control the quality of the courses and the tuition fee. There should be fair competition between public and private institutes regarding the quality of education. The government should develop tourism instructors by providing grants and scholarships to continue their studies. Educational institutes should allow instructors to gain some experience in hotels or travel agencies during the semester break. Instructors themselves should

also realise the importance of continuing developing their teaching quality. In addition, the government should consider an increase in instructor's salary because many competent instructors have left institutes to work in better-paid tourism companies. Alternatively, the government should consider to offer special compensation for scarce professionals or instructors on top of their salary in order to keep them in public organisations.

On the contrary, interviewees from private institutes remarked that the government should subsidise private institutes because both facility investment and operation costs are high. If the government subsidises private institutes, the tuition fee will become lower. Private institutes confront many restrictions on opening. The government should reduce rules and restrictions to encourage private institutes. Moreover, one private educator suggested that public institutes should not compete with private ones but should support each other. Private institutes are more suitable for providing hotel education because it is possible to increase salaries for qualified instructors. The public salary is very low and difficult to increase because public educators use the same standard of compensation as civil servants. Private remuneration for experienced trainers, i.e., a chef or a housekeeper, is three to four times higher than in a public institution. One good example was that the government allocated a budget for Rajaphat institutes all over Thailand to construct a multi-purpose building for hospitality studies, but many of them now use it for a different purpose because they cannot find the qualified hospitality instructors.

Regarding the course contents, the public education system encloses too many core subjects for vocational courses. Students end up studying more theories and less practice. The MOE concerns itself with only the fundamental subjects rather than job knowledge, which is very crucial for the hotel industry. Public institutes should include more skills development classes. One educator suggested that the government should provide basic tourism background for secondary schools, so students will be aware of the importance of the tourism industry. Tourism development and environmental conservation subjects should also be integrated in primary schools' courses. Business entrepreneurs should be trained about tourism and its environmental deterioration so that they will be aware of how to conserve the tourism environment for future generation. In addition, the government should monitor business companies closely for environmental protection purposes. Another educator said that the government should also recognise labour force in other related tourism activities, i.e., souvenir shop, transport. Further, the government should initiate new laws to control hotel construction and to supervise hotel manpower education and training, as well as modify old laws, i.e., the Hotel Act 1935.

For the private sector's role, public educators stated that the private sector must train their employees to be supervisors and managers. Some major hotels have opened their training schools; nevertheless, these schools serve their particular market and only upper income students can apply. The private sector should increase co-operation with the educational institutes. Along with industrial placement and industrial lectures, the private sector should contribute some grants or scholarships

for low-income students. These scholarships may be conditional that after graduation students must work for certain hotels for a number of years. Moreover, private educators said that hotels should understand that although they train employees, there is no commitment that the employees will work with them permanently. Training result will be indirectly beneficial to the whole industry. Hotels should accept and increase to train students on the jobs throughout the year. In addition, there should be an increase in co-operation between educational institutes and hotels to set up a joint training programme. Institutes provide theories while hotels provide hands-on practice. THA has attempted to encourage education and training in the hotels sector, but co-operation from members is insufficient. THA should play a vital role in human resources development.

A private educator from up-country indicated that salary of employees in Bangkok hotels is higher than that of major city hotels. Many graduates from up-country therefore migrate to work in the capital. This causes the shortage of personnel in the country and the congestion in Bangkok. Also, there is no public official directly responsible for tourism matters in up-country except the TAT local officer.

Question 4. What role do you consider the educational institutes should play in human resource development for the tourism industry in Thailand?

There are many levels of education in hotel and tourism studies, from vocational certificate and diploma courses to degree courses. Educational institutes must produce manpower which meets the industry requirements to fill the demand for all levels of personnel, and also provide continuing education for working personnel.

There should be some evening programmes for people already working in the industry to upgrade themselves. Educational institutes should consult with the private sector when setting up new programmes. Educational institutes should become a member of business associations in order to update what is going on in the industry. Educational institutes should not only keep up the standard of the existing courses but also improve the quality of courses. In addition, educational institutes should assure that graduates produced will work in this industry by counselling students with the right personality and attitude before they choose this field to study.

However, the MOE and the MOUA do not initiate the courses but to some extent support educational institutes to open tourism/hotel courses if they meet the approval criteria. The Ministry gives academic autonomy to universities. Each institute works on its own programmes. There is no meeting among institutes or universities to discuss or improve the existing quality of courses. The MOUA only circulates a letter to request institutes to co-operate with TAT. There should be a co-ordinating centre between educational institutes so that all resources will be fully utilised. The MOUA should therefore organise a meeting and be a co-ordinator among existing institutes.

Section 3: Education and Training in the Tourism/Hotel Sector

Question 5. Is there a consultative arrangement between the government, educational institutions and the private sector to discuss human resource development needs for tourism? To what extent is any arrangement effective?

There were seminars occasionally organised by TAT to discuss the manpower needs for the Thai tourism industry. Participants were from governmental agencies, educational institutes, and tourism related companies. One educator said that private companies sometimes communicate with educational institutes to inform them of the additional workforce demand in hotels or travel agencies.

Question 6. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism the industry in Thailand? Does the responsibility lie with the education system or with the industry itself?

One-third of the educators stated that the MOE and the MOUA should be responsible for education for all sectors including tourism. However, the quantity of education is not as important as the quality. The tourism industry will help provoke income distribution in up-country areas if people have sufficient knowledge and skills. One interviewee said that HTTI was primarily established under TAT because the MOE initially did not want to become involved in tourism education. Two educators argued that TAT should be the main body for analysing the labour demand and inform two ministries to arrange education and training as requested.

About one-fourth of the interviewees indicated that TAT should be the co-ordinator between the government, educational institutes and private sectors to finalise the additional demand and qualifications of required personnel. TAT should be an information bank relating hotel and tourism courses and relevant labour and should

provide scenarios for the future. On the other hand, a public educator opposed this because TAT will be too bureaucratic and too slow to report the demand. Together with TAT, the THA should be the representative to inform educationalists about the adequacy and satisfaction on the quality of hotel graduates.

Question 7. Do you consider the existing tourism education and training in Thailand meets the industry needs? If not, what improvements do you consider necessary?

The Director of HTTI stated that HTTI diplomates meet the industry needs because students study theories, practice in laboratories and train on the jobs in the industry. An educator from Rajamangala Institute of Technology (RIT) stated that hotels and travel agents are generally satisfied with their diplomates apart from the language deficiency of some front office staff. RIT was the first institute offering a certificate in vocational education in hotel and tourism. Another interviewee indicated that graduates from Suan Dusit Rajaphat Institute (SDRI) fulfil the industry requirements because their courses are evaluated frequently with the private sector.

Likewise, the majority of interviewed educators from public universities declared that their university courses meet the industry demand because all graduates got a job in the industry, such as Kasetsart University (KU), and Sukhothai Thammathirat Open University (STOU). It should be noted that KU produces very small number of graduates because of limited staff and budget, so all can find jobs in the industry, and STOU is an open university: at least 80% of its students are employed but wish to continue their studies. The Director of the Prince of Songkla University (PSU) hotel course said that the course satisfies the industry requirements because it is offered

almost all in English and combines evenly between theories and practice. Graduates from Ramkhemhaeng University (RU) may lack training but they work hard and are adaptable to working situation. An educator from Burapa University (BU) was not certain that graduates will satisfy all the industry needs. They may not be able to start working as supervisors; nevertheless, they will progress faster after a few years.

For private institutes and universities, the President of I-TIM said that the hotel school transferring technology from Switzerland and the USA obtains the international standard because the institute invests some budget on equipment and competent instructors. The Director of Dusit Thani College (DSC) informed that the College produces graduates that meet the industry needs because of long experience of Dusit Thani Hotel in Thai's hotel operations. Likewise, the department head from Payap University (PU) commented that about 70-80% of the existing tourism education satisfied the industry requirements. The department head from Dhurakijpundit University (DU) thought that DU graduates possess some professional skills with on-the-job training in the tourism industry; nevertheless, graduates exhibit some language deficiency partly due to the weak language background from secondary schools. The associate dean from Sripatum University (SU) indicated that its courses fit the industry needs because the course balances between language and technical skills. The chairperson from Assumption University (AU) said that offers a hotel management course in English with some practical work. Hence, the industry is satisfied with the graduates except when graduates request high salaries.

Question 8. What are the existing deficiencies in human resource development in the tourism sector in Thailand?

According to the majority of educators, speaking English exists as a major deficiency in hotel and tourism courses, and other foreign languages, such as French, German, and Japanese. Another limitation is a deficiency of qualified instructors. Some existing courses cannot offer a variety of subjects due to a shortage of instructors. Also, some educators pointed out that their tourism courses offering bachelor degrees are deficient in management areas, thus they should integrate more specialised management subjects, i.e., hospitality marketing, strategic hospitality management, and hotel cost control. On the contrary, bachelor degree in business administration majoring in hotel or tourism lacks language proficiency. Further, high technology is involved in the travel industry, so subjects like introduction to computer, management information system should be integrated into courses.

Question 9. What could be done to fill these gaps?

Educational institutes should increase the number of language subjects, i.e., English for communication, English for hotel operations. Hotel job language should be stressed as well as other foreign languages for tourism. A shortage of qualified instructors is the national problem which the government must consider seriously.

Question 10. Has any specific training needs analysis been done for hotel and tourism courses?

According to public educators, training needs are analysed through hotel comments, i.e., a hotel manager, a training manager; inquiry at hotels and travel agents; study from research, such as TAT, related organisations; a seminar between hoteliers,

travel agents, and TAT. Interviewed private educators have conducted a survey, a dialogue with private sectors, and consultation with TAT and the MOUA.

Question 11. How are existing public and private education programmes in the tourism sector evaluated in Thailand?

Each individual institute must evaluate itself to keep up with the fast growing tourism manpower demand. HTTI has not done much evaluation recently, but there will be evaluation next year after starting a new two-year programme. SDRI evaluates its courses regularly and receives feedback evaluation from hotels when sending students for on the job training. STOU evaluates its courses and 3-month follow-up from the office. KU does not evaluate formally but makes a dialogue with companies to discuss the labour situation, problems, and improvement to the existing courses. RU evaluates the industry feedback and follows up students to examine whether graduates work in the area they have been studying, if not what the reasons are, and what should be changed in the course components. PSU inspects the applicability and the deficiency of the course by discussing with students after placement and some industry people. The postgraduate diploma at Chiang Mai University (CMU) and BU has not achieved any graduates yet because the course has just been introduced. Some private institutes, i.e., PU, SU, and I-TIM, have post-evaluation systems to discover whether graduates get a job in the industry and if there is any subject that should be integrated in the courses. Other private institutes do not officially follow-up, only have course evaluation and a dialogue with some former students.

Question 12. In developing your curriculum for tourism/hotel education in your university, did you consult with the tourism/hotel sector?

All interviewees stated that they did consult with the industry in developing their curriculum. HTTI invited THA to participate in curriculum development. RIT, SDRI, KU, RU, and STOU consulted with the industry expertise, or hotel owners. PSU, and CMU sought advice from TAT, and the industry. For private institutes, I-TIM has consulted with international institutes, and a few hotels. DTC belongs to Dusit Thani Hotel Group, which is the industry itself. PU examined hotel and tourism curriculum from other previous hotel institutes, i.e., HTTI, and RIT, and upgraded to be a bachelor degree. DU had a dialogue with the industry and discussed some problems relating to hotel courses. SU has discussed with TAT, HTTI, and some professors from public universities.

