

Challenges of Training Tourism and Hospitality Workers in Papua New Guinea

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Abstract

This dissertation identifies and explores the challenges facing the training of the tourism and hospitality workforce in Papua New Guinea (PNG). A review of the literature reveals that Human Resource Development (HRD) is a key challenge facing the development of the tourism and hospitality industry around the world. Much of the literature reviewed is set in the developed world where training provision is readily available and well resourced, however there is much less available research on the challenges that face attempts to enhance HRD through training in the developing world – and, in particular, in PNG. The purpose of this study is to identify and understand the challenges that face attempts to strengthen the training and education of tourism and hospitality workers in PNG. The results of this study will help training providers to equip themselves with the resources, attitudes and expertise needed to handle these challenges and will also make a small contribution to our understanding of HRD challenges in the developing world.

This dissertation relies primarily on the use of secondary information. The study employs an interpretive approach from a subjective perspective and utilises qualitative methodology. Set within the qualitative methodological tradition, the data collection technique revolves around the analysis of secondary information and published documents. In analysing the information gathered, the dissertation employs a thematic analysis method. The research reveals, that tourism and hospitality training and education in PNG lacks the necessary resources to boost capacity development among workers in the industry. Capacity building is important for the progression of the industry. The main challenge for training is having well-trained and knowledgeable trainers and educators especially in the secondary schools, Technical and Vocational Education and Training (TVET) institutions and the universities. Specialised training is needed as well as professional development for managers and the existing workforce. Improved training and education especially in the secondary and TVET level is needed to cater for the demand from the industry. It is important to train new entrants to the industry with the right attitudes that are needed in the professional settings. The way forward, is for the stakeholders and training institutions to more effectively allocate the limited resources available into building human capacity.

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Abbreviations

ADB	Asian Development Bank
APTC	Australian Pacific Technical College
CPI	consumer price index
DNP	Department of National Planning
DSP	development strategic plan
DWU	Divine Word University
EU	European Union
GDP	gross domestic product
GFC	the Global Financial Crisis
HE	higher education
HR	human resources
HRD	human resource development
ILO	International Labour Organization
IMF	International Monetary Fund
LDC	Less-Developed Countries
MDGs	Millennium Development Goals
MTDP	Medium Term Development Plan
NDoE	National Department of Education
NPIPNG	National Polytechnic Institute of Papua New Guinea
OHE	Office of Higher Education
PI	Pacific Islands

PNG	Papua New Guinea
PNG TPA	Papua New Guinea Tourism Promotion Authority
PNG TSRMP	Papua New Guinea Tourism Sector Review and Master Plan
POMBUS	Port Moresby Business College
SMEs	small and medium-sized enterprises
SPTO	South Pacific Tourism Organisation
TTNA	tourism training needs analysis
TVET	technical and vocational education and training
UN	United Nations
UNWTO	United Nations World Tourism Organization
UOG	University of Goroka
UPNG	University of Papua New Guinea
VFR	visiting friends and relatives
WWII	World War II

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgments), nor material which to a substantial extent has been submitted for the award of any other degree or diploma of a university or other institution of higher learning.



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Chapter 1 : Introduction

This dissertation seeks to identify and understand the challenges of providing tourism and hospitality workforce training in Papua New Guinea (PNG). This first chapter introduces the proposed study, beginning within an outline of its rationale, its aims and objectives, and the structure of the dissertation document.

1.1 Background and Rationale of the Study

Human resource development (HRD) is a major issue facing the tourism and hospitality industry globally (Baum, 2002, 2006, 2007a, 2008; Boxall & Purcell, 2008; Nickson, 2007). While the HRD challenges facing tourism and hospitality in the developed world are significant, they are limited compared with the broader challenges facing developing nations, where facilities, resources and training traditions are often limited and weak (Baum, 2008; Hai-yan & Baum, 2006; Kaplan, 2004). Without HRD, the tourism industry cannot grow and develop into a major economic driver. If service standards are poor and the visitor experience suffers due to poor staff training, this will have a direct impact on industry yield and the resultant creation of income and jobs.

Tourism is a developing industry in PNG and the Government has recognised its significance as a major revenue generator if managed appropriately. In order to improve the overall performance of the industry, HRD must be taken seriously as a major pillar for advancing the development of the industry (Department of National Planning and Monitoring, 2009, 2010a, 2010b). The Government has urged tourism stakeholders to invest more in both human and physical resources to enhance the industry's development (Department of National Planning and Monitoring, 2009, 2010b; TRIP Consultants & Deloitte Touche Tohmatsu, 2007). Part of this investment by stakeholders must be on HRD which is an essential contributor to the overall growth of the industry.

Given the intensifying and constantly changing competitive tourism environment, it is critical to research HRD issues in the PNG tourism industry, as it is these human resources that may create lasting competitive advantages. With the increasing focus on the development of the tourism industry in PNG, its expansion is likely to create further employment as stipulated in the *Medium Term Development Plan 2011 - 2015* (Department of National Planning and Monitoring, 2010a); the PNG Tourism Sector

Review and Master Plan (TSRMP) (TRIP Consultants & Deloitte Touche Tohmatsu, 2007) and in the country's development roadmap *Papua New Guinea Vision 2050* (Department of National Planning and Monitoring, 2009). It is critical that the education and training of the labour force be considered by government, industry and education providers to be a vital dimension of building and sustaining an effective tourism industry in PNG.

Tourism and hospitality training is an important area in the overall development of the tourism industry in PNG. The delivery of quality customer service, requires improved training for the workers in the tourism and hospitality organisations, both big corporations, some of which may be internationally owned, as well as small and medium-sized enterprises (SME's) throughout the country. In order for training to become effective it is important to also identify the major issues that influence the delivery and provision of professional training in the tourism industry. These issues must be considered during the formulation and review of tourism curricula and training modules to improve the quality of training and education.

1.2 Research Objectives

This dissertation is guided by the following problem statement:

There are major challenges facing the training of tourism and hospitality workers in Papua New Guinea.

Based on the main problem statement, six research questions were developed to help guide the research and information gathering that underpin this dissertation.

1. What are the general characteristics of the PNG tourism sector and its competitive environment?
2. What are the HRD needs of the PNG tourism sector, and specifically in workforce training?
3. What types of tourism and hospitality education and training are currently available in PNG?
4. What gaps exist between the demand and supply of tourism and hospitality workforce training?
5. What are the challenges faced in providing effective tourism and hospitality training in PNG?

6. What are the future tourism and hospitality training needs of PNG and how might they best be met?

A critical review of literature, including a range of secondary statistical and consultancy reports, is used to identify and understand the challenges of HRD, specifically the training dimension, in the PNG tourism and hospitality industry. A reflection of my personal experiences as a tourism trainer in PNG is also used to inform this study. The purpose of this study is to identify and understand the challenges that face tourism and hospitality training offered by institutions in PNG. An extensive review of literature on training needs of the tourism and hospitality industry in PNG and elsewhere in the South Pacific is conducted. A desk-based review of relevant reports and government documents on PNG tourism economic development and labour force training is also presented. Finally a web-based review is conducted of tourism and hospitality training programmes offered by institutions in PNG.

The research explores human resource issues in the tourism industry in PNG. It specifically analyses the challenges facing training for tourism and hospitality and investigates the current relationship between industry, government agencies, and education and training providers. The dissertation also seeks to assess the relevance and currency of education and training provided both off and on the job. The findings of the critical review are referenced to the wider context of human resources training in the Pacific Island (PI) region and developing countries more generally.

1.3 Dissertation Outline and Structure

Chapter Two is a literature review. The first section of the review focuses on previous research and writing conducted on the training challenges or gaps, labour force needs and HRD provision in the developed world. The second section discusses and critiques research completed on a similar topic in less-developed countries (LDC). The final section discusses the literature from within the PI region, particularly studies on HRD and tourism training.

Chapter Three presents the research design; it outlines the methodological approach used in conducting this study. The research stance and the underlying view that guides this dissertation are outlined and the data collection and data analysis methods are discussed.

Chapter Four provides an overview of the current state of development of the tourism industry in PNG. This chapter highlights the major tourism products as well as the industry arrival trends and key market figures. The role of the tourism industry in the broader economy and its broader presence in PNG economic policy is also outlined.

Chapter Five is the first of two chapters dedicated to discussing the research findings. This chapter focuses on the training needs of the tourism industry in PNG, specifically discussing the current labour market situation as well as looking at the actual HRD needs of the tourism and hospitality industry.

Chapter Six discusses the tourism training offerings that are currently available in PNG. An overview of different institutions is presented. The chapter then presents the future training needs of the industry and discusses how the current offerings will need to evolve to meet shifting demand.

Chapter Seven synthesises the issues that emerge from the research study. The core themes and findings from the dissertation are reviewed and discussed in the context of the research questions. In addition the chapter also highlights some strategic dimensions that can be considered to improve tourism and hospitality training and education in PNG. Areas of future research and the limitations of the dissertation are also highlighted in this concluding chapter.