Question 13. After completion of the course, do most graduates find a job?

Percentage of graduates working in the tourism industry classified by institute are presented in Table 5.9.

Table 5.9 Percentages of Graduates Working in the Tourism Industry

Institute	% graduates working in the industry	% graduates working in other industries or continue studies
HTTI	80 (rank and file)	20
RIT	60	40
SDRI	90	10
STOU	65-70	30
RU	40	60
KU	90	10
I-TIM	80 (rank and file)	10
PU	20	80
DU	30	70
AU	50	50
SU	70	30

Small number of graduates from private universities are working in the industry for many reasons: the low salaries, students are choosy, students come from upper income families and are unfamiliar with domestic obligation, and the negative attitude towards hotel jobs. Also, one educator admitted that although they want graduates to work in the managerial level, 50% of graduates got lower level positions.

Question 14. To what extent do your staff maintain active involvement with the tourism sector?

The HTTI Director attends the THA monthly meeting, and HTTI's staff attend meetings/seminars and study visits in Thailand and in an international forum. Some instructors are part-time trainers in hotels. RIT has co-operation with Shangri-La Hotel for 60-hours training courses in the area of hotel operations. About 30 selected students will be trained in a hotel and employed after training respectively. SDRI organises a seminar on curriculum development and staff development by inviting expertise from developed countries. SDRI sets up several short training courses for outsiders. STOU lecturers produce tourism textbooks and training materials. KU staff write articles; do some relevant research; and attend seminars and some international conferences. RU lecturers become part-time trainers and hoteliers, and join seminars. PSU assists THA in preparing Thai hotels service standard manual. CMU staff attend seminars and become trainers as request.

I-TIM conducts research, hotel feasibility study, and training upon request. DTC gives advice and opinions as required. PU teaching staff participate in seminars,

become trainers for inside and outsiders, conduct market survey on occasion, and provide business consultation. DU instructors attend seminars and set up some short training courses with TAT. Some of SU teaching staff are working part-time in the industry. Lastly, AU sends some instructors to join relevant seminars.

Question 15. Do you have any plan to introduce new tourism hotel courses?

Table 5.10 exhibits future plans to open new courses in interviewed institutes.

Table 5.10 Future Tourism/Hotel Courses in Selected Institutes

Institute	Future Plan
RIT	A bachelor degree course specialised in hotel and tourism in the faculty of tourism industry
SDRI	Short training courses. i.e.. Japanese language, hotel management, professional guides for outsiders
STOU	A hotel food business major in its hotel course
KU	An international tourism programme for bachelor degree
RU	A faculty of service industry because RU now offers only a bachelor degree in business administration majoring service industry and hotel/ tourism is a sub-major
PSU	New hotel majors. i.e., hotel information system, business language
CMU	A master degree in hotel and tourism
I-TIM	Three-year diploma hotel courses with greater management skills
DTC	Secretary for hotel and tourism course, hospitality accounting course
PU	New majors in food and beverage management and tourism business management
DU	A master degree in tourism/hotel
SU	A master degree in tourism/hotel

Section 4 HRD Problems in the Tourism Industry

Question 16. What are the major problems of human resource development in the tourism sector in Thailand?

Some major human resource problems relating to tourism institutes are shown in

Table 5.11.

Table 5.11 Major Human Resource Problems Identified by Educators

Institute	Problem	Details
HTTI, RIT, SDRI, KU, RU, PSU, CMU, BU, PU, DU, SU, AU	A lack of qualified instructors	HTTI has lost many qualified instructors to industry because of the higher salaries offered. The existing RIT instructors need to be trained and upgraded. SDRI has only 3 full-time instructors in the tourism department and cannot increase the staff because of no position available. Only a few of KU instructors graduate in hotel/tourism. Some PU instructors who do not obtain a higher education but have tourism experience cannot teach because the MOE minimum requirement for an instructor is an undergraduate degree. Foreign PU teachers have some difficulties in getting work permits. DU teaching staff do not have opportunities to gain practical experience or train in short courses because the university executives would rather send them to pursue their advanced studies. SU needs more qualified full-time instructors. Guest instructors can teach occasionally, so the continuation hardly exists. AU staff are needed to be trained for practical experience.
HTTI, SDRI, RIT, KU, RU, PU, I-TIM	Insufficient budget for equipment and laboratories	Some existing equipment in many public institutes are inadequate and outdated. The government does not subsidise private universities for equipment and facilities.
HTTI, RIT	Difficulty in finding placement	Many institutes are now offering tourism courses, so it is more difficult to find industrial placement for students.
SDRI, BU	Inability to select students	Public institutes cannot select suitable students because they must accept all students who pass the entrance examination. Some students therefore do not possess the correct personality, attitude, and motivation.
I-TIM	The standard certificate curriculum	MOE Standard certificate/diploma courses require many basic subjects, and those relating to Thai aspects. While recognised hotel/tourism courses are international and emphasise practice. The problem arises when contents of hotel/tourism courses do not match the standard contents. Hotel courses are thus not certified by the MOE. So it is not possible for students wishing to continue their studies for bachelor degree after completing hotel certificate courses.
I-TIM, DTC	SU. Students' attitude towards hotel jobs	Hotel jobs are perceived of as low prestige jobs and many parents do not support their children to study in this field. A variety of jobs are available in the industry, but the admission trend is declining. TAT has achieved some tourism campaign, but it is not sufficient.
AU	Private students' attitude	Some private students do not want to work in the hotel sector because the salary is too low and students themselves are choosy. Some students could not adjust to different people in hotels during practical training. They do not possess sufficient motivation to work.

Institute	Problem	Details
HTTI, RIT	Foreign language ability	There is a foreign language problem due to weak language background. Language grammar is more emphasised than speaking in secondary schools.
CMU, BU, SDRI, RU	Low pay scales	Pay scales in the tourism industry are lower than others in business administration. SDRI and RU argued that the salary level of tourism is not so low, but some employers take advantage by including service charge as part of the minimum salaries. Employee income usually comes from permanent salary and service charge.
PU	Construction of a hotel	If a university constructs a hotel for student's practical training, the university has to pay income tax.

Question 17. What should be done to overcome these problems?

Actions undertaken by institutes/universities to overcome major human resource problems are exhibited in Table 5.12.

Table 5.12 Actions to Overcome Human Resource Problems

Problem	Action
A shortage of skilled instructors	HTTI continues to train new staff but it might be the same cycle again. SDRI employs part-time instructors from other institutes or the industry. RU has sponsored staff to pursue tourism studies. PSU sends staff for continuing studies, and allows instructors to work in the industry during the summer break. SU persuades hotel trainers to realise the shortage situation and to develop full-time staff by giving scholarships, but most do not want the obligation because they can work part-time in the industry. Experience instructors with higher diplomas should be an exception to work as instructors. Foreign teachers should be approved for work permits in the scarce field.
Insufficient budget for equipment and laboratories	SDRI collects special fee for equipment. KU finds alternative income from short training courses for outsiders. PU finds some revenue by selling food and beverage in a laboratory restaurant and seeking some donation. I-TIM seeks to get subsidy for some investment cost or operation cost.
Students' placement	HTTI has to use personal relationship to place students. RIT has to distribute students in five-star hotels, four-star hotels and new hotels.
The standard curriculum	Educational institutes should urge the MOE to see the difference between professional tourism and other fields of studies. To produce manpower that can compete with other countries, international standard courses are essential.

Problem	Action
Students' attitude towards hotel jobs	Tourism studies should be integrated into school subjects, i.e., tourism's contribution to the economy, society or local community; career in the tourism industry. TAT should publicise the tourism industry among Thai people so that the industry will gain better image and recognition. Successful graduates themselves can foster public relations for the industry.
Private students' attitude	Universities should persuade and explain students to change their attitude towards tourism jobs and what they will achieve after their courses.
Foreign language proficiency	HTTI has built modern language laboratories, employed foreign instructors, sent students who are able to pay necessary fees to be trained on the jobs in foreign countries, such as Canada, Australia.
Low pay	Pay scale is difficult to increase. It depends on the market and the economy of the country.
An application hotel	CMU advises that the government should allow public universities to joint venture with the private sector to construct hotels or laboratories in a university. PU suggests that the government should exempt tax if a university hotel is semi-business, or joint venture with a private company.

Section 5: Hotel Training Programmes

Question 18. What level of employee training in the hotel sector do you emphasise?

HTTI trains for semi-skilled workforce; however, students may continue their studies in universities. RIT produces diplomates and wishes to upgrade to be bachelor degree in the near future. SDRI prepares bachelor degree graduates, and upgrade semi-skilled manpower by short training courses. STOU and RU upgrade people working in the industry for bachelor degree. KU and BU focus on supervisors and junior managers. PSU emphasises middle managers and above while CMU focuses on professional guides only. A private institute, like I-TIM produces diplomates for semi-skilled and craft level. DTC produces supervisors but they must start working from a lower level so that they will be aware of basic work. Private

universities intend to produce supervisory and managerial level. Though, some graduates need to start at a lower level and climb up the career ladder in a few years.

Question 19. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?

According to educational providers, small hotels should train their own staff. They may request educational institutes or TAT to assist in training the trainers if experienced staff do not know how to train. TAT may also request trainers from major hotels or institutes to help training the trainers in the country from time to time. Small hotels may send their staff to train with TAT, regional skill development centres or educational institutes that offer short courses. One educator critiqued that TAT spends more time and fund to promote the country while the product which is labour force is not equipped with knowledge and skills. THA may assist members on occasion. THA just received aid from Australia to provide free training for trainers courses for twenty people. After training, these people must be assigned to train a number of personnel within a year free of charge. Small hotels may request institutes to do in-house training for them, but the training cost will be more expensive. Small hotels may meet half way with institutes: hotels place some students for on-the-job training whereas institutes are hotel consultants. However, customers of smaller hotels tend be local or group tour who do not have high service standard expectation. Also, I-TIM is studying the possibility to open an institute in the regions to satisfy local demand, such as Chiang Mai, Had Yai, Surat Thani. Courses may be in Thai instead of English and very short to solve immediate shortage problem.

Question 20. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

Opportunities to use resources and expertise of five-star hotels can be as follows.

1. On-the-job training for students. Though, according to the HTTI Director, a few five-star hotels do not co-operate very well.
2. Instructors or guest speakers. However, they do not have time and can be expensive, except some major hotels who have a policy to contribute to the community, i.e., the Oriental Hotel, Accor Asia Pacific Group, Dusit Thani Hotel.
3. Hotel visit for students. Recently hotel visits become commercial because there are so many institutes wishing to visit five-star hotels. Hotels will make some revenue by group visits having lunch at the hotel after a hotel tour.
4. Training managers can help improve educational hotel courses; though, they do not co-operate very well and many training documents are confidential.

Section 6: Tourism/Hotel Training Institution

Question 21. Do you think there is a need for a public body responsible for tourism human resource planning in Thailand?

There is a consensus among interviewed public educators that there is a need for a public body for human resources development for Thai tourism. However, the HTTI Director stated that related agencies, i.e., the National Education Council, NESDB, should join together otherwise it may not function properly. Fifty percent stated that the responsibility belonged to TAT. TAT should link with private companies to analyse the labour force and co-ordinate with educational institutes.