Chapter 2 : Literature Review

This chapter reviews past research on HRD in the tourism and hospitality industry. It particularly highlights the training of human resource for the industry and the challenges that the global industry faces in terms of training and development of its human capital. The chapter is organised in three sections: the first provides an overview of research on tourism and hospitality training from the developed countries perspective, the next section discusses the importance of training and the challenges that it faces, as well as the extent of coverage of training in the less-developed countries. The final section discusses the challenges of tourism and hospitality training and education, and HRD in the Pacific Islands region and provides a summary of the findings from the review. It also highlights training and education and its importance to the tourism industry in PNG.

2.1 Tourism and Human Resource Development – Training Practices in Developed Countries

Over the past few decades, many studies have been carried out on human resource development, and especially training within tourism and hospitality. This has seen more information become available about HRD, in both developed and the less-developed countries. (A. P. Adler & Adler, 2004; Baum, 2007a, 2008; Baum et al., 2007; Tiwari, 2011).

There is a growing array of literature that discusses the value of HRD relating to organisational success, (Baum, 2002; Kusluvan, Kusluvan, Ilhan, & Buyruk, 2010; Nickson, 2007). It is generally believed that more effective utilisation of human resources in organisations is likely to confer a competitive advantage (Baum, 2007a; Kusluvan et al., 2010), that can manifest in their positive bottom line. Tourism and hospitality organisations are people and service oriented, and depend on their employees to deliver quality service experiences to their customers, (Kandampully & Kandampully, 2006). Quality service is critical because it creates memorable experiences and leaves customers satisfied and this, in turn, potentially leads to loyal and repeat customers. Having employees who are well trained to create value in the service offerings has become a strategic function for HRD (Baum, 2006; Korczynski, 2005; Kusluvan et al., 2010). This section of the literature review focuses on general research on HRD in both tourism and hospitality training and education.

The tourism industry is characterised by the diversity of its labour force and variations in the purpose, size, ownership and demands of the enterprises that comprise it. The only real point of homogeneity is service delivery to customers and the need to manage workers in such a way that they provide a quality service (Nickson, 2007). Conversely there is much debate over the general perception of the tourism industry as an employer; in general commentators argue that the industry has a poor employer image in the developed world. The accommodation and the food and drink sectors, in particular are not attractive as career pathways because they employ mostly low-skilled and unskilled people, whereas travel agencies, tour operators, transport companies, regional tourism companies and large hotels seem to have a better image (Riley, 2011). This notion is supported by Zampoukos and Ioannides's (2011) study which revealed that majority of the people working in the tourism and hospitality industry are mainly low-skilled and unskilled, giving opportunities for employers in the industry to take advantage of their low skills base and offer very low pay. These conditions support the image of the hospitality sector as being comprised of low-paid, unskilled and low-skilled jobs, often temporary or part time in nature (Baum, 2006; Nickson, 2007; Riley, 2011; Zampoukos & Ioannides, 2011).

Consequently it can be argued that the training of people in the tourism and hospitality industry is important due to the high level of skills diversification, required of employees in the industry (Baum, 2002; Nickson, 2007). Those who are employed must have the appropriate and acceptable skills, attitudes and behaviours for the job as these will result in satisfied customers and hence generate income for the business (Furunes, 2005). Moreover, organisations are acknowledging the importance of their employees, recognising them as the most important asset in their organisation and relying on their skills to pursue the business's desired outcomes (Boxall & Purcell, 2011; Kusluvan et al., 2010).

Baum (2006) describes tourism and hospitality as being the fastest-growing industry globally and one of the major employers of unskilled to low-skilled workers in the developed world. Many tourism and hospitality organisations face the challenge of meeting their skills requirement through a constantly changing labour market. Baum stresses that most developed or high-skilled economies also depend to a significant extent on an alternative economy based on what is unfavourably described as 'low skills' jobs (Baum, 2006). Many of the challenges facing skills training and development stem from the changing employment context, technological developments,

and need for greater responsiveness on the part of the technical, vocational and higher education system (Baum, 2006; Furunes, 2005; Nickson, 2007). This challenge is evident in both the developed world as well as the many developing countries around the globe. The skills training for the tourism and hospitality industry is currently being provided mostly by technical training institutions and universities (Hsu, 2005).

Skills acquisition still remains a challenge for developed economies, despite being more advanced in terms of training and education systems than their LDC counterparts. This is, in part, due to globalisation and the growing cultural diversity of the workforce (Baum, 2008; Berger & Brownell, 2009; Nickson, 2007) within the tourism and hospitality industry. Because tourism is a major employer on the global frontier (International Labour Organization, 2011) training and development plays an important role in up-skilling and upgrading of employees' skills in order to accommodate the constantly changing labour market environment (Baum, 2006; Furunes, 2005). In order to provide high-quality service to customers and to improve productivity and enhance profitability of the industry, it is important that all tourism and hospitality organisations utilise their human resources effectively. Due to the importance of the service encounter, it is therefore argued that organisations should consider human resource training and development as a key strategic area (Furunes, 2005).

2.1.1 Human Resource Development Challenges in the Tourism and Hospitality Industry

As the tourism and hospitality industry continues to grow there is evidence that organisations are increasingly competing through the development of human resource talents. However, the low prestige and status of tourism and hospitality jobs (Kusluvan et al., 2010) continues to be a challenge for human resource (HR) managers when trying to attract and retain qualified staff. This challenge has compelled management of organisations to recognise the importance of training in the tourism industry. It is believed that the key factor for improving both competitiveness and employment opportunities is to upgrade the human resources of the tourism industry (Freeman, 2012; Tiwari, 2011). It is important to note that without an improvement in HR practices, the tourism industry will continue to have difficulties in attracting employees.

The recent global financial crisis (GFC) has placed a burden on the tourism and hospitality labour market as well as other industries in most developed economies. This has led to developed economies engaging in policies to accommodate the major job

losses that have occurred since the 2009 recession (International Labour Organization, 2013). The main effect of GFC, highlighted in the ILO's 2013 global employment trends report, is the loss of jobs and the downgrading of employment opportunities in the labour market (International Labour Organization, 2013). This has led to a mismatch between labour demand and supply at both the low and high ends of the qualification spectrum. This in turn, can raise the number of over-qualified workers being 'downgraded' to jobs that previously were done by unskilled and low-skill workers, with the result that less-qualified staff are losing work. This trend not only affects actual employment opportunities but can also have negative consequences for job satisfaction, workers' wages and productivity of firms (International Labour Organization, 2013). Improvements need be made to HR practices to address these issues and to minimise or limit the implications of this employment situation on the overall labour force.

As the work environment changes due to economic developments and emerging work practices, workers respond in various ways. For some, relocation to another area may be sufficient to obtain a job. For others, *occupational downgrading*, i.e. taking a job below their previous level of skill, may be the only option (International Labour Organization, 2011). This places more pressure on the management of organisations to enhance current human resource capacity through training and development. Furthermore, it requires not only strategic management to integrate training as a policy dimension but also effort to implement such strategic policies so that employees can be upskilled through training (Costa, 2004; Korczynski, 2005).

The issue of low-skill levels among the employees of the tourism industry, is becoming a concern as international labour mobility (Berger & Brownell, 2009), especially from LDC to developed countries, is increasing (Baum, 2006, 2007a; Baum et al., 2007). The tourism and hospitality industry employs many of the unskilled and low-skilled workers that migrate to developed countries from LDC. Managers are now challenged to manage employees from different cultural backgrounds and contexts (Baum et al., 2007). Cultural background clearly influences the attitudes and behaviours of workers in the tourism and hospitality industries (Baum, 2007b; De Silva & Wong, 2012; Teitler & Goziker, 2011).

A study conducted by Frash, Antun, Kline, and Almanza (2010) found that managers are using employee training as a strategy for creating competitive advantages and that training is considered as one of the strategies for value creation and service

improvement. This has led to employee training and development in the tourism industry becoming increasingly important in organisational strategic development (Olsen, 2004).

The challenges facing the industry calls for attention to recognise the importance of upgrading human resources as a key factor for improving both the competitiveness and employment opportunities within the industry (Furunes, 2005) and as a contributing factor that enhances their marketing strengths (Baum, 2007a; International Labour Organization, 2013; Zhang, Cai, & Liu, 2002). Most tourism and hospitality organisations are dependent upon their employees to deliver service to their customers, and therefore it is important that continuous training of staff be set in place. Ongoing training enables businesses to deal with the changing demand and behaviour of consumers of tourism and hospitality services and thus ensure satisfied customers and income generation.

2.1.2 Training and Education

Tourism training and education in most developed countries is constantly changing, developing and re-developing as a response to developing trends and issues affecting the industry's labour market and an increasingly changing and diversified labour force (Baum, 2007a; Choi, Kwon, & Kim, 2013). Tourism training and education institutions are fast changing their systems to adapt to the evolving face of the industry (Cho & Kang, 2005). Higher education institutions are constantly challenged to reflect upon and review their roles in facilitating tourism training in relation to the contemporary problems associated with the changing standards of institutions (Alexander, Lynch, & Murray, 2009) and shifting demands of the industry and student market (Costa, 2004).