Half of private educators agreed that Thailand needs a body to plan, co-ordinate, and evaluate the existing capability of educational institutes. At present, the Department of Vocational Education and the Office of the Private Education Commission supervise private institutes. An advisory committee from the MOUA controls private universities. I-TIM President suggested that a body should be neutral and consist of representatives from the public and private sectors, and some expertise. DU educator recommended that a body be initiated from the Ministry advisory committee and be developed to supervise the existing courses of all related institutes and universities. The remaining educators responded that TAT has a Training Division. The Division has duties to provide training, but the actions have not been adequate. In fact, TAT has prepared a number of the development plans for tourist attractions, but very few plans for human resources. The PU educator advised that the Division should set up standard training courses for a variety of tourism jobs for all sub-sectors, including restaurants, souvenir shops and transport, and request educational institutes in the centre and the regions to organise these standard courses.

Question 22. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementation the policy of tourism training in Thailand?

Only RU educator has heard of NTTC, but did not know the progress of NTTC.

Question 23. Should the existing Hotel Tourism and Training Institute which is already established be upgraded to be a national hotel training centre or institution for Thailand? If no, what should be the way to develop a national hotel training centre/hotel school for Thailand?

The HTTI Director stated that HTTI should be upgraded to be a national training centre. TAT wished to privatise HTTI, but the private sector did not want to operate an educational institute because it is difficult to make a profit. In 1994 HTTI commissioned the Human Resource Development Institute in Thammasart University to study the 10-years development plan for HTTI. The report proposed to upgrade the HTTI to be the national hotel school for all levels of personnel and construct an application hotel for on-the-job training. HTTI has submitted the report for approval to the TAT Board but policy makers of the Board, chaired by the ex Minister, Dr. Savit Bhotiwihok, have considered that HTTI should provide training for trainers and have not finalised it yet. There was a national election in 1995, so the Minister supervising TAT has been changed. Policies relating to human resource development have not been discussed since then.

Most of the public and private universities supported the idea of upgrading HTTI. However, some universities expressed certain views. The CMU educator considered the quality of training for trainers courses in terms of qualified instructors. The PSU director notified that the government should assure that the level of instructors' salaries will be increased otherwise it will be difficult to retain qualified staff, which will have direct effect on the quality of the courses. The BU educator commented if the government puts a great deal of budget into HTTI, the government should affirm that HTTI course fee will still be inexpensive. The RU educator filled in that HTTI

should co-operate with educational institutes to integrate resources and expertise. The Director of DTC supported the upgrading of HTTI, but disagreed for it being a single national training centre because it will become a monopoly without competition. Private institutes want to be involved in training as well. The PU educator advised that if HTTI wishes to train the trainers, it should set up a standard for trainers. Also, HTTI should introduce short training courses for managers and refreshing training courses for working people, with industry support in providing trainers and participating in course development. HTTI may receive more budget if HTTI is under the Education Ministry. However, the I-TIM President opposed to upgrade HTTI if HTTI cannot increase the salary level of instructors.

Summary of Main findings

A few educators from public universities have been involved in tourism human resources planning and development at the national level. There are numerous educational institutes and universities, both public and private, offer hotel and tourism courses in Thailand, ranging from vocational certificate level to university degree level. The MOE and the MOUA do not initiate tourism and hotel courses but to some extent support institutes to open courses if they meet the approval criteria. Both Ministries now give academic autonomy to educational institutes and universities. However, number of graduates which educational institutes presently produce each year do not match the demand, and number of short training courses for personnel working in the industry are insufficient. Many public institutes and universities also lack qualified instructors and laboratories for students to practice.

The level of remuneration of full-time teaching staff is very low. Many competent instructors therefore have left institutes to work in private companies.

The majority of interviewed educators stated that their hotel or tourism courses meet the industry demand, apart from some weaknesses. Hotel and tourism education requires theory and practice proportionately, but the Thai standard certificate curriculum requires students to study many core subjects. So students do not have much time for practice. Also, several educational institutes, both public and private, face difficulty in finding industrial placement for students. Ability to speak a foreign language is another major deficiency in hotel and tourism courses.

Public educational institutes and universities usually consult with the industry in developing their hotel/tourism curriculum; while private universities usually consult with public universities and the industry. Most institutes and universities regularly evaluate their courses and follow up students to examine whether graduates work in the tourism industry, what the industry feedback is, and what should be changed in the course components.

The majority of graduates from public institutes are employed in the tourism industry, but less than half of graduates from private institutes are working in the industry. Some students do not have job loyalty but only are concerned with high compensation. Labour force in the tourism industry tend to change jobs repeatedly

because of a high demand and a higher offer by other hotels. Moral principles and ethics are declining.

The private sector must help train their employees to be supervisors and managers. Educational institutes can produce supervisors and managers with some educational background and hotels should provide them with practical experiences. Small hotels may send their staff to train with TAT, regional skill development centres or some regional educational institutes that offer short courses, such as Rajaphat Institutes all over Thailand. Or they may request TAT or educational institutes to assist in training the trainers. Most educators from the public and private universities supported the idea of establishing a body for human resource development for Thai's tourism and upgrading HTTI with a few comments and recommendations.

Conclusion

Although educational institutes produce a large number of graduates each year, the supply still do not match the rising demand. Neither are the number of short training courses for working people. Most education providers from public and private institutes and universities stated that their hotel or tourism courses meet the industry demand, apart from little different weaknesses. However, they still confront several institutional problems which hinder the quality of their courses, such as low salary level of instructors, insufficient budget for student laboratories and equipment, and negative attitude of students towards hospitality jobs. In addition, academic autonomy of the MOE and the MOUA without macro planning may result in lower

overall quality hotel and tourism courses. Despite a small number of graduates produced every year, many graduates, particularly private do not work in the industry. Poor industry image and the negative attitude of students towards hospitality jobs therefore need to be remedied.

Final Conclusion

In the final conclusion, a summary of main findings related to key areas and compared between three groups is presented in Table 5.13.

Table 5.13 Main Findings of Key Areas Compared between Three Groups

Key area	Government	Industry	Education
National human resource planning	NESDB is the focal point for national human resource planning. TAT is responsible for human resource planning for the tourism sector.	The private sector, THA, is involved in the planning process by being a member of TAT Board and TAT curriculum development committee.	A few educators have been involved in tourism human resource planning at the national level.
Provision of tourism education and training courses	TAT, through the Technical and Training Division and HTTI, provides some training courses, but budget and staff are limited.	THA does not organise training courses regularly owing to its low budget and staff. Five- to three-star hotels have in-house training and some deluxe hotels open their own training schools.	There are a number of public and private educational institutes and universities offering tourism and hotel courses, ranging from vocational to degree level.
Role of the government	The government should play a catalytic role by supporting and assisting the provision of education and training courses.	The government should support the private sector in training newcomers and people already working in the industry and encourage greater private participation.	The government should give a high priority on the development of human resources and allocate some extended budget for both public and private educational institutes.
Role of the private sector	The private sector should co-operate with the government and education in developing qualified personnel.	The private sector should train their own staff and assist the public sector in giving industry needs.	The private sector should train their staff and increase co-operation with educational institutes.

Key area	Government	Industry	Education
Responsibility for education and training	40% stated that it is the public responsibility while 60% stated the private sector.	Most agreed that the government should be responsible for ensuring adequate education and training while the industry should support it.	One-third stated that the government, i.e., MOE and MOUA should be responsible. Others said that it should be TAT and the private sector.
The quality of existing education and training programmes	Half of the interviewed government officials indicated that the existing courses meet the industry needs.	Many hotels thought that most courses are too academic and do not provide students with enough practical experience and language skills.	The majority stated that their courses meet the industry needs, apart from some language weakness.
A major human resource problem	There is a shortage of personnel at all levels.	The industry confronts a shortage of middle management and a problem of retaining competent personnel.	Many educational institutes and universities lack qualified instructors and practical laboratories because of limited budget.
Training in small hotels	TAT annually arranges training courses for the whole country.	Small hotels should train their own staff by using in-house trainers.	Small hotels may send their staff to train with TAT, regional skill development centres, or educational institutes.
Regular consultative discussion between three groups	The Sub-Committee on Tourism Personnel Development was the only formal meeting.	There are some meetings and seminars occasionally, organised by TAT, and business associations.	An educational institute individually communicates with private companies.
Co-operation between the public and private sectors in producing skilled labour	Participation from the private sector is less satisfactory.	Hotels have achieved a variety of industrial involvement in education and training.	Co-operation is inadequate.
Establishment of an NTTC	The majority opposed the idea, but agreed that Thailand needs a body for policy formulation.	All agreed that Thailand needs a single body for policy formulation. The body should be comprised of the public, private and education.	Fifty percent stated that TAT should be responsible for human resource policy and planning.
Establishment of a national training institution	Many supported the idea of upgrading HTTI to be a national training centre, but TAT needs to clarify its future role in human resource development first.	THA thought that HTTI should produce more trainers, while many interviewed hotels supported the upgrading of HTTI.	Most educators supported the idea of upgrading HTTI.

At the end, three observations should be mentioned. First of all, views of many interviewees from three groups would inevitably evoke similar responses as they all share common experiences in the tourism sector. Second, major and minor human resource development problems have emerged in the Thai tourism industry as evidenced in this chapter. Some consensus human resource issues should be further studied, such as a shortage of trained personnel, the problem of administrative structure and a national training institute, and the role of the government. Some minor issues are also important, but it will not be covered in this thesis. Finally, major consensus issues will then be analysed and discussed in the next chapter.

Chapter 6 - ANALYSIS, DISCUSSION AND RECOMMENDATIONS

Introduction

This chapter will consider the major consensus issues which have emerged from the previous chapters in the course of this study. In discussing human resource development concerns in the tourism sector in Thailand, findings from interviews with three major sectoral stakeholders from the government, the hotel sector, and educational institutions were analysed. Evidence for major human resource development issues in Thailand's tourism industry was shown. Discussion will now place research findings in the context of the study's objectives. Possible options for strategic actions will be presented and recommendations for options will be proposed.

Analysis of the Findings: Major Human Resource Development

Problems in the Tourism Sector in Thailand

From the findings and conclusions in chapter 5, there emerged nine major human resource development problems, which were reflected by all three groups interviewed.

- 1. There is a shortage of trained personnel in the Thai tourism industry, particularly at the middle managerial level.**
- 2. There is a shortage of qualified tourism instructors.**
- 3. There is an insufficiency of teaching materials, equipment and facilities.**

4. **The existing education and training courses have only partly met the needs of the industry.**
5. **Many Thai tourism personnel are incapable of speaking a foreign language.**
6. **The tourism industry's image as an employer is poor.**
7. **There is no single agency responsible for human resource development for the Thai tourism industry.**
8. **There is a lack of co-operation between the public, the private sector, and educational institutes in the provision of skilled personnel in the tourism industry.**
9. **There was disagreement about the future of HTTI, whether it should be upgraded as a national training centre, or whether Thailand needs a national training centre.**

These nine problems will be grouped into three main areas. Each area will be discussed and some suggestions relating to roles of the public and the private sectors will be made as to how issues might be resolved.