Tourism training and education in the developed economies is focused on developing high standards of specialised education and training (Baum, 2002, 2006, 2008; Freeman, 2012). This high standard should be supported by new methodologies and teaching practices (Costa, 2004) in order to prepare future professionals for the tourism industry. With the tourism industry's high dependence on technology, training institutions also consider delivering tourism training and education through different methods, including electronic learning platform. Liburd, Hjalager, and Christensen (2011), conducted a study on the users of INNOUTOUR to see whether this learning platform can help to raise the quality of tourism education, and they found that its use had provided a wealth of e-learning experience that enabled both the teachers and

students to interact effectively. However, they also found that INNOUTOUR has its challenges, which need to be moderated in order to improve its overall performance and enhance value-based learning in tourism education (Liburd et al., 2011).

Tourism has also found its place as a research discipline among universities around the world (Cho & Kang, 2005; Munar & Montano, 2009; Sigala & Baum, 2003). In the developed countries, tourism education has improved and advanced tourism knowledge through research (Munar & Montano, 2009). Tourism education has developed from the traditional conception about teaching and learning to a more constructivist approach to learning (Otting & Zwaal, 2011; Sigala & Baum, 2003). Academics are also improving their own knowledge and skills through reflective practices (Small, Harris, Wilson, & Ateljevic, 2011). The more advanced tourism education gets, the more it is faced with challenges from the contemporary world (Alexander et al., 2009). It is important for tourism education and training that takes place at a training institution or in formal education (Horng, Teng, & Baum, 2009) to be planned and delivered properly, taking into account the challenges that surround the learning environment as well as available resources.

Training can also be done on the job to meet the specific needs of the organisation (Frash et al., 2010; Michel, Kavanagh, & Tracey, 2012; Tews & Tracey, 2009). On-the-job training has developed overtime, with the emergence of different training concepts and frameworks to facilitate the transferability of skills from training to the actual job (Baum & Devine, 2007; Freeman, 2012). These different concepts and frameworks, are used in assessing the macro- and micro-environmental factors that affect and influence the cognitive and psychological ability of trainees to perform their professional duties.

A study conducted by Tews and Tracey (2009) on post-training interventions found that self-coaching and upward feedback interventions can be used to enhance classroom training at the workplace. In addition, Frash et al. (2010) did a study on *transfer factors* (i.e. trainee characteristics, training design and the work environment) that influence the extent to which a person transfers their training to the job. Frash et al. (2010) findings suggest that proper management of these impact factors can enhance transfer of skills learnt in training so that they are practiced on the job in the hotels.

On this note, many organisations and training institutions in the developed world have been developing their own training strategies and tools (Palacios-Marques, Ribeiro-Soriano, & Gil-Pechuan, 2011). Canziani, Sonmez, Hsieh, and Byrd (2012) examined

how the concept of learning systems can serve as a useful tool for identifying opportunities to improve the sustainability of education planning in tourism. The use of innovative teaching and learning methods that include practical activities and learning experiences outside the class room help students to acquire the practical skills required by the tourism and hospitality industry (Airey, Tribe, Benckendorff, & Xiao, 2014). Furunes (2005) suggested that role-play is perceived to be better than one-on-one training in order to achieving interpersonal skills development.

Training and education of employees and the types of training they undertake influences their performance in the workplace. Martin, Fleming, Ferkins, Wiersma, and Coll (2010) looked at *work integrated learning* as a measurement tool. This concept emphasises the integration of the knowledge and skills gained in tertiary education institutions into the workplace, with successful work integrated learning resulting in the employees' overall behaviour being displayed in their professional duties.

2.2 Tourism Training and Education in Less-Developed Countries

2.2.1 Human Resource Development

Among many of the world's LDC, governments are creating HRD plans as a major initiative to achieve the broader objectives of inclusive growth and development (Agrawal, 2012; Hampton & Jeyacheya, 2013; International Labour Organization, 2013). Tourism is a leading service sector today in many LDC, creating employment opportunities for rural and urban communities, young people and women. It generates an estimated one in every 12 jobs worldwide (United Nations World Tourism Organization, 2010). Tourism is a labour-intensive industry, and involves people from all trades. Its success as a service sectors depends largely on the quality of the service, and thus a skilled and motivated workforce is critical (United Nations World Tourism Organization, 2010).

In most developing nations, tourism plays an important role in economic well-being with its development increasing foreign-exchange earnings (Hampton & Jeyacheya, 2013; Knowles, Diamantis, & El-Mourhabi, 2004; Shareef, Hoti, & McAleer, 2008). Tourism development brings with it intense competition between the tourist destinations, and as a result, destinations need to be innovative in the products they

offer if they are to remain attractive to the market (Hampton & Jeyacheya, 2013). The nature of the tourism industry means it is constantly changing, with destinations moving in and out of fashion (Hampton & Jeyacheya, 2013). This has implications for the planning and management of tourism development – for tourism to be part of inclusive growth policies, product innovations is a key factor. This, in turn, demands well-trained professionals in the field of tourism planning and development, destination marketing, and tourism policy development so that tourism development can be successfully integrated into national development goals.

As developing countries expand their participation in the global economy, human capital becomes a critical factor for competitiveness. In the tourism and hospitality industry, skills development for a productive workforce is essential for creating a successful service environment. Training plays a critical role in enhancing skills development for the workforce. To remain in the competitive tourism industry market, businesses and the individuals who work for them must continuously update and improve their skills in a rapid and effective manner. (Fernandez-Stark, Bamber, & Gereffi, 2012).

A large part of the workforce in most developing countries are low skilled or unskilled, and many have skills which are not in demand (Agrawal, 2012; Baum, 2006). Akama and Kieti's (2007) study in Kenya found that the majority of local residents who work in the tourism industry in Mombasa and other centres in Kenya tend to occupy unskilled and lowly paying positions including waiters, gardeners, porters, janitors and security guards, while the well-paying positions, at supervisory and managerial levels, are occupied by expatriates. This study indicates, the need for tourism training and education to building local capacity to enhance the skills and knowledge of local people in the tourism and hospitality industry. As argued by Kaplan (2004), skills development has a vital role to play in effective tourism-led development strategy and can contribute to the transformation and development of the national tourism industry. Skills development has a central role to play in ensuring the effective and sustainable transformation and development of the tourism industry in developing countries.

Baum (2008) discussed the concept of low skills and its applicability to LDC, stating that the skills that are described as *low-skilled* in a Western developed context cannot be described in this same way in other countries due to the different experiences in culture, communications, language structure and the relationship assumptions that influence the

nature and status of people's jobs in LDC. The notion of cultural influences is also supported by similar studies done in other LDC contexts (Baum, 2006; Lee-Ross, 2001). For example, Lee-Ross (2001) identified cultural variables between two different cultural contexts that affect employees' perceptions on their job characteristics and internal work motivations. Even multinational tourism and hospitality organisations in LDC will adapt Western standards and practices to suit different cultural contexts (H. Adler & Rigg, 2012). Training is important in LDC because the industry evolves as new trends appear while old trends grow out of fashion. Service workers must be familiar with the changes and new level of service expectations of customers. (Onyango, Ayieko, Odhuno, & Okech, 2009).

HR practices that are focused on investment in skills development, continual learning and training and development are important for improving productivity (Hai-yan & Baum, 2006). This approach is considered essential for increasing efficiency, reducing long-term costs and increasing innovation, all of which benefit tourism business. Skill-development-through-training initiatives should aim to equip employees with adequate skills to meet employment requirements across various sectors of the national economy (United Nations World Tourism Organization, 2010).

Tourism training and education in LDC are important for better delivery of tourism and hospitality services. In LDC, governments are renewing their efforts to promote technical and vocational education and training (TVET) (Agrawal, 2012; Dasmani, 2011). Skills formation is believed to enhance productivity and sustain competitiveness in the global economy. Yet while the demand for skilled workers is high in most countries, employers seldom find suitable skills among people applying for the jobs. There are a number of critical issues that face HR training in the tourism industry in LDCs, one of them being that many workers shift to other industries in search of better pay and conditions, taking their skills with them (Baum, 2006).

Wang (2011) discovered that the hotel industry in China also faces the challenge of how to obtain sufficiently qualified employees to sustain the rapid development of the country's hospitality sector. Agrawal (2012) examined the current employment/unemployment scenario of vocational graduates in India and found that there are serious structural problems which have undermined the effectiveness of technical education institutions in delivering the much-needed competency-based training of technical skills. In addition, Baum (2006) identified challenges that

vocational education institutions in LDC face; these include lack of quality, difficulties in teaching the skills demanded by the private sector, and a lack of prestige compared to universities because technical education is perceived to have low status and low income potential. In addition, the education curriculum for tourism and hospitality training at many TVET institutions needs to be reviewed, as there is often a mismatch between the training being offered by the vocational courses and skills needed by the labour market (Agrawal, 2012; Mayaka & Akama, 2007).

Finding the right kind of training that suits the needs of business and trainees can be challenging when managing a large number of unskilled or low-skilled workers in the industry (Teng, 2008). A partnership created between the different stakeholders can underpin the achievement of better outcomes from practice-based training needs (Agrawal, 2012). Unfortunately the levels of collaboration and cooperation found between industry and trainers in the developed world is not always found in the developing countries. Wang's (2011) study in China, which looked at how hotel managers viewed training, found that they were very cautious about undertaking external training. The reason behind the managers' reservations included their belief that training was costly for their organisation, and concerns about the applicability of the outside training and development programmes to their hotels' real operational context. Despite an improvement in the level of formal education in LDC, tourism is still characterised by a workforce with a relatively low level of skills (Baum, 2006; Riley, 2011) compared with other sectors of the economy, and yet there are ever more important demands for quality skills as well as demands for skills such as ICT, derived from the emerging new job profile (Hai-yan & Baum, 2006).