Discussion and Recommendations

The literature review and the interviews which constitute the main body of this thesis raise a wide range of issues regarding human resource development in the context of the tourism industry in Thailand. The purpose of the study has been to analyse the education and training system for tourism in Thailand and to investigate the roles of the public and private sectors in it. The policy and planning-related literature has given some background for discussion. Some academicians (Jenkins 1987; Inskip

1991; Wanhill 1992; Mahesh 1993b) have provided theoretical approaches for human resource development for this study. Baum (1993b) has proposed an integrated framework for policy makers to develop policies and implementation plans pertaining to human resource development in the tourism industry at a macro level. Inskip (1994) has recognised the training needs analysis, applying techniques of manpower planning; and suggested some considerations for formulation and implementation of effective tourism training programmes. He concluded that developing countries need to prioritise tourism training with respect to provide adequate facilities, funding and technical inputs; and consider whether a country should develop a tourism training institution and what form this should take if limited resources are to be best utilised.

The role of the public and private sectors in tourism is still an on-going debate. There is no doubt, though, that the role of government in tourism in developing countries is changing. Perhaps the best guideline for this matter is made by Jenkins (1994:8); 'government should not do what the private sector is able and willing to do'. This may be inferred to mean that the government may be or a guide for development through selective interventions. At the same time, the private sector may not be only the providers of services but contribute to strategic development of the tourism industry. The literature, though, only gives limited discussion to the role of the public and private sectors regarding human resource development in developing countries. This study has attempted to further investigate these roles of both the public and private sectors in developing countries like Thailand.

Past studies have discussed the existing human resource development problems of Thailand's tourism industry and provided some possible solutions (Samalapa 1990; Prasirtsuk 1993; Pongnooruk and Noypayak 1995; Panmunin 1991). The findings of this thesis have confirmed inherent problems of education and training in the tourism industry in Thailand. These problems, and some information arising from the field data, have some implications for the tourism industry in Thailand. These problems can be grouped into three main areas: human resource management, administrative structure and the general aspect.

HUMAN RESOURCE MANAGEMENT

1. A shortage of trained personnel in the Thai tourism industry, particularly at the middle managerial level.

The provision of education and training for the hotel and tourism sub-sectors in Thailand is not sufficient to fulfil the industry requirements and neither is the number of short training courses for people already working in the industry. This situation can be explained by reasons of limited funding, the shortage of competent instructors, teaching materials and facilities, and the inability of existing educational institutes to meet the industry requirements.

However, the tourism industry has been able to absorb a large number of low-educated and unskilled employees; it was found that 72 percent of the labour force finished high school or lower, 13 percent achieved certificate level and 15 percent

graduated from universities. Only 10 percent of the total had studied tourism or hotel specifically; 30 percent followed some fundamental courses in tourism. Furthermore, the hotel industry has been able to cope with the shortage problem by applying various strategies, such as providing on-the-job training, relying on placement students, recruiting school leavers, or using expatriates as department heads. However, there is a critical need for supervisors and middle managers; unskilled and semi-skilled employees can be trained in-house.

Unfortunately, new hotels and existing hotel employers who do not invest in training exacerbate a shortage problem when they 'buy' competent personnel by offering higher salaries. One training manager felt that her hotel was training employees who soon would move to other hotels that pay higher salaries. What we learn from the Prasirtsuk study (1993) has confirmed that firms dealing with manpower shortages simply by paying higher salaries for experienced staff tend to lack long term planning for their staff development.

In order to mitigate this problem, there are a number of options for strategic actions for both the public and the private sectors. First of all, the government should recognise the strategic importance of human resource development for the future success of the tourism industry. Although the Seventh Plan emphasised the significance of human resources in the tourism industry, the government should demonstrate its commitment by giving priority for planning and development of human resources in tourism. Furthermore, the government should formulate tourism

human resource development policies and detailed implementation plans clearly and consistently. Implementation plans should stipulate whose responsibility it is to provide the education and training: public or private sectors. If the public sector should be responsible, which governmental agencies should perform the duty. Should a public body responsible for tourism education and training be established, or should both public and private sectors work together co-operatively. The role of TAT and other related agencies should be precisely clarified. This idea will be further elaborated in the structural section.

Moreover, the government should play a catalytic role between the industry and education and training institutes in human resource development for the Thai tourism industry because the private sector is not strong enough to fully support itself. The government should support and assist the provision of basic tourism education and training in order to increase the quantity and the quality of personnel in the tourism industry by setting aside some extended budget for tourism education and training. Education agencies should ensure sufficient education, while the Labour Ministry, TAT, THA, and private companies themselves, should secure training. Priorities should be given to small and medium-sized companies for training because they lack training funds and motivation. Five-star hotels can train their own staff.

The government should act as a facilitator for training. This can be done in a number of ways. Government funds should be available for the private sector to set up educational and training institutes by offering low-interest government loans and

exempting tax on training expenses. Investment from firms in training and public subsidisation of skill development should be encouraged. Tax incentives or exemptions should be provided for companies that invest in training. To introduce responsibility for training, the provision of training funds may be another option. This is a scheme requiring employers in organisations that have an annual payroll in excess of, for example, two million baht (£50,000) to pay a training levy of 1% of their payroll to a centrally administered training fund. The fund from the levy will be used to assist in the provision of overall human resources training. When employers send their employees for training, they may apply to the Fund for grants or subsidies. The financial support may range from 30 to 100% of the training expenses depending on the nature and relevance of the training. The objective of a training fund is to encourage employers to commit resources to training by contributing to the process of skill development within their own workforce or through a more general financial commitment to industry training.

The private sector should have a greater role in the strategic development of the industry. The private sector should play a co-operative role with the public sector in policy formulation, and developing qualified personnel for the tourism industry. Collaboration with the government and educational and training institutes may involve identifying manpower requirements, developing and evaluating tourism and hotel courses, and training staff. Private companies can be encouraged to establish private hotel or tourism schools or training centres by using low-interest government loans. A particular need is for the supervisory and managerial level of personnel,

since there is a critical shortage in the middle managerial level. Private sector operators know the actual requirements of the industry.

International and national hotel chains and major hotels will continue to provide general in-house training programmes for their staff. Five-star hotels may help improve the quality of employees in standard hotels by using their experienced trainers, providing on-the-job training for students, and being a place for hotel visits. However, the use of resources and expertise of five-star hotels for the wider industry may only be achieved if they are prepared to offer co-operation, perhaps through the THA. Finally, joint training programmes between educational institutes and private companies, i.e., major hotels, should be multiplied. Trainees will study theory in schools and practice hands-on experience in hotels. These joint training programmes may be supported by training funds.

The solution to this problem lies mainly in the supportive role of the government because of the absence of an innovative Thai private sector in human resource development, at least in this period of development. In Thailand, the government should undertake tourism basic education because the majority of the workforce is not well educated. To increase training, the provision of training funds is recommended because the majority of companies in the tourism industry are relatively small- or medium-sized. They may not recognise the importance of training or cannot afford to train their own staff. With a training fund, the government requires all employers to make a financial commitment towards training. The fund

can be used to create more training places for the overall employees in the industry. This long-standing problem requires decisive action which only the government can supply.

2. A shortage of qualified tourism instructors.

The majority of tourism educational instructors have mostly theoretical knowledge, but do not have enough practical industry experience. Only a few experienced instructors from the industry teach in educational institutes, owing to their work load. Tourism instructors do not have opportunities to develop themselves. Also, the normal salary of full-time instructors is so low that many competent instructors have left institutes to work in the industry.

Roles of the public and the private sectors in increasing the number of qualified tourism instructors can be achieved in a number of ways. First, tourism instructors need to be developed, possibly by providing grants and scholarships to continue their studies, and permit them to gain some experience in hotels or travel agencies during the semester break or sabbatical period. The government should also assist instructors in finding some scholarships from international funding organisations or foreign governments. Second, salary is the major problem in employing and retaining qualified instructors in public educational institutes. The MOE or MOUA should consider a special compensation supplement on top of their salary for professionals or instructors in this field in order to keep them in public organisations. Finally, TAT

and the MOL should increase the number of 'training for trainers' courses by co-operation with domestic and international educational organisations.

On the other hand, in the private sector, employers should encourage and support their trainers to contribute to the wider industry. The government may motivate employers of the tourism industry by convincing them of the value and benefits of tourism education and training. Experienced instructors from the industry should donate more time and effort in teaching part time in educational and training institutes. To encourage more experienced instructors in educational institutes, remuneration should be reasonably increased. In addition, major hotels should give priority to instructors who wish to gain some experience from on-the-job training during their semester breaks.

It is recommended that the government help develop the existing tourism instructors because they are the main teaching staff in institutions. It is unlikely that educational institutes will produce qualified personnel by using under-qualified instructors. The government should sponsor instructors on short development programmes as well as advanced level programmes in Thailand and overseas.

3. A lack of teaching materials, equipment and facilities.

Education in hotel and tourism is expensive because of high costs of equipment, facilities and raw materials. Although the government has financially supported a number of public institutes and universities, many public educational institutes still

face a problem of inadequate budgets for developing their teaching materials, equipment and laboratories. However, some public funding has been poorly executed such as the case of funding for hotel-multipurpose buildings for Rajaphat Institutes (Meyer and Geary 1993). The buildings were built without knowledge of hospitality education and ended up being used as just general-purpose classrooms.

In order to meet this problem, various strategic actions for the public and the private sector and educational institutes should be considered. (1) The government, through education and training institutes, should encourage and financially aid their instructors to translate foreign materials and produce Thai language textbooks and training materials for the tourism industry. (2) HTTI should have a library, or a source of information for hotel and tourism training manuals or teaching materials and teaching aids, such as textbooks, slides, videos, and posters. (3) The government should efficiently allocate some investment fund for equipment and facilities. Nevertheless, institutes should be responsible for their own operational costs. There should be criteria to select the most-needed institute and to execute funding in the most effective way. (4) The government should introduce a government-sponsored equipment loan fund to be repaid, in part, perhaps through student fees. (5) The government should assist educational institutes in finding some funding for equipment and laboratories from major companies or international funding agencies. (6) Educational institutes should co-operate with each other in sharing existing laboratories and facilities. (7) Some major private companies, i.e., major deluxe

hotels, may donate some old but useful equipment for training laboratories of educational institutes.

The general recommendation is that the government should allocate more funds for education and training institutes for equipment, laboratories and facilities through grants and loans. Selection criteria and conditions should be precisely formulated.

4. A problem of the quality of the existing education and training courses.

Most education providers stated that their hotel or tourism courses meet the industry demand, apart from some weaknesses. On the contrary, government officials claimed that tourism education and training has not yet reached the requirements of the industry. More crucially, the private sector commented that many hotel and tourism educational programmes, particularly at the university level, are too academic. Not all of the existing hotel and tourism courses are recognised by hoteliers. Previous study has also supported the claim that graduates leave schools without adequate knowledge and skills relevant to the job market (Prasirtsuk 1993). Such courses/programmes hence do not meet the requirements of the industry. Educational institutes have attempted to improve their existing courses; nevertheless, some problems that hinder the quality of the courses are difficult to solve, such as insufficient student practice, under-qualified instructors, and students' attitude towards working in the industry. Some private companies reacted to these inadequacies by opening their own schools.

Hotel operation and tourism are different from other fields of studies because they are highly specialised and require a lot of practice. However, the MOE standard certification course requires many core subjects. At university level, academic freedom of the MOUA, without macro manpower planning and lack of supervision and guidelines on tourism education, may impair the quality of graduates in the long run. A monitoring body for tourism education courses in Thailand is probably needed.

Owing to the perceived imbalance between theory and practice in hotel management courses, most hotels will not employ university hotel management graduates to be supervisors. Graduates may have to start working at the lower level positions, and they will then be promoted on merit after a few years. This is likely to discourage graduates and shows a major weakness in existing courses. Private institutes tend to produce graduates with a stronger language background and technical skills, but graduates themselves have some attitude problems toward the work because most of them come from upper income families.

Consequently, the existing education and training courses should be improved so that they will meet the requirements of the industry. This can be done in many strategic ways. First of all, there should be a balance between theory and practice in course contents. Educational institutes, particularly public universities, should combine classroom with industrial practice. If institutes do not have their own laboratories, they should place students for on-the-job training at hotels. This

training should last at least 3 months during the summer semester. This would require that institutes achieve more co-operation with the industry.

Moreover, hands-on experience is necessary to make students more efficient and effective. The Thai standard certificate curriculum is a general curriculum which requires students to study many core subjects that are not applicable for hotel and tourism courses. The Education Ministry needs to consider internationally-recognised tourism courses to be exceptional standard certificate courses for tourism.

Furthermore, educational and training institutes should require industry feedback on the quality of graduates and continue to consult the private sector in developing new courses and improving existing courses. This can be done by inviting employers to join a curriculum-planning committee, having frequent dialogue with employers, keeping contacts with previous graduates, and *observing and evaluating* students' industrial placements. Finally, educational and training institutes should evaluate their existing courses regularly, and update courses periodically.

The best solution to improve the quality of the existing tourism courses is that education institutes should consult more closely with the industry. Frequent consultation with the industry will facilitate improvement in tourism education and training courses to meet the requirements of the industry. More regular dialogue between educational institutes and employers helps develop clearer insights of each

other's needs, identify any problems, introduce changes as necessary and appropriate, and extend stronger co-operation.

5. Poor ability to speak foreign languages.

The study found that most Thai tourism personnel are incapable of speaking a foreign language. This may be caused by insufficient language training courses and an ineffective foreign language teaching system in secondary schools.

Several options are proposed for strategic actions. In the government, the Ministry of Education should evaluate the effectiveness of foreign language classes in secondary schools, which emphasise grammar rather than speaking. Likewise, new language teaching technology should be transferred to educational institutes from advanced technological countries, such as modern language laboratories and interactive language learning courses. Further, more foreign language training courses should be provided for tourism personnel, particularly for promoted employees, in educational institutes, training centres, and private companies. Finally, if possible, any training programmes at least for middle management staff should be run exclusively in English.

The study recommends that modern foreign language learning courses should be increased for tourism employees because the employees obviously do not have enough opportunities to learn and practice effectively, even though they are in direct

contact with international tourists. Language tuition is expensive but a fundamental skill for those employees in 'front-line' tourism positions.

ADMINISTRATIVE STRUCTURE

1. No single body responsible for human resource development for the Thai tourism industry.

The findings have confirmed that there is no single agency responsible for the planning of human resources for the Thai tourism industry. Many different ministries/agencies are involved in tourism human resource planning and development in Thailand: NESDB, the MOL, the MOE, the MOUA, and TAT. Despite the diversity of agencies involving into the human resource development area, little attempt at co-ordination is made between the work of these various bodies. There is not enough co-operation, co-ordination and assistance from the departments concerned.

ASEAN SCOT Tourism Manpower Training Project once recommended the establishment of a National Tourism Training Council for tourism policy formulation in Thailand. All interviewed governmental officials had heard of the idea, whereas the private sector and educators had not. However, most public officials argued against the idea. Yet there is a consensus among the interviewees that Thailand needs a single co-ordinating body for human resource development in tourism; nevertheless, the opinions about the possible structure of the body vary.

The Thai government has obviously not given a high priority to the development of human resources in tourism, since only 1% of the TAT budget is allocated to training, while 80% of the total budget goes to marketing. However, the Chief of the Vocational Section has indicated that even if the budget increases to twice as much, the quantity and quality of the courses will not be improved because of the limited number of staff. In addition, TAT human resource development policies and plans have hardly been effective because detailed implementation plans have never been thoroughly specified and accomplished, owing to lack of budget.

Two possible options for strategic actions for an institutional framework can be initiated by the government. One, TAT may be involved more in human resource development by upgrading the Technical and Training Division into a department. There should be an Advisory Committee under the new department. The Committee should comprise representatives from the government, the industry, and every level of educational establishments. TAT should then allocate budget and staff to run the department and implement the related strategies and plans.

Alternatively, an NTTC should be established for policy formulation of tourism human resource development. The NTTC should be a government-sponsored agency and governed by a council representative of employers from the various sub-sectors of the tourism industry, every level of educational establishments, both public and private, and government agencies, i.e., MOE, MOUA, MOL , NESDB, TAT and the Office of the Prime Minister. TAT should be a focal point to facilitate its

establishment. The Sub-Committee on Tourism Personnel Development which was discontinued in 1993 had similar objectives to those of the proposed NTTC.

Objectives of the NTTC should be:

- To develop tourism training policies, plans and strategies;
- To ensure that the needs of the various sectors of the industry are met;
- To evaluate the capability of existing tourism education and training institutes;
- To establish a system of National Certification for all vocational skills training;
- To provide a forum where the expertise and experience of industry professionals can be incorporated with the academic expertise of the educators;
- To plan essential training courses that address the industry needs.

The recommended solution for the structural framework for human resource development in tourism in Thailand is to establish an NTTC. The NTTC is a suitable body for bringing together government agencies who are each separately involved in the provision of tourism education and training, many educational institutions, and private companies. The NTTC will further represent Thailand on the board of the ASEAN Tourism Training Council and co-ordinate the regional initiatives. TAT was established primarily for promotion and marketing for tourism and should continue to focus on it.

2. A lack of co-operation between the public, the private sector, and educational institutes.

Co-ordination among the government, industry, and education and training institutes is essential for manpower development for Thai tourism to survive. The study revealed that there is no regular consultative arrangement between the government, educational institutions and the industry. Employers are often invited to participate in curriculum development and teaching. However, there is evidence that even though employers are willing to contribute, they do not have time to share their views. In addition, THA confronts some difficulties in acting as a representative and co-ordinator of the hotel sector in Thailand because THA has no permanent staff to implement plans and has some severe financial constraints.

There are a number of possible options for solutions to these problems. First, there should be more frequent dialogue between the government, industry employers and educational and training institutions, so that education and training programmes can reflect the actual needs of the industry. The NTTC will provide a regular forum where employers can communicate with educators. Second, more partnership between the industry and educational institutes should be set up. Individual educators should link with employers in terms of curriculum development, teaching methods, industry placement, and joint training programmes.

Third, there is also a need for stronger co-operation among hotels to ensure adequate education and training in the hotel sector. The 'Hotel Trainer Club', which

has been set up by major hotels for co-operation, communication and exchanges of ideas among hotels in terms of human resource development, is a good example of co-operation and should be expanded. Fourth, to persuade employers to donate more time and energy for human resource development, employers should be convinced of the benefits of co-operation with educators. Finally, stronger co-operation between the public and the private sectors can be done through THA. THA should be developed as a strong co-ordinator. THA needs more professional secretarial staff and an increased budget in order to function more efficiently in many areas, including human resource development. This can be done by an attempt to increase its membership and membership fees and find assistance from major domestic and international organisations.

It is recommended that the THA should be strengthened as a co-ordinator of the hotel sector with the government and educational institutes. If THA as a representative of the hotel sector is fully developed, the co-operation among three parties will be easier and stronger. Also, the operational role of government will be decreased and the private sector will be in charge of developing their own staff.

3. Disagreement about the future of HTTI or a national training centre.

TAT needs to clarify its role in human resource development prior to the decision on the future of the HTTI. HTTI may be upgraded into a national training centre, or act only as a role model institute for tourism training.

Two major options for strategic actions can be identified. One, HTTI will not be upgraded but become a role model institute for tourism training. HTTI will be a supporting agency and source of tourism education and training materials for educational institutes; HTTI will continue to be under TAT.

Two, HTTI should be upgraded to be a national training centre. HTTI should no longer be under TAT, but be an independent agency with public funding. As a national tourism training centre, HTTI should not only continue to provide hotel operations and tourism training courses for lower level employees but also develop training courses for supervisory and middle management levels. It will require more budget to expand. However, since it is unlikely that HTTI will be able to meet all the needs for trained personnel, HTTI should, at the same time, assist existing educational and training institutes throughout the country in improving the quality of their courses.

Since Thailand is a huge country, the central training centre will not be able to keep up with the demand for the whole country. Regional training centres should also be set up, possibly from supply of the existing regional educational institutes to serve regional students, i.e., vocational colleges, and Rajaphat Institutes. In order to achieve this, the national centre should provide 'training-the-trainer courses', act as a source of tourism education and training materials and co-ordinate the efforts of educational and training institutes throughout Thailand. In addition, by not being a

public agency, the national centre will have freedom to consider higher remuneration for qualified instructors in order to retain them in the institute.

The recommended solution is to upgrade HTTI to be a national centre because there is a great demand for skilled labour in Thailand. There is a danger for the sustainability of Thai tourism if quality supply cannot keep up with demand. The national training centre will be the focal point for the production of trained staff. The NTTC will be the policy maker and the national centre will implement it.

GENERAL

A poor image of the tourism industry as an employer.

The study has shown that the tourism industry in Thailand suffers from a poor image as an employer in terms of employment conditions and benefits, such as low social status of hotel jobs, long and unsocial working hours, poor salary, few social welfare benefits, and lack of comprehension of the importance of tourism for the country. Despite the small number of graduates produced every year, many graduates do not work in the industry after graduation, particularly private students. Poor industry image and the negative attitude of students towards hospitality jobs therefore need to be remedied. In addition, the tourism industry is losing skilled personnel to other industries because of its poor pay. One director of human resources admitted that the hotel industry must adjust salary levels to be in line with other service industries; nevertheless, it is difficult to do so at the moment due to a room oversupply problem and high competition.

The public and the private sectors can help improve the poor image of the tourism industry in various ways. For the government, tourism studies should be integrated into the national education system or school subjects at least from the secondary school level in order to increase students' awareness and appreciation of tourism, such as the significance of the Thai tourism industry, tourism's contribution to the economy, society and local community, and careers in the tourism industry.

Moreover, the government should increase public awareness of actual characteristics of jobs in the tourism industry and career options and opportunities in the industry through career education counselling and job marketing programmes. In addition, TAT should publicise the tourism industry and its significant contribution to the economy and society in order to improve people's understandings and attitude, perhaps through video, slides, brochures, and radio and television programmes.

The private sector may improve the image of the industry by improving employment conditions and benefits. For example, employers may improve working conditions, such as job security, job enrichment, flexible working time, and provide better compensation, i.e., increased salaries and benefits.

Integrating tourism studies into the national education system is recommended to improve the industry's poor image. Since tourism is a relatively new phenomenon in Thailand, there is a need to promote greater public tourism awareness and

appreciation of its value, and to develop tourism culture within the population, particularly the future generation of the country.

Conclusions of the study, and recommendations for further research are presented in the next chapter.

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Chapter 7 - CONCLUSION AND FURTHER RECOMMENDATIONS

Introduction

Research in many countries has illustrated that owing to the future expanding of tourism world-wide, and in order to be competitive in an international market, quality of service becomes a matter of concern. Better service can only be obtained through quality education and training. Therefore, the future of the tourism industry relies heavily on the quality of trained human resources.