There are various economic, political and social factors that create challenges and difficulties for tourism and hospitality training. These include difficulty finding skilled teachers, difficulty funding training facilities, and a lack of awareness of tourism in the secondary school system (Imbal, 2005; Zagonari, 2009). For example Agrawal's (2012) study of vocational training and education in India found that part of the problem of vocational graduates not being ready for the workforce was due to the inability of the education and training system to adequately train young people entering the workforce. There are also other external factors, including financial and other pressures (Huang & Busby, 2007) that students face, that also affect a student's likelihood of completing their education and training. Individual learning styles is another factor that relates to students not completing their courses. Teng (2008) found a student's personality

predicts their attitudes towards career aspirations in the tourism and hospitality industry. Finally, the use of experiential learning as a teaching strategy in their higher education curriculum can enhance a student's practical skills and hence employment success (Yan & Cheung, 2012).

2.3 Tourism and Training in the Pacific Region

This next section highlights the context of and challenges facing tourism training and education in the Pacific region. The region is developing with Fiji and emerging markets like Samoa, Vanuatu and the Cook Islands becoming better-known island destinations in the global market and attracting growing number of visitors from around the world.

Tourism in the Pacific islands has major economic benefits including employment opportunities and government revenue through foreign earnings in the form of duties and other tax incentives (Latham, 2008; United Nations Economic and Social Commission for Asia and the Pacific, 2007). The region's tourism and hospitality industry aims to cater for the increasing demand by improving human resources through training and education. Training and education is important especially for a region where the potential for tourism development is only just being recognized and major efforts are being taken to promote the Pacific islands as a destination both within the region as well as globally (United Nations Economic and Social Commission for Asia and the Pacific, 2007).

This growing demand also creates additional pressure on the service delivery and infrastructure development of the tourist destinations within the region. Tourism training and development has recently been recognized for its importance to the overall development of the industry within the PI region. The South Pacific Tourism Organisation (SPTO) has taken the initiative to boost training and education related to the industry through research and development. Part of this work included a survey conducted among PI countries which led to a regional HRD plan funded by the European Union (EU) (Milne et al., 2013).

2.3.1 Human Resource Development and Its Importance

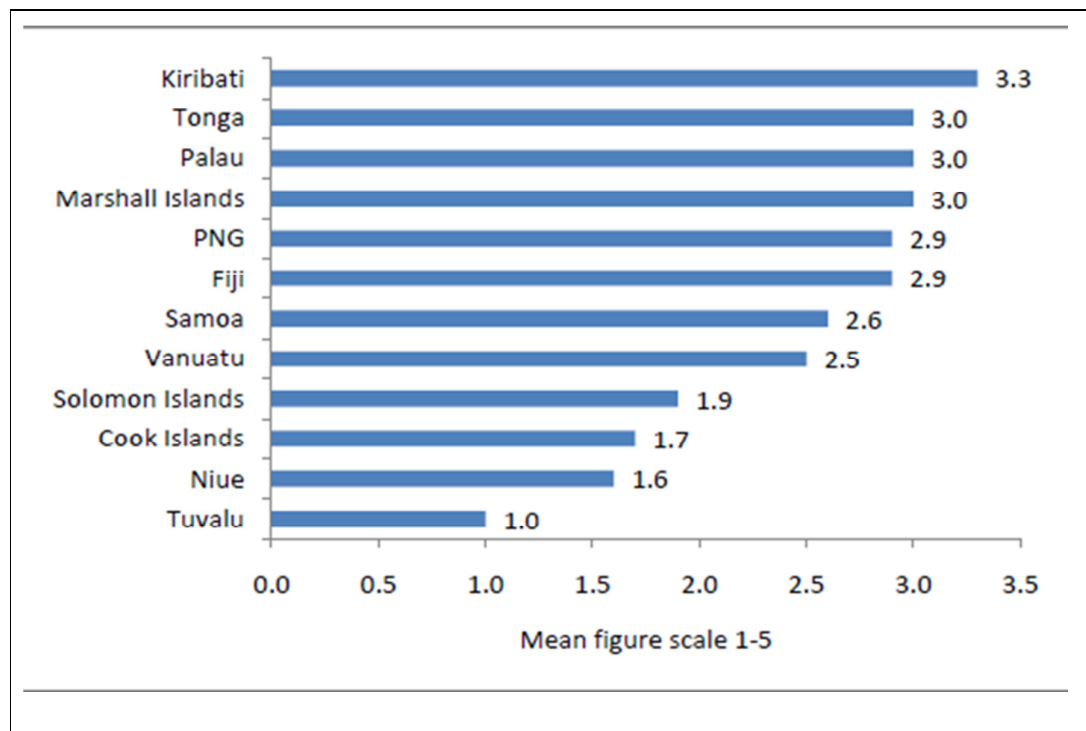
There is a vast wealth of literature about research on training, in many Anglo-American contexts, and a growing range of research is also being conducted in Asia and Australia.

Although many reports have been compiled on human development, health and climate-change issues affecting the PI region, there has been very little research conducted on the tourism and hospitality industry, and specifically on HRD issues within the PI context.

Tourism continues to be a major economic driver for most PI countries. South Pacific countries have seen a growth in the number of visitors to their shores. This growth has led to an increased need for attention to be paid to improving tourism infrastructure and services (Hampton & Jeyacheya, 2013). HRD is important for almost all the countries within the Pacific and the tourism industry in the region requires constant training of employees. Likewise, skills improvement training is required for managers of larger businesses and the owners of small and medium-sized enterprises (SME). Such training is vital as it enables higher operational standards and has a direct impact on the competitiveness of destinations in the region (Milne et al., 2013).

Milne et al. (2013) reports that there is a general lack of fit between demand for tourism staff training and the supply of that training by local training providers. Figure 1 shows that most of the PI countries with larger tourism industries rank the adequacy of training as less than 3 on a scale of 1 to 5, with most providing rankings between 2.5 and 2.9. This result indicates that tourism and hospitality training institutions are not meeting the training needs of the industry in the region, even those in well-established tourism destinations. The report gives PNG a rating of 2.9 out of 5, which is similar to that of Fiji.

Figure 1: Is current demand for staff training being met by local education providers?



Source: Pacific Regional Tourism Human Resource Development Plan (Milne et al., 2013, p. 10)

The region, in its effort to cater for the increasing demand, has done training needs analysis and found out that the current demand for staff training in the region is not being met by the training providers (Milne et al., 2013). Industry stakeholders have identified a number of reasons for this. One major reason is most PI school curricula do not include tourism as a subject, at either the primary or secondary level (Milne et al., 2013) which makes it difficult for tourism knowledge to be imparted to students at an earlier stage of their education in order to raise awareness of and interest in the subject. The training and education pathways from secondary schools into certificate-level trainings are unclear due to reasons such as the lack of foundation programmes, challenges trainers face trying to cater for students with weak academic backgrounds, a limited number of places in the training programmes, concern about the value and quality of private training providers and the difficulty of providing training that engages the youth population (Milne et al., 2013). The report also noted that the entrepreneurs who own or manage the SMEs would also benefit from a higher level of training i.e. at diploma and degrees level.

As tourism is developing within the region, it is very important that the right type of training is given to those who are working in the service sectors of the industry. The tourism HRD plan (Milne et al., 2013) has stated that to ensure quality and overall upgrading of tourism services, there needs to be an emphasis on quality by the qualifications agencies throughout the qualification and training framework. Currently the majority of basic-skills training is being provided in-house, while the internet is being used by managers to gather knowledge and information about management aspects of their businesses (Milne et al., 2013).