At the beginning of this thesis, some propositions were set up. The results of this research suggest that the quantity and the quality of human resources presents a significant constraint to tourism development. Better-qualified personnel are essential to the survival of Thailand's tourism. The study has proven that in Thailand, without strong government support and guidance, initiatives on human resource development will not take place because of the absence of a strong and tourism-experienced private sector. Education and training programmes must be prioritised by the government in order to reduce the manpower shortage and produce well-trained employees. The co-operation between the government, the private sector and educational providers is essential to improve the overall human resource development situation.

The purpose of this chapter is to provide a conclusion for the study, prioritise recommendations and suggest recommendations for further research.

Conclusion

On the basis of the analyses described, a number of conclusions have been reached. Firstly, the tourism industry in Thailand has grown very rapidly, but education and training infrastructure is not sufficiently developed to satisfy the manpower demand. Many critical problems with specific reference to human resource development in the tourism industry have emerged.

Furthermore, the government involvement in human resource development in a developing country like Thailand is essential because of the absence of a developed and education-conscious private sector. There is evidence that representative organisations, e.g., THA, and private enterprises, are unable to undertake human resource development activities. Government involvement in human resource development in Thailand should be active rather than passive. Therefore, the government has to undertake a supportive role to ensure that basic tourism education and training activities are initiated. The government will be required to continue to support the provision of skilled personnel until the private sector's experience and confidence develops.

The government, through the new education reform bill, has partially fulfilled its role primarily by granting economic incentives for the private sector to set up a training

school. More public action, though, needs to be implemented. The government should prioritise human resource development in tourism through policies and implementation plans. The government should facilitate the establishment of a National Tourism Training Council and a national training centre. The government should undertake basic education in tourism and facilitate the provision of training funds. Grants and scholarships should be provided for tourism instructors to continue their studies in Thailand and overseas. Some investment cost for equipment and facilities should be efficiently allocated by the government through grants and loans for educational institutes.

The private sector should also have a greater involvement in contributing to a development strategy for tourism human resource development. The private sector should have a major role in tourism human resource policy formulation, curriculum development and evaluation. THA's position as a representative of the hotel sector should be developed by an increased professional secretariat staff and budget. Private firms should commit resources to training by contributing to train their own workforce or through a more general financial commitment of training fund to industry training. Employers should be required to pay a training levy.

Educational and training institutes should also take part in the human resource development strategy. Education institutes should consult more with the private sector and request industry feedback on the quality of graduates. Frequent dialogue between educational institutes and employers helps develop clearer insights of one

another's needs and problems. Educational institutes should seek more partnership with the industry in order to develop curricula, teaching methods, joint programmes and industry placement methods. Emphasis on foreign language learning skills should also be undertaken in educational institutes.

To conclude, without strong commitment and co-operation among the three main actors--the government, the industry and education--the development of human resources in the tourism industry will be insufficient and delayed.

Selected Recommendations

In order to improve the human resource development situation in the Thai tourism industry, recommendations are suggested according to the major human resource development issues in the previous chapters. Nevertheless, given the limited time and resources the industry normally faces, if a priority has to be established among the overall recommendations, the government should primarily consider setting up a structural framework for human resource development in Thailand. Efforts should be put forward to create an established institutional structure, i.e., an NTTC and a national training centre. Without a proper administrative structure, it is unlikely that human resource development in the tourism sector will be performed efficiently.

The NTTC will need a strong focal point to facilitate its establishment because responsible agencies for education and training in tourism are located within several different public organisations. TAT may not have enough authority and power to

restructure the existing education and training system. Political commitment and support for action is required. The private sector, especially tourism business associations, must be actively involved; and cooperation between the public and private sectors is essential. In addition, the government should have clear and consistent policies for the industry, ensure the availability of financial and other resources, create a unified policy between public agencies, and work closer with the private sector for implementation of common objectives.

Recommendations for Further Research

Several observations are made regarding education and training. These issues point to the need for further research.

One, not all the educational hotel and tourism courses, particularly at the university level, are well regarded by employers. There is still resistance from the industry to university tourism and hospitality graduates. Empirical research may be conducted to examine employers' attitudes towards university graduates. Two, integration of tourism studies into the national education system may increase students' awareness of tourism. Determination of appropriate course content for secondary schools to introduce tourism studies would require more detailed research. Three, the tourism discipline is new and highly in demand, so the Ministry of University Affairs has placed no restrictions upon the opening of new courses. It is essential to explore the monitoring mechanism to ensure the quality of new tourism courses. Four, qualified middle managers in the hotel industry are in great demand. Further study would be

beneficial to explore how to motivate the existing managers so that the industry can retain them. Five, TAT is performing two different functions: promoting and regulating. However, regulating is not normally undertaken by the NTO but separately by a regulatory authority. Further research is needed to determine what type of governmental agency would be relevant to be responsible for regulations applicable to the tourism industry. Perhaps it is the time to establish a ministry of tourism in Thailand. Finally, the issue of the modification of relevant legislation (i.e., the Hotel Act, B.E. 2478) to promote efficient manpower development has been debated at length. More detailed study would be required to analyse the possibility of amendment.

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Appendix A: Occupational Structure in the Hotel Industry

Level	Administration, accounts		Front-office		Housekeeping and laundry		Restaurant and bar		Kitchen	Stores	Maintenance	
	Director of accommodation		Senior managers and administrative officers		Food and beverage manager		Restaurant manager					
Managers	Personnel manager		Front-office manager		Executive house-keeper		Maitre d'hotel, Barman		Head storekeeper		Head of maintenance	
High-level specialists	Chef accountant Controller Head wage clerk		Receptionist Cashier Porter Night porter Trilingual correspondence clerk		head linen-keeper Head laundrymaid Assistant housekeeper		Head waiter Station waiter Head of room service Assistant barman		Chef de cuisine (chef) Assistant chef (Sous-chef) Chefs de partie: Saucier Larder cook Broiler cook Pastry cook Fish cook Vegetable cook Icecream chef Hors d'oeuvrier		Head cellarman Stores controller Mechanic Electrician Carpenter Painter Cold-storage man	
Basic-level personnel	Accountants Miscellaneous clerks		Secretary Head bill office clerk Restaurant cashier Assistant receptionist Telephonist Correspondence clerk		House porter or chambermaid Laundrymaid (ironer)		Waiter Commis barman Room service waiter Assistant waiter or waitress		Commis cook Short-order cook		Storekeeper Store accounts clerk Cellarman Boilerman Maintenance hand	
Miscellaneous labour			Luggage porter Pageboy (groom) Messenger, Lift operator Night watchman Chauffeur		Linenmaid Cleaner Handyman		Orders clerk		Silverman Orders clerk Handyman Kitchen porter Pantryman		Assistant stores controller Assistant storekeeper Assistant cellarman Garage watchman	

Apprentices

Source: International Labour Office (1976) Careers in the Hotel and Tourism sector, Hotel and Tourism Management Series No. 1. Geneva: ILO, p. 4.

Appendix B: Occupational Structure in the Tourist Industry

Level	Travel organisation sector	Destination services sector	Public sector	Tourist accommodation and leisure sector	Administrative and bookkeeping
Managers	Travel agency manager	Local tourist bureau manager or Chairman of the Tourist Office	Holiday camp manager Youth hostel manager		
	Assistant manager	Assistant manager	Tourism inspector		
High-level specialists	Head of the travel organisation section	Head of the destination services sector	Research, planning and development officer	Social and youth tourism officer	
Medium-level specialists	Transfers officer	Tour leader-courier	National guide	Recreation officer	Chief accountant
	Head clerk (counter and ticket office)	Guide-interpreter	Recreation officer	Physical trainer	Cashier
Basic-level personnel	Package tours officer	Entertainment officer	Congress officer	Housekeeper	Executive secretary
	Sales promotion or public relations officer	Air hostess	Hostess	Children's nurse	Filing clerk
	Congress officer	Ship's hostess			
	Publicity officer	Road transport hostess			
	Assistant to the transfers officer	Regional guide	Reception hostess		Telephonist
	Assistant to the package tours officer	Reception hostess	Hostess-secretary		Assistant accountant
	Counter clerk				Secretary/typist
	Messenger				

Source: International Labour Office (1976) Careers in the Hotel and Tourism sector, Hotel and Tourism Management Series No. 1. Geneva: ILO, p. 11.

Appendix C: List Of Institutes Offering Courses In Hotel And Tourism In Thailand

List of public institutes offering courses in hotel and tourism in Thailand

Institute	Course	Duration	Award
Hotel Tourism and Training Institute Bangsaen, Chonburi	Front Office	1 year	Certificate
	Restaurant & Bar	1 year	Certificate
	Kitchen	1 year	Certificate
	Housekeeping	1 year	Certificate
	Travel Trade & Tour Guide	1 year	Certificate
	Room Division Management	2 years	Diploma
	Food & Beverage Management	2 years	Diploma
	Travel Trade & Tour Guide	2 years	Diploma
Burapa University Bangsaen, Chonburi	Hotel Management tour Guide	4 years	Bachelor of Art (B.A.)
		1 year	Certificate
Chulalongkorn University Bangkok	Tourism	4 years	Bachelor of Business Administration (B.B.A.)
Kasetsart University Bangkok	Hotel and Tourism Tour guide	4 years	B.A.
		1 year	Certificate
Mahidol University Salaya, Nakhon Pathom	Travel Industry Management (International)	4 years	B.A.
Ramkhemhaeng University Bangkok	Service industry Management	4 years	B.B.A.
Silpakorn University Bangkok	Guide	4 years	B.A.
Prince of Songkla University Hadyai campus, Songkla Phuket campus	Hotel & Tourism Tour guide	4 years	B.B.A.
		1 year	Certificate
	Hotel & Tourism Management	4 years	B.B.A.

Sukhothai Thammathirat Open University Nonthaburi	Hotel	1-3 years	Diploma & B.A.
Thammasart University Bangkok	Tour guide	1 year	Certificate
Khon Kaen University Khon Kaen	Tour guide	1 year	Certificate
Chandra Kasem Rajaphat Institute Bangkok	Tourism	2 years	Diploma
Suan Dusit Rajaphat Institute Bangkok	Tourism Industry Tour guide	2 years 4 years 1 year	Diploma B.A. Certificate
Thonburi Rajaphat Institute Bangkok	Tourism	2 years	Diploma
Ayutthaya Rajaphat Institute Ayutthaya	Tourism Industry Tour guide	2 years 4 years 1 year	Diploma B.A. Certificate
Chiang Mai Rajaphat Institute Chiang Mai	Hotel & Tourism Hotel & Tourism	2 years 4 years	Diploma B.A.
Chiang Rai Rajaphat Institute Chiang Rai	Hotel & Tourism Service Business	2 years 2 years	Diploma Diploma
Chachoengsao Rajaphat Institute Chachoengsao	Tourism Industry Hotel	4 years 1 year	B.A. Certificate
Kanchanaburi Rajaphat Institute Kanchanaburi	Tourism	2 years 4 years	Diploma B.A.
Nakhon Ratchasima Rajaphat Institute Nakhon Ratchasima	Hotel & Tourism Tour guide	2 years 1 year	Diploma Certificate
Petchaburi Rajaphat Institute Petchaburi	Tourism	2 years	Diploma
Phuket Rajaphat Institute Phuket	Tourism	2 years	Diploma

Pibul Songkram Rajaphat Institute Phitsanulok	Hotel & Tourism	2 years 4 years	Diploma B.A.
Ramphai Pranee Rajaphat Institute Chanthaburi	Hotel & Tourism	2 years	Diploma
Songkla Rajaphat Institute Songkla	Hotel & Tourism	2 years	Diploma
Surat Thani Rajaphat Institute Surat Thani	Hotel & Tourism Tour guide	2 years 1 year	Diploma Certificate
Yala Rajaphat Institute Yala	Tourism	2 years	Diploma
Chetupon Vocational College Bangkok	Hotel	2 years	Diploma
Eiam La Or Vocational College Bangkok	Hotel	2 years	Diploma
Intrachai Commercial College Bangkok	Tourism Industry	2 years	Diploma
Chiang Rai Vocational College Chiang Rai	Hotel	2 years	Diploma
Chiang Mai Vocational College Chiang Mai	Hotel & Tourism Industry	2 years 1 year	Diploma Certificate
Bungprapissanulok Vocational College Pissanulok	Tourism industry	1 year 2 years	Certificate Diploma
Phrae Vocational College Phrae	Hotel	2 years	Diploma
Khon Khan Vocational College Khon Khan	Hotel	2 years	Diploma
Nakhon Rachasima Vocational College Nakhon Rachasima	Hotel	2 years	Diploma

Note: Rajaphat Institutes were formerly Teachers Colleges.

Surin Vocational College Surin	Hotel	2 years	Diploma
Nakhon Srithammarat Vocational College Nakhon Srithammarat	Hotel	2 years	Diploma
Ubon Rachathani Vocational College Ubon Ratchathani	Hotel	1 year	Certificate
Phuket Vocational College Phuket	Hotel & Tourism Industry	2 years 1 year	Diploma Certificate
Songkla Vocational College Songkla	Hotel Tourism Industry	2 years 1 year	Diploma Certificate
Kanchanaburi Vocational College Kanchanaburi	Service Business Hotel	2 years 2 years	Diploma Diploma
Petchaburi Vocational College Petchaburi	Tourism Industry	1 year	Certificate
Surat Thani Vocational College Surat Thani	Service business Hotel	2 years 2 years	Diploma Diploma
Phuket Community College Phuket	Hotel & Tourism Tour guide	2 years 1 year	Diploma Certificate
Rajamangala Institute of Technology Bangkok Technical Campus	Travel Industry Management Hotel Management	2 years 2 years	Diploma Diploma
Rajamangala Institute of Technology Hua-Hin Prachuap Kiri Khan	Hotel & Tourism	2 years	Diploma

List of private institutes offering courses in hotel and tourism in Thailand

Institute	Course	Duration	Award
Assumption University Bangkok	Hotel Management	4 years	B.B.A.
Bangkok University Bangkok	Hotel & Tourism	4 years	B.A.
Dhurakijpundit University Bangkok	Hotel & Tourism	4 years	B.A.
Rangsit University Pathum Thani	Hotel & Tourism	4 years	B.A.
Sripatum University Bangkok	Tourism & Hotel Studies	4 years	B.A.
Siam University Bangkok	Hotel & Tourism	4 years	B.A.
Siam Business School Bangkok	Hotel	2 years	Diploma
Vidhayanukorn Vocational Institute Bangkok	Hotel & Tourism	1 year	Certificate
Payap University Chiang Mai	Hotel & Tourism Management	2 & 4 years	B.B.A.
Wong Chavalitkul University Nakhon Ratchasima	Hotel Management	4 years	B.B.A.
Asia service Industry school (A-SIS) Bangkok	Room Boy/Room Maid	2 months	Certificate
	Waiter/Waitress	2 months	Certificate
	Supervisor	2 months	Certificate
Dusit Thani College Bangkok	Hotel Operations	2 years	Diploma
	Professional Chef	2 years	Diploma
	Hospitality	2 years	Diploma
	Secretarial Administration		
	Tourism Studies	3 years	Higher Diploma
	Hotel Management	3 years	Higher Diploma
International Hospitality Industry Management Institute (IHI) Bangkok	Professional Hotel Management	1 year	Diploma
	Hotel Management Specialization	2 years	Diploma
	Home study Program	6 months-	Certificate

International Hotel and Tourism Industry Management School (I-TIM) Bangkok	<i>Full-time</i>		
	Rooms Division	1 year	Certificate
	Food & Beverage	1 year	Certificate
	Travel & Tourism	1 year	Certificate
	All 3 majors	1 year	Certificate
	<i>Part-time</i>		
	Middle Management	2 years 1-2 months	Diploma Certificate
Senior Management	1-2 months	Certificate	
The Oriental Hotel Apprenticeship Programme	Front Office	6 months	Certificate
	Housekeeping	6 months	Certificate
	International Cuisine Chef	1 year	Certificate
	Traditional Thai Cooking Chef	1 year	Certificate
	Bakery and Pastry	1 year	Certificate
	Cook	1 year	Certificate
	Bartender	1 year	Certificate
	Restaurant	1 year	Certificate

Appendix D: Interview Questions (Group 1)

GROUP 1: GOVERNMENT OFFICIALS INVOLVED IN TOURISM DEVELOPMENT

Section 1: Human Resource Planning and Development

A. General Planning Mechanism

1. How is human resource planning carried out in Thailand?
2. How frequently is human resource planning done?
3. Who is responsible for human resource planning? Is there an institutional structure for human resource development?
4. What has government done to encourage human resource development?

B. Specific Planning Mechanism (Tourism sector)

5. What has government done specifically to encourage human resource development for the tourism sector?
6. To what extent have the existing human resource development policies and plans for the tourism industry been implemented?
7. What are the shortfalls between human resource development planning and implementation? What should be the ways to overcome this problem?
8. Has any specific training needs analysis been done for the tourism sector?
9. What is the governmental budget for human resource development in the tourism industry at the moment? (Does government set aside a budget for tourism HRD?)
10. Are there any current initiatives (projects) in tourism human resource development?
11. What are the main priorities for human resource development in tourism in Thailand now and in the near future?
12. Which departments in government monitors human resource development programmes (general) and tourism (specific)?
13. How and to what extent is the private sector involved in tourism human resource planning process?

Section 2: Role of the Public and Private Sectors

14. What role do you consider the government should play in human resource development for the tourism industry in Thailand?
15. What role do you consider the private sector should play in human resource development for the tourism industry in Thailand?
16. Regarding tourism development, is there any attempt to link with the private sector--nationally or regionally, e.g., hotel groups, private universities, training consultants, airlines? (mechanism for national forum which allows the interest groups to join together? i.e., Tourism Liaison Council consists of representatives from interest groups)

Section 3: Education and Training in the Tourism Industry

17. Is there a consultative arrangement between government, educational institutions and the private sector to discuss human resource development needs for tourism? To what extent is any arrangement effective?
18. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism industry in Thailand? Does the responsibility lie with the education system or with the industry itself?
19. How are existing public and private education and training programmes in the tourism sector evaluated in Thailand?
20. Have existing training programmes in the tourism sector met the needs of the industry? If not, what improvements do you consider necessary in the existing universities/training institutions to enable them to accommodate tourism training programmes?
21. What are the existing deficiencies in human resource development in the tourism sector in Thailand?
22. What could be done to fill these gaps?

Section 4: HRD Problems in the Tourism Industry

23. What are the main problems of human resource development in the tourism sector in Thailand?
24. What has government done to overcome these problems?

Section 5: Hotel Training Programmes

25. What level of employee training in the hotel sector do you think the government should emphasise? and why?
26. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?
27. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

Section 6: Tourism and Hotel Training Institution

28. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementing the policy of tourism training in Thailand? If so, how should it be done?
29. Is there an intention to upgrade Hotel Tourism and Training Institute which is already established to be a national hotel training centre or institution for Thailand? If no, what should be the way to develop a national hotel training centre/hotel school for Thailand?

Appendix E: Interview Questions (Group 2A)

GROUP 2A: THAI HOTEL ASSOCIATION

Section 1: Human Resource Planning and Development

1. How and to what extent is the private sector involved in the hotel human resource planning process?
2. What has THA done to encourage human resource development for the hotel sector?
3. Does THA have a human resource development policy for the hotel sector? If yes, to what extent have the existing human resource development policy and plan been implemented?
4. What are the shortfalls between human resource development planning and implementation? What should be the ways to overcome this problem?
5. Has any specific training needs analysis been done for the hotel sector?
6. What is the THA budget for human resource development?
7. What are the main priorities for human resource development in hotel sector in Thailand now and in the near future?

Section 2: Role of the Public and Private Sectors

8. What role do you consider the government should play in human resource development for the tourism industry in Thailand?
9. What role do you consider the private sector should play in human resource development for the hotel sector in Thailand?
10. Regarding tourism development, is there any attempt to link with the private sector--nationally or regionally, e.g., hotel groups, private universities, training consultants, airlines? (mechanism for national forum which allows the interest groups to join together? i.e., Tourism Liaison Council consists of representatives from interest groups)

Section 3: Education and Training in the Hotel Sector

11. Is there a consultative arrangement between government, educational institutions and the private sector to discuss human resource development needs for tourism? To what extent is any arrangement effective?
12. To what extent does THA consult with government, educational institutes, and its membership in developing training programmes?
13. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism the industry in Thailand? Does the responsibility lie with the education system or with the industry itself?
14. What is the industrial involvement in education, e.g., course planning and development, industrial lecture, industrial placement?

15. Have existing training programmes in the hotel sector met the needs of the industry? If not, what improvements do you consider necessary in the existing universities/training institutions to enable them to accommodate hotel training programmes?

16. What are the existing deficiencies in human resource development in the hotel sector in Thailand?

17. What could be done to fill these gaps?

Section 4: HRD Problems in the Hotel Industry

18. What are the main problems of human resource development in the tourism sector in Thailand?

19. What should be done to overcome these problems?

Section 5: Hotel Training Programmes

20. What are the existing training programmes organised by the Thai Hotel Association?

21. How does THA identify the needs for its training programmes? Do training programmes reflect the need analysis?

22. How are existing private training programmes in the hotel sector evaluated in Thailand?

23. What level of employee training in the hotel sector does the THA emphasise?

24. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?

25. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

Section 6: Tourism and Hotel Training Institution

26. Do you think there is a need for a public body responsible for tourism human resource planning in Thailand?

27. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementation the policy of tourism training in Thailand? If so, how should it be done?

28. Should the existing Hotel Tourism and Training Institute which is already established be upgraded to be a national hotel training centre or institution for Thailand? If no, what should be the ways to develop a national hotel training centre/hotel school for Thailand?

Appendix F: Interview Questions (Group 2B)

GROUP 2B: HOTEL GENERAL MANAGER, DIRECTOR OF HUMAN RESOURCES, PERSONNEL MANAGER or TRAINING MANAGER

Section 1: Human Resource Planning and Development

1. Does your hotel have human resource development policy for your employees?
If yes, to what extent have the policy and plan been implemented?

Section 2: Role of the Public and Private Sectors

2. What role do you consider the government should play in human resource development for the hotel sector in Thailand?
3. What role do you consider the private sector should play in human resource development for the hotel sector in Thailand?

Section 3: Education and Training in the Hotel Sector

4. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism the industry in Thailand? Does the responsibility lie with the education system or with the industry itself?
5. Does your hotel have any industrial involvement in education, e.g., course planning and development, industrial lecture, industrial placement?
6. Have existing training programmes in the hotel sector met the needs of the industry? If not, what improvements do you consider necessary in the existing universities/training institutions to enable them to accommodate hotel training programmes?
7. What are the existing deficiencies in human resource development in the tourism sector in Thailand?
8. What could be done to fill these gaps?