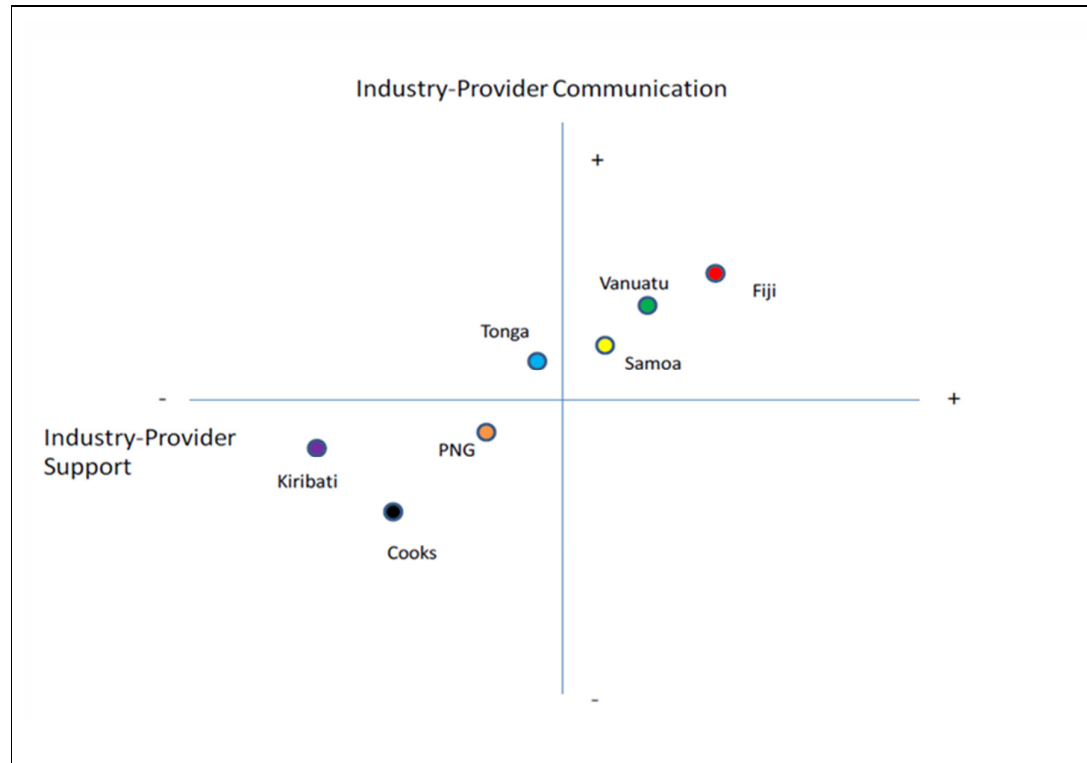
Better collaboration, communication and corporation between stakeholders and training institutions are paramount to promoting experiential learning (Baum, 2007a) for the students (Milne et al., 2013; United Nations Economic and Social Commission for Asia and the Pacific, 2007). There is evidence of a lack of communication between the tourism enterprises and training institutions in much of the region (Figure 2) making it difficult for training institutions to encourage students to enhance their learning in a real service environment such as a hotel (Milne et al., 2013).

Training facilities contribute to learning enhancement and are vital to the region (Milne et al., 2013). A problem that is faced by almost all training institutions in the region is the financial constraints that come with being in a LDC: constrained budgets and the limited investments that institutions can make in training facilities that will cater for the practical lessons of students, especially bringing the learning into simulated learning environment. In turn, these less-than-ideal training facilities hinder the proper delivery of the tourism curriculum (Baum, 2012), with the practical component of tourism education and training not always being fulfilled by the training institutions. As a result, students are ill prepared to tackle the challenges of real-life employment and most graduates frequently display lack of competency in the workplace (Hess, 2006). Milne et al. (2013) state that most PI countries lack training facilities that can conduct adequate training in the skills needed by the tourism labour market.

Milne et al. (2013) indicated that there is a need for communication and cooperation between industry and government stakeholders and training institutions. The variation within the region in terms of industry-trainer collaboration is shown in Figure 2. The report further recommended the need to create networks and establish relationships between the training institutions and the tourism and hospitality operators in their locality. Tourism training providers in the Pacific region have had difficulties

developing programmes that are flexible, up to date, and responsive to changing demands (Asian Development Bank, 2008; Duncan & Voigt-Graf, 2010). Training is vital for the ongoing development of the industry.

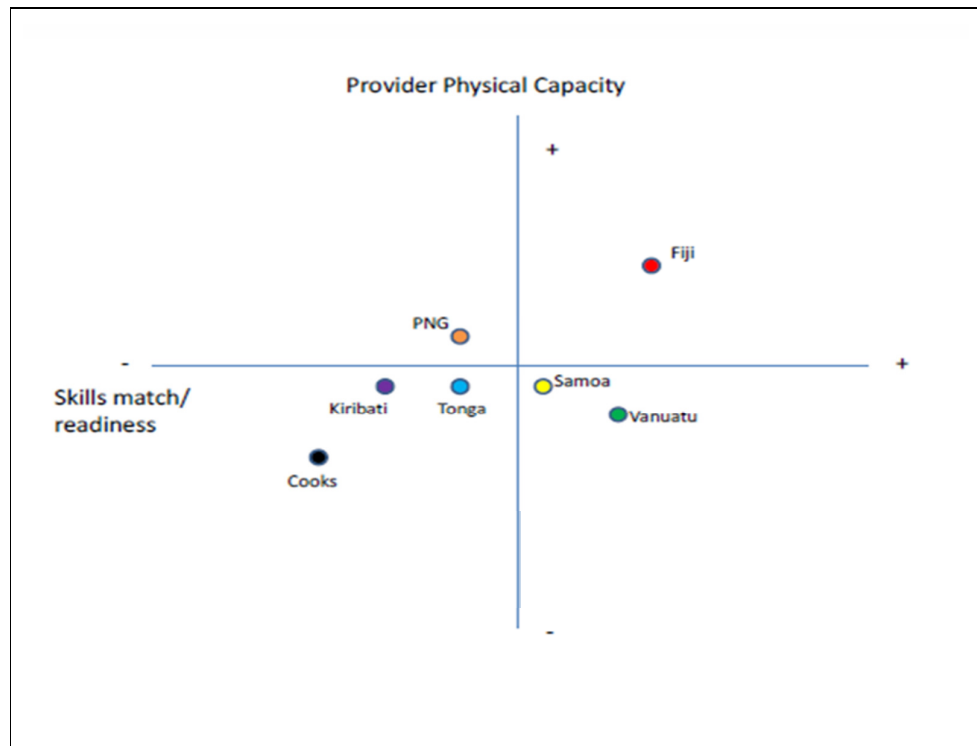
Figure 2: Support and communication between industry and training providers



Source: Pacific Regional Tourism Human Resource Development Plan (Milne et al., 2013, p. 24)

Milne et al. (2013) also provide an assessment of the physical and human capability of the region's tourism industry to meet industry training needs (see Figure 3). The physical capacity refers to the infrastructural that cater for the needs of the industry, and that includes; transport systems, accommodation and other recreational facilities, while the human capacity refers to having highly skilled people working in the industry. There are variations in these two capacities between the island nations. Fiji is the only country that fits in the positive side of both axes, while all the other countries have yet to meet the demand for either physical or human capacity. This indicates that most of the PI countries need tourism training and education to improve and upskill their tourism and hospitality workers.

Figure 3: Physical and human capital to meet industry training needs



Source: Pacific Regional Tourism Human Resource Development Plan (Milne et al., 2013, p. 11)

Most PI countries have reported shortages of skills in the tourism industry and one of the main reasons for this is emigration (Asian Development Bank, 2008; Duncan & Voigt-Graf, 2010; Hess, 2006). Emigration has put pressure on the labour supply which has to accommodate for the gap left by those migrating. This skill shortage is mainly in the formal sector employment, as there is claim that there is surplus of rural labour in the informal sector and that can be a major challenge (Hess, 2006). Another challenge facing PI countries is the lack of data to properly identify the size of their national tourism industry labour market.

2.4 Summary

Tourism and hospitality is one of the fastest growing industry in the global economy but the industry faces challenges in matching its skills requirements to the constantly changing labour market in both developed and less-developed countries. More research is focusing on the impact of training programmes being developed and implemented at

the various organisations and their impacts on the outcomes of professional performance.

The challenges facing training in LDC are greater than those faced in developed countries because most LDC are still involved in basic development of their economies and infrastructure. These challenges are certainly evident in the Pacific region, where we can see a major need to create better fit between industry demand for staff and what is being provided by the tourism and hospitality training providers.

Chapter 3 : Research Design

Chapter Three focuses on the research design used to conduct this study, and outlines the methodological approach undertaken. The first section explains the researcher's epistemological stance during the research undertaking and justifies the paradigmatic approach used in understanding the core research focus, which is, the challenges facing tourism and hospitality workforce training in PNG. The epistemological stance of the researcher is described and justified based on the nature and purpose of this study. The chapter further outlines and justifies the data collection method employed as well as the data analysis method. In doing so, it provides a review of the validity, reliability and quality of the data used in this study. Following the overview of the methodological approach, a section highlights the researcher's reflections on her personal experiences which also inform this study. The researcher's personal experiences in the tourism training and education sector in PNG are used as a means to enrich the use of the secondary documents that provide the primary source of data in this study.

3.1 Methodological Approach

3.1.1 Research Stance

The philosophical view that guides this research project draws on an interpretive stance (Bryman & Bell, 2011; Myers, 2009; Silverman, 2011a). The dissertation employs the qualitative paradigm to identify and understand the challenges in providing tourism and hospitality workforce training in PNG. The researcher's choice of this approach was motivated by the fact that, in order to generate new knowledge, it is important to understand the settings from which the research is conducted and the researcher can use her personal experiences to clearly interpret the sources of data.

Another reason justifying the choice of paradigmatic approach, is the fact that knowledge is gained from being completely engaged with the data (Myers, 2009). Data sourced from documents and web audits will be analysed through a standard data analysis process and interpreted with the insights gained from the researcher's personal experience in tourism training in PNG.

3.1.2 Data Collection

The use of textual communicative practices is a vital way in which organizations constitute 'reality' and the forms of knowledge appropriate to it (Silverman, 2011b).

The internet searches, undertaken for this dissertation identified mainly government documents and reports that covered tourism training and education challenges in PNG. The documents were found through the use of key word searches on electronic search engines and a careful audit of the websites of both PNG government departments and of major organisations involved in tourism in PNG.

The data collection relies on the use of documents and web-audits of online resources. These two data collection techniques are appropriate for this study because the study is a review of literature on the topic of challenges of training tourism and hospitality workers in PNG. The researcher's own reflective analysis of her personal experience of the topic is also presented.

This study utilises, a thorough review of reports, websites and online resources and other appropriate documents (Babbie, 2011; Bryman & Bell, 2011; Myers, 2009) that discuss tourism training and HRD that is on offer for PNG tourism. The main source of data collection involves the use of documents (Bryman & Bell, 2011; Myers, 2009) and the reviewing of websites and online resources to see what learning content and materials are currently being provided by trainers.

A limitation of the use of documents as a source of data is that the information presented cannot be treated as firm evidence of what is reported (Silverman, 2011b). Although this does not eliminate the use of documents as a data source, it does mean that closer attention needs to be paid to and detailed analysis made of the information in the documents. Use of secondary data like this also requires the researcher to carefully examine the contextual settings of the documents, the cultural values attached to them and their distinctive types and forms (Knight, 2002; Myers, 2009; Silverman, 2011b).

3.1.3 Data Analysis

All data was analysed thematically (Knight, 2002). The documents were analysed according to the research questions and, as part of this process, themes were formulated as they emerged from the documents and web-audits. These themes are categorized into groupings to create relationships that were later interpreted by the researcher based on the aims of this study and in relation to each of the research questions (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008; Knight, 2002; Saldaña, 2013). The findings were then interpreted by the researcher. Reports were coded in a standard way, using their

main subject based on the research questions. Generalised interpretations and judgments about meanings were avoided as much as possible.

This study uses a two-stage process for analysing the data: “(1) indexing or coding the data and (2) developing and reflecting on the interpretations of the data” (Knight, 2002). In the coding stage, tags were assigned to similar themes, based on the research questions, and similar themes were placed together in the same categories. These categories are then used to create relationships for each theme. From these relationships, the second stage of developing the interpretations of the data was done and personal experiences integrated to enhance the interpretations (Burnard et al., 2008; Knight, 2002).

The thematic analysis using the coding approach, assists in understanding the challenges, identified in the research during the document analysis and web-audits to bring forth new knowledge and enhance existing knowledge. This approach will enable practical recommendations of what can be done to combat challenges facing human resource training in the tourism industry in PNG.

3.1.4 Personal Reflections

The employment of personal reflection in this study contributes to the data collection and analysis process and adds an additional important perspective to the secondary data sources and the literature that is being reviewed. These personal experiences are drawn from the researcher’s role as a lecturer in the Department of Tourism and Hospitality Management at Divine Word University and her four years of experience as a trainer. The researcher’s reflections influence the construction of knowledge in the context of the study. The views are a representation of the researcher’s personal experiences and encounters of training tourism and hospitality workers in PNG. The researcher’s reflections add supporting evidence to several challenges identified from the data analysis, such as institutional networking and cooperation. For example, training institutions find it difficult to organising practical classes because many tourism operators are not willing to offer students opportunities for work experience.

The researcher’s personal experience about conducting training also provide insights into training participants who may be managers of small and medium businesses, or community representatives from a wildlife conservation area and eco-tourism site of one particular province but are off different cultural backgrounds. It is difficult to assess

their level of knowledge of the industry before writing up the training materials, and the materials often limited as a result.

The researcher's experience also includes, liaising with the local tourism and hospitality organisations to arrange students' work-place based training. The task of liaising with industry organisations has been challenging. Organisations are hesitant to assist with students' work-place based training, one main reason is that, organisations have their own operational schedule which is set and it's difficult to allow flexibility to accommodate the students.

Chapter 4 : The Case Study of Papua New Guinea

Papua New Guinea (PNG) is a Pacific island nation, sharing a land border with the Indonesian province of West Papua. The island of PNG has a total area of 462 000 km², of which (98%) is land. PNG has a population estimated at 7.3 million according to the United Nations Development Programme (2014) country report. The country's human development index was 0.491 in 2014, which is very low for a resource rich country according to United Nations human development index report (United Nations Development Programme, 2014).

Over the past decade, PNG has achieved strong economic growth, supported by high commodity prices, large mineral investment inflows, sound macroeconomic policies, and a healthy banking sector (International Monetary Fund, 2013). Its annual real GDP growth averaged 6% over the period 2003-12. Yet, in spite of its strong growth performance, PNG faces overwhelming development challenges. The country still lags far behind most of the other countries in the PI region in terms of key infrastructure services, particularly transportation, electricity, and water supply (Asian Development Bank, 2012). Basic education and health services are lacking, with key health and education indicators are well below PI country averages. The PNG Government considered that the global Millennium Development Goals (MDGs) set up by United Nations (UN) would not be achievable and hence set its own national targets, which correspond to the first seven global MDGs (Asian Development Bank, 2012; International Monetary Fund, 2013).

PNG has significant infrastructure needs, which are further compounded by the geographical distribution of the population. In addition to improving the quality of investment spending, the challenge will be to prioritize the provision of basic services (water, electricity, and sewerage) and infrastructure (roads, ports and housing), both of which are important to support broad-based growth (Asian Development Bank, 2012; International Monetary Fund, 2013).

PNG also has huge unrealized potential. In addition to being a resource-rich country, PNG is strategically located in the Asia region and is ideally placed to service the growing demand of the emerging Asian market economies. The PNG Government has set aspiring objectives to take advantage of recent reform drives; however the political instability continues to hinder development progress in the country. PNG welcomes the

significant and ongoing technical assistance provided by the International Monetary Fund (IMF), World Bank, Asian Development Bank (ADB) and donor partners to help the country to advance its substantial structural reform agenda.

4.1 Papua New Guinea Tourism Background

Tourism has the potential to contribute significantly to the development of PNG's economy. An increase in visitor numbers of more than 20,000 in 2011 brought total visitor arrivals to 164, 000, up by more than 14% from the 2010 figures (Papua New Guinea Tourism Promotion Authority, 2011a). Under the marketing slogan "A million different journeys" the PNG Tourism Promotion Authority (PNG TPA) has increased its efforts in promoting the country's tourism industry (Papua New Guinea Tourism Promotion Authority, 2010, 2011a).

The vision for the tourism industry in PNG is summarised in terms of the overall goal that was adopted and targeted to be achieved within the decade from 2007 to 2017:

Increase the overall economic value of tourism to the nation by doubling the number of tourists on holiday in PNG every five years and maximizing sustainable tourism growth for the social and environmental benefit for all Papua New Guineans.

(TRIP Consultants & Deloitte Touche Tohmatsu, 2007, p. 8)

More growth in this industry can be achieved through improved tourism activities, which would increase the international arrivals that boost foreign exchange earnings and reserves. Of course, tourism activities also create employment opportunities which benefit the country's broader economy. It is important to note that the development of the tourism industry is reliant on a partnership between the Government, industry and the people of PNG, as outlined in the most recent tourism sector review and master plan (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

A collective effort is required to develop the industry. Therefore Government commitment needs to occur at all levels – from the national and provincial levels down to the local scale – in order to realise tourism's potential as a key driver of the national economy. Stakeholders in the tourism industry (operators, tourism associations and national and provincial tourism bodies) also all have important roles to play in achieving long term goals for the sector. This can occur through the development of

unique products and the provision of services that meet international standards. However, the vision will not be fully realised if there is a lack of interest in improving the skills of the people who are needed to take part and be committed to achieving the sector's goals.

The potential benefits of implementing the development plan for tourism in PNG are considerable. The development plan predicts that if the goal of doubling the number of visitors within five years and then doubling the number again after 10 years is achieved, then the net result would increase government revenue in terms of foreign reserves from PGK1.1 billion by 2010 to PGK 1.78 billion by 2015. At the same time, spending by holiday visitors would increase from PGK363 million in 2010 to about PGK727 million in 2015. Furthermore, the predicted effect on employment generation would also be significant, with the number of jobs in the sector increasing from 4800 in 2010 to 13,000 by 2015 (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

In order to achieve the vision of developing the tourism industry in PNG, the TRIP Consultants and Deloitte Touche Tohmatsu (2007, pp. 9-16) report recommended that the work programme over the next 10 years focus on five key areas:

- **Marketing the Destination;**
Increase tourism demand by raising market awareness of PNG as a destination and increasing product information and distribution.
- **Product Development and Investment;**
Encourage investment in new and existing tourism products that meet market needs, by increasing sector competitiveness and industry standards and profitability.
- **Transport and Infrastructure;**
Improve the competitiveness and standards of transport and infrastructure in order to increase market demand and improve visitor satisfaction levels.
- **Human Resource Development; and**
Improve the facilitation of training and develop quality education programmes that should meet industry needs, improve skill levels and create awareness of the benefits of tourism.
- **Institutions and Industry Partnerships**
Develop institutional structures and capacity within the public and private sector to facilitate tourism development at both the national and provincial level.

Each of these key strategic areas has a number of recommendations, and includes individual implementation strategies that aim to guide the process in order to achieve the overall outcome of the development plan.

The development plan, from the general overview presented above, is slowly achieving some of its goals in terms of increasing visitor numbers. Data collection from TPA shows that while the annual visitor arrivals trend showed a steady increase in the last half of the 1990s, there was a dip in numbers in the early 2000s (see Figure 4). Numbers have now recovered and have increased steadily over the past decade – an indication that the development plan is slowly achieving its goal of increasing visitor numbers. There is confidence that the arrival numbers will continue to increase due to the many economic developments and the mineral resource industry boom in the country.