Section 4: HRD Problems in the Hotel Industry

9. What are the main problems of human resource development in the hotel sector in Thailand?
10. What should be done to overcome these problems?

Section 5: Hotel Training Programmes

11. Do you have any on-the-job training programmes for your employees in the hotel?
12. Do you have any classroom training programmes for your employees in the hotel?
13. Have any specific training need analysis been done for your employees?

14. How are existing training programmes in your hotel evaluated?
15. What is your budget for human resource development?
16. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?
17. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

Section 6: Tourism and Hotel Training Institution

18. Do you think there is a need for a public body responsible for tourism human resource planning in Thailand?
19. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementing the policy of tourism training in Thailand? If so, how would it be done?
20. Should the existing Hotel Tourism and Training Institute which is already established be upgraded to be a national hotel training centre or institution for Thailand? If no, what should be the ways to develop a national hotel training centre/hotel school for Thailand?

Appendix G: Interview Questions (Group 3)

GROUP 3: EDUCATORS

Section 1: Human Resource Planning and Development

1. How and to what extent are the educators involved in the tourism human resource planning process?
2. What are the main priorities for human resource development in tourism in Thailand now and in the near future?

Section 2: Role of the Public and Private Sectors

3. What role do you consider the public and private sectors should play in human resource development for the tourism industry in Thailand?
4. What role do you consider educational institutes should play in human resource development for the tourism industry in Thailand?

Section 3: Education and Training in the Tourism/Hotel Sector

5. Is there a consultative arrangement between government, educational institutions and the private sector to discuss human resource development needs for tourism? To what extent is any arrangement effective?
6. Who should be responsible for ensuring adequate education and training programmes for personnel in the tourism the industry in Thailand? Does the responsibility lie with the education system or with the industry itself?
7. Do you consider the existing tourism education and training in Thailand meets the industry needs? If not, what improvements do you consider necessary?
8. What are the existing deficiencies in human resource development in the tourism sector in Thailand?
9. What could be done to fill these gaps?
10. Has any specific training needs analysis been done for hotel and tourism courses?
11. How are existing public and private education programmes in the tourism sector evaluated in Thailand?
12. In developing your curriculum for tourism/hotel education in your university, did you consult with the tourism/hotel sector?
13. After completion of the course, do most graduates find a job?
14. To what extent do your staff maintain active involvement within the tourism sector?
15. Do you have any plan to introduce new tourism/hotel courses?

Section 4 HRD Problems in the Tourism Industry

16. What are the major problems of human resource development in the tourism sector in Thailand?
17. In your opinion, what should be done to overcome these problems?

Section 5: Hotel Training Programmes

18. What level of employee training in the hotel sector do you emphasise?
19. For small hotels employee training can be a problem because of non-availability of training expertise and financial resources. What has been done to help or what could be done?
20. Do five-star hotels admit non-employees to their in-house training courses? To what extent is there an existing opportunity to use resources and expertise of five-star hotels to improve general level of employees of standard hotels in a wider industry?

Section 6: Tourism and Hotel Training Institution

21. Do you think there is a need for a public body responsible for tourism human resource planning in Thailand?
22. Should Thailand establish a National Tourism Training Council (the recommendation of the ASEAN Sub-committee on Tourism under ASEAN SCOT Integrated Manpower Training Project) to be responsible for developing and implementation the policy of tourism training in Thailand? If so, how should it be done?
23. Should the existing Hotel Tourism and Training Institute which is already established be upgraded to be a national hotel training centre or institution for Thailand? If no, what should be the way to develop a national hotel training centre/hotel school for Thailand?

Appendix H: List Of Interviewees

Name	Position	Address
1. Dr. Witit Rachatatanun	Director	Government and Private Co-operation Division, National Economic and Social Development Board (NESDB), Bangkok
2. Dr. Athipat Bamroong	Chief	Commerce and Services Policy Section, Government and Private Co-operation Division, NESDB, Bangkok
3. Dr. Kasemsun Chinnavaso	Chief	Manpower Assessment Section, Human Resources Planning Division, NESDB, Bangkok
4. Ms. Tasaneeeya Tharamatach	Senior Expert	Human Resources Planning Division, NESDB, Bangkok
5. Mrs. Nitasna Theeravit	Inspector-General	Ministry of Labour and Social Welfare, Bangkok
6. Dr. Wanchai Sirichana	Deputy Permanent Secretary	Ministry of University Affairs, Bangkok
7. Miss Kitima Suwanithi	Academician	Division of Vocational Education, Department of Vocational Education. Ministry of Education, Bangkok
8. Mr. Pradech Phayakvichien	Deputy Governor for Planning and Development	The Tourism Authority of Thailand (TAT), Bangkok
9. Mr. Santichai Euachongprasit	Director	Research and Training Department, TAT
10. Mr. Chamnan Muangtim	Director	Technical and Training Division, TAT

Name	Position	Address
11. Mr. Pramoth Supyen	Chief	Vocational Training Section, Technical and Training Division, TAT
12. Mrs. Viriyapa Changroen	Director	General Affairs Division, TAT
13. Mr. Ryuji Yamakawa	Chief	Tourism Unit, Transport, Communications and Tourism Division, United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), Bangkok
14. Mr. Wichit Na Ranong	President	Thai Hotels Association (THA), Bangkok
15. Mr. Patrick Basset	Director	Training and Development Committee, THA, Bangkok
16. Mr. Manoon Kalapat	General Manager	Suan Bua Thani Hotel & Resort, Chiang Mai
17. Ms. Puangpayom Yuvaboon	Personnel and Training Manager	Dusit Thani Hotel, Bangkok
18. Ms. Ratchanee Lerthirunvibul	Training Manager	The Oriental Bangkok Hotel, Bangkok
19. Ms. Sunee Chantokul	General Manager- Human Resources	Accor Asia Pacific Hotels, Bangkok
20. Mr. Xuwat Wongchotewattana	Training Manager	Grand Hyatt Erawan Bangkok Hotel, Bangkok
21. Mrs. Nisa Attanandana	Director of Training and Development	Four Seasons Regent Hotel, Bangkok
22. Mr. Choochart Mahawansu	Director of Human Resources	Marriott Royal Garden Riverside Hotel, Bangkok

Name	Position	Address
23. Mr. Amnart Assawasoponggul	Human Resources Director	Le Meridien President Bangkok Hotel, Bangkok
24. Mr. Mingmitr Manakul	Human Resources Manager	Holiday Inn Crowne Plaza Hotel, Bangkok
25. Ms. Wasana Nakthaworn	Assistant Group Director of Human Resources	Siam City Hotel, Bangkok
26. Mr. Sommatra Sripetchara	Administration Manager	Amari Airport Hotel, Bangkok
27. Mr. Surapong Techaruvichit	Assistant Managing Director	Asia Hotel, Bangkok
28. Ms. Sukanya Wiriyachan	Personnel Manager	Asia Hotel, Bangkok
29. Ms. Supaporn Boonraksasatya	Personnel Manager	The Montien Hotel, Bangkok
30. Mr. Suttibodee Anantawan	Personnel Manager	Four Wings Hotel, Bangkok
31. Mr. Chaloeapol Mahuttikarn	Executive Vice President	The Royal River Hotel, Bangkok
32. Mr. Vitoon Somchati	Hotel Manager	
33. Ms. Wilawun Rangsikulpipat	Personnel Manager	
34. Ms. Nitaya Jutamart	General Manager	Imperial Tara Hotel, Bangkok
35. Mr. Sujak Dokmaithong	Personnel Manager	Classic Place Hotel, Bangkok
36. Ms. Siriluk Thongyoolert	Personnel Manager	White Orchid Hotel, Bangkok

Name	Position	Address
37. Ms. Rerai Seesodsai	Resident Manager	Richmond Hotel, Nonthaburi
38. Mrs. Phanit Sangkavichitr	Director	Hotel and Tourism Training Institute, Bangsaen, Chonburi
39. Asst. Prof. Chalongsri Pimonsompong	Head	Department of Career Sciences, Faculty of Humanities, Kasetsart University, Bangkok
40. Mr. Pramoch Rodchumras	Head	Department of Service Industry Management, Faculty of Business Administration, Ramkhemhaeng university, Bangkok
41. Ms. Kannika Nartpotjananon	Instructor	Tourism Division
42. Miss. Patsamon Srinate	Head	Hotel Division
43. Miss Unchalee Dusitsutirut	Instructor	Hotel Division Travel Industry Management Department, Rajamangala Institute of Technology, Bangkok Technical Campus, Bangkok
44. Miss Nipa Vatavanitgul	Head	Tourism Industry Programme, Rajaphat Institute Suan Dusit, Bangkok
45. Mr. Sompol Rackchart	Acting Head	Hotel and Tourism Department, Faculty of Business Administration, Burapa university, Chonburi
46. Asso. Prof. Manat Chaisawat	Director	Faculty of Hotel and Tourism Management, Prince of Songkla University, Phuket
47. Asst. Prof. Taksina Nimmonratana	Head	Division of Tourism, Faculty of Humanities, Chiang Mai University, Chiang Mai

Name	Position	Address
48. Ms. Cholticha Bunnag	Head	Hotel and Tourism Department, Faculty of Humanities, Dhurakijpundit University, Bangkok
49. Ms. Cho Nwe Oo	Chairperson	Hotel Management Department, Assumption University, Bangkok
50. Ms. Ranee Amarinratana	Associate Dean, and Head	Tourism and Hotel Department, Faculty of Liberal Arts, Sripatum University, Bangkok
51. Mr. Tidti Tidichurenporn	Head	Department of Hotel & Tourism Management, Faculty of Business Administration, Payap University, Chiang Mai
52. Ms. Veera Pongsriprapat	Project Director	Dusit Thani College, Bangkok
53. Colonel Somchai Hiranyakit	President	International Hotel and Tourism Industry Management School, Bangkok

Appendix I: Personal And Professional Profiles Of The Interview

Participants

Government officials

Gender:

Male 69.2%

Female 30.8%

Age:

21-30 years none

31-40 years 7.7%

41-50 years 61.5%

51 and above 30.8%

Work period in the organisation:

1-10 years 15.4%

11-20 years 69.2%

21 and above 15.4%

Education degree:

Below undergraduate none

Undergraduate degree 30.8%

Graduate degree and above 69.2%

Job title:

Chief 23.1%

Director 30.7%

Expert 23.1%

Top administrator 23.1%

Hoteliers

Gender:

Male 54.2%

Female 45.8%

Age:

21-30 years 4.2%

31-40 years 50.0%

41-50 years 37.5%

51 and above 8.3%

Work period in the organisation:

1-10 years 45.8%

11-20 years 45.8%

21 and above 8.4%

Education degree:

Below undergraduate 4.2%

Undergraduate degree 66.7%

Graduate degree and above 29.1%

Job title:	
Personnel manager	33.3%
Training manager	8.4%
Director of human resources	25.0%
Resident manager/general manager/managing director	33.3%

Educators

Gender:	
Male	29.4%
Female	70.6%

Age:	
21-30 years	17.7%
31-40 years	29.4%
41-50 years	29.4%
51 and above	23.5%

Work period in the organisation:	
1-10 years	35.3%
11-20 years	52.9%
21 and above	11.8%

Education degree:	
Below undergraduate	none
Undergraduate degree	23.5%
Graduate degree and above	76.5%

Job title:	
Dean	5.9%
Chief	58.8%
Director	23.5%
Lecturer	11.8%