Figure 4: Annual visitor arrivals trend, 1995 – 2011

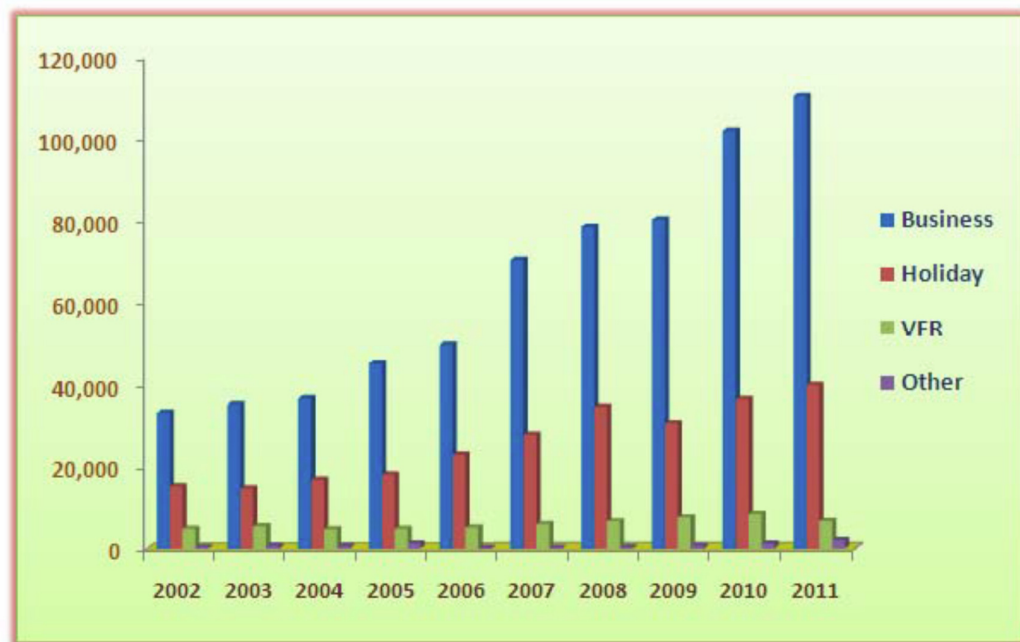


Source: 2011 Visitor Arrival Report (Papua New Guinea Tourism Promotion Authority, 2011a, p. 1)

It is important to also consider the purpose of visit as this provides a better overview of the tourism activities in the country. Figure 5 helps to view the tourism activity in the country because it breaks down arrival figures by purpose of visit. The break down shows that the majority of visitors to PNG are business people, with more than half of all arrivals indicating business as the primary purpose of their visit. This is followed by holiday visitors, and people visiting friends and relatives (VFR). There were also people who had arrived in the country for reasons other than those listed, including those

people attending meetings, incentives, conventions or exhibitions (MICE) or for education, although these are very low numbers. At this point, it should be noted that the holiday figures need to be treated with caution as they are unlikely to entirely represent tourist and holiday visitors; as the Milne et al. (2013) warned, it seems highly likely that some of those travelling for business enter the country of less expensive tourist visas (Milne et al., 2013).

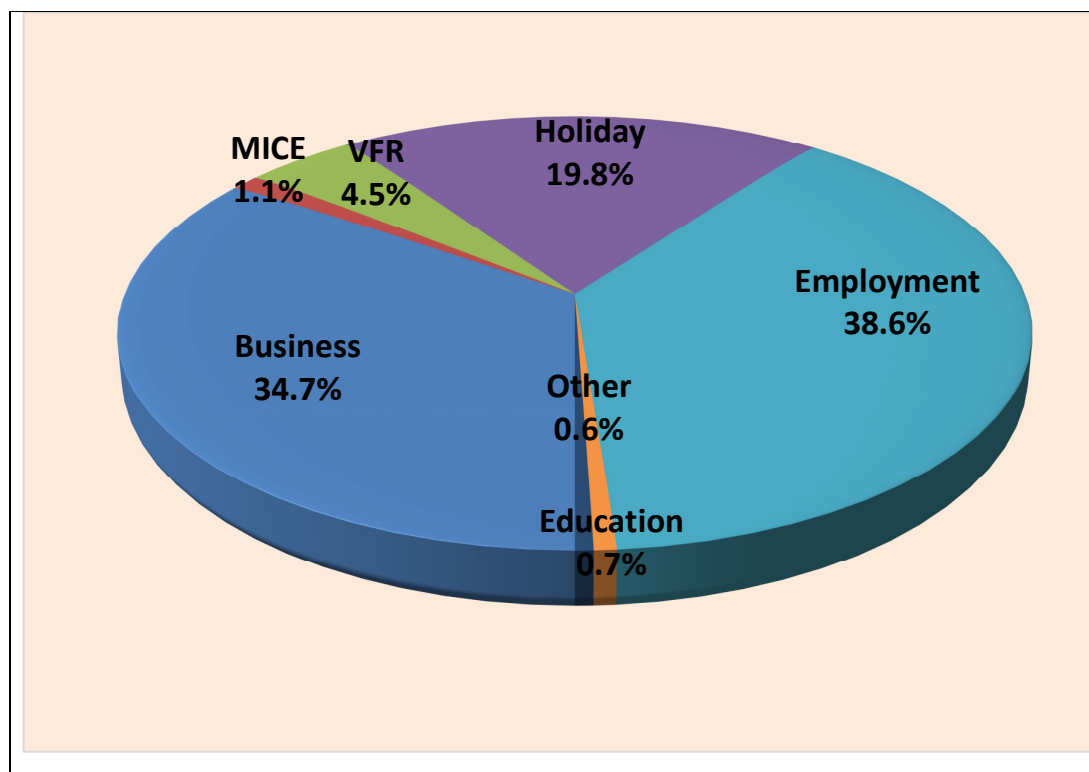
Figure 5: Annual visitor trend by purpose of visit, 2002 – 2011



Source: 2011 Visitor Arrivals Report (Papua New Guinea Tourism Promotion Authority, 2011a, p. 3)

Figure 6 shows the percentage distribution of visitors by purpose of visit to PNG in 2012. The 2012 numbers clearly indicate that the majority of the people entered the country for employment (38.6%) or, business (34.7%), where holiday travellers made up just 19.8%, of all arrivals. This statistic shows that the proportion of those arriving for holiday purposes in 2012 has not significantly increased compared with previous years. As arrival numbers obviously reflect on the tourism industry and its development in PNG, the statistic can also be said to indicate a failure in the implementation of the tourism development goal. Meanwhile those that travel to visit their friends and relatives make up just 4.5% of the total number of visitors; those for MICE only 1.1%, education and other purposes each make up less than 1% of the total visitor market (0.7% and 0.6% respectively (Papua New Guinea Tourism Promotion Authority, 2011a)

Figure 6: Percentage distribution by purpose of visit, January – October 2012



Source: Author's analysis of the 2012 Visitor Arrival Analysis January – October (Papua New Guinea Tourism Promotion Authority, 2012).

According to Table 1 the major source market of visitors to PNG is from the Philippines (70%), although it should be noted in the context of this tourism study that arrivals from this market are coming to PNG mainly for the purpose of employment. The Australia (38%) market makes up the second highest number of visitors to PNG, a slight increase from the 2011 total, with the main purpose of their visit being business, employment or holiday. Other Asian countries (22%) mostly travel for business. Specifically, arrival numbers from Indonesia (15%) increased by just over 50% between 2011 and 2012, and these travellers were mainly in the country for business. Arrivals from Singapore, although small in numbers (just 7% of all arrivals), also showed a large increase (35%) in numbers between 2011 and 2012, whereas arrivals from India (also 7% of total arrivals) increased by just 10% in the same period. Arrivals from China increased by 6.4% between 2011 and 2012. Travellers from Singapore, India and China were all mainly coming for employment and business purposes.

Table 1: Visitor arrival by source market 2011 - 2012

Country	2011	2012	Change	% +/-
Australia	64,716	67,105	2,389	3.7
New Zealand	7,733	7,235	-498	-6.4
Oceania	4,029	3,950	-79	-2.0
China	5,954	6,335	381	6.4
Japan	2,956	2,748	-208	-7.0
Korea	1,235	1,513	278	22.5
Malaysia	5,755	4,426	-1329	-23.1
Singapore	1,243	1,679	436	35.1
Philippines	11,608	16,019	4,411	38.0
Indonesia	1,881	2,827	946	50.3
India	4,025	4,486	461	11.5
Other Asia	2,380	3,794	1,414	59.4
United Kingdom	4,178	3,264	-914	-21.9
Germany	2,239	2,021	-218	-9.7
France	960	968	8	0.8
Netherlands	632	575	-57	-9.0
Other Europe	2,258	2,081	-177	-7.8
USA	7,738	7,302	-436	-5.6
Canada	1,788	1,390	-398	-22.3
Other America	576	621	45	7.8
Africa	1,233	1,120	-113	-9.2
Russia	495	358	-137	-27.7
Italy	363	401	38	10.5
Scandinavia	499	474	-25	-5.0
Chile	7	21	14	200.0
Israel	118	126	8	6.8
Total	136,599	142,839	6,240	4.6

Source: 2012 Visitor Arrival Analysis January – October (Papua New Guinea Tourism Promotion Authority, 2012).

It can be noted here that although the visitor numbers have increased, the number of visitors actually travelling for holiday still comprises 19.8% of the total market. This figure reflects the fact that PNG is struggling to capture the interest of holiday visitors to this unique destination. More efforts are needed to market PNG as a tourist destination so that the country can find its place in this highly competitive industry, both regionally as well as globally.

For the leisure visitors, the major product that generates a lot of interest, especially within the Australian market is the Kokoda Track. This is a historical track used during WWII by the Australian soldiers and which led them to the victory over Japanese soldiers in the battle of Coral Sea. Other niche-market products include diving, surfing,

birdwatching and annual cultural shows which occur around the country. The cruise industry has recently attracted a lot of operators, which has seen a rise in the number of cruise ship visits to Milne Bay, Madang and Rabaul, these being the major cruise destinations in PNG.

Tourism in PNG has the potential to develop into a major economic activity if managed appropriately (Basu, 2000). The Government has taken a lead in supporting tourism growth by prioritising its development and through the adjustment of its Government policies in order to create investment opportunities (Department of National Planning and Monitoring, 2010a; TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

Nevertheless some commentators argue that tourism development is not being truly prioritised by the Government. Government has tended to place a focus on extracting the natural resources from the country as shown by the extractive sector's significant role in the national economy (Basu, 2000; Lakshmi, 2013). The tourism sector in PNG continues to struggle with the development of its infrastructure to achieve international standards. Subsequently HRD is important to build service standards, in the tourism industry in PNG and is a major concern for most of the industry stakeholders (Milne et al., 2013). The tourism industry plans to employ high levels of skilled and semi-skilled workers and create 13,000 jobs by 2015 as in the tourism development plan 2007 – 2017 (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

4.2 Challenges Facing the Papua New Guinea Tourism Industry

The PNG tourism industry is faced with major challenges that continue to hinder its growth and development especially at the national level (International Monetary Fund, 2013; Milne et al., 2013). The major challenges include a focus on the mineral resources and mining boom in the country. In terms of conservation and sustainability, mining companies destroy the natural habitats of birds and other endangered species. People living within the vicinity of the mine are influenced by the development and so the residents' lifestyles and behaviours change. This can lead to changes in their willingness or ability to engage in cultural activities, which are often listed as a main product attracting holiday visitors (Koczberski & Curry, 2005; Rayel, 2012).

Tourism also suffers from ongoing law and order problems in PNG's capital city, Port Moresby, and other major towns within the country. Crime and social unrest is reported in the media and this poor publicity affects tourism promotions outside of PNG. There

have been also crimes committed at major tourist attractions in the country, such as the Black Cat Trail attack on an Australia and New Zealand tourist group which resulted in the death of three porters, and has negatively affected the image of tourism in PNG. Following the numerous crimes, especially in the rural villages and along the treks, the Tourism Promotion Authority has initiated a new concept of tourism police to help combat law and order problems in remote parts of the country. A pilot project was conducted in Kundiawa-Gembolg district in the Simbu province where community police officers underwent training of basic tourism knowledge (EM TV, 2014, February 04).

In addition the high cost of travel in the country makes accessibility to some tourism products in the country very difficult. Currently, there are only three airlines operating domestically and servicing the main towns with a few third-level airlines that service the remotest parts of the country. The airlines that operate domestically are quite expensive when compared with fares in nearby Asia and Australia. This is a very big challenge for the small to medium-sized enterprises located in smaller towns and other remote parts of the country that are trying to develop tourism business opportunities (Department of National Planning and Monitoring, 2010b; Milne et al., 2013; Papua New Guinea Tourism Promotion Authority, 2011b).

It is also argued by a number of researchers and consultants that PNG's tourism industry is struggling to reach its full potential due to limitations in the degree to which staff can provide quality customer service (Basu, 2000; Bhanugopan, 2004; Milne et al., 2013). Poor service has a major impact on visitor satisfaction levels (Arecksamy & Hurnath, 2010; Baum, 2012; Mohsin & Lockyer, 2010) and on the ability to build and develop visitor yield. These challenges continue to hinder the growth of the tourism industry, resulting in a need for more awareness, education and HR training for the industry. The focus of this dissertation is on the challenges that face the training of PNG tourism and hospitality workers in critical sectors such as hotels, restaurants and tour operations.

The lack of any standardized quality assurance framework in PNG to regulate quality in tourism and hospitality organisations also affects the quality of service standards in the industry. This results in only a limited effort on the part of industry stakeholders to work together to raise the quality of service standards across the industry. In addition, the educational requirements, points of entry into the workforce, workplace pay

differentials and level of trade union membership all also influence the work environment and can either attract or not attract workers into this diverse industry. This has important ramifications for the status of tourism and hospitality in PNG and the perceived attractiveness of the industry, both for employment and educational and training opportunities.

Chapter 5 : Tourism and Hospitality Training Needs

This chapter presents the findings from the analysis of the secondary sources that have been reviewed for this dissertation. It provides an overview of the tourism sector's labour market in PNG. It also discusses the major issues and concerns derived from the review of the documents regarding the factors that contribute to the overall picture of the PNG labour market. Finally, the chapter presents industry expectations of trainees entering into the labour force and the skills needed that may be lacking in the training institutions.

The tourism HRD goal in PNG according to the Tourism Sector Review and Master Plan (TSRMP) is for the industry to: "Facilitate training and quality education programmes that meet industry needs, improve skill levels and create awareness of the benefits of tourism" (TRIP Consultants & Deloitte Touche Tohmatsu, 2007, p. 87). The Nation Tourism Organisation, tourism associations, tourism business operators and owners, and training institutions will all need to work together closely in order to achieve this aim.

Training cannot be completed if training facilities are inadequate. Both the training needs analysis and HRD plan report for PNG tourism industry (Papua New Guinea Tourism Promotion Authority, 2009) and the Pacific regional tourism HRD plan (Milne et al., 2013) have identified that PNG lacks proper training facilities to conduct training that can cater for the human resource demands of the industry.

Bhanugopan's (2004) study on perceptions of international visitors to some of the hospitality establishments in PNG revealed a need for customer service training among employees with a particular focus on behavioural dimensions and proper workplace etiquette. This indicates a major knowledge gap among the hospitality industry workers. There is need for both industry stakeholders as well as training institutions to review the types of trainings being offered to tourism and hospitality service workers. Bhanugopan's study further recommended that resources must be allocated to improve customer services to achieve customer satisfaction.

5.1 Training Needs of the Tourism Industry in Papua New Guinea

According to reports provided by Milne et al. (2013) and TRIP Consultants and Deloitte Touche Tohmatsu (2007), the tourism training needs of PNG include language

skills, business management, customer-service training, marketing, basic communication skills, tour guiding, behavioural skills, inter-cultural communication skills, conference management and niche market development (see Table 2). There are skills that workers require that are not being met by the training providers (Milne et al., 2013). These include communication skills, people skills, understanding of consumer behaviour (expectations, motivations and needs) and administrative skills such as finance, human resources, marketing and property management (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

The reports on TVET and vocational training in PNG (Boeha, Brady, Gorham, & Johanson, 2007; Hind, Larsen, Week, & Peni, 2011) revealed that fresh graduates lack the attitudes needed in the workplace; for example, punctuality and general discipline. This could be partly because of the significant difference in the culture of the training institutions to that of the industry. Shortages exist for experienced skilled and semi-skilled workers and supervisors in the tourism industry (Papua New Guinea Tourism Promotion Authority, 2009; TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

Table 2: Tourism and hospitality skills and knowledge gaps

Basic Tour-guiding behavioural skills	Business management
Communication (Inter-cultural)	Information technology skills
Customer service training	Health and safety practices - First aid
Tourism product development	Office administration
Marketing	Hospitality operations and management
Culinary skills training	Language, and English proficiency
Tour operations and management	Small to medium enterprises management (SME's)
Foreign languages of the major market source	Conference management
	Niche market development

(Milne et al., 2013; TRIP Consultants & Deloitte Touche Tohmatsu, 2007)

There are other skills that workers in the industry should possess to enable better service delivery and that industry stakeholders claim are not being taught by the training organisations. The skills include human resources management, finance administration (Milne et al., 2013); digital marketing, basic technological skills and property management systems (TRIP Consultants & Deloitte Touche Tohmatsu, 2007). It should be noted that most tourism businesses in PNG need capacity building in order to improve their organisation and the overall operations of their business. This is important for the overall HRD of the tourism industry as these businesses create employment

opportunities. It is important to provide training for the skills that the businesses need, and therefore the businesses themselves need to provide training on the job (i.e. in-house training) for their employees. The training needs can be grouped into three main categories, representing the different groups of tourism and hospitality workers that require these skills.

The first category of training identified in this study's analysis is the skills required to enhance the capacities of SMEs. These types of training are mainly focused on the managerial skills needed by owner-operators. Training is needed in business and finance management, creativity in product/experience development, food linkages and quality presentation, sustainability, marketing and basic on-the-job training for front-office and back-of-house positions (Milne et al., 2013; Papua New Guinea Tourism Promotion Authority, 2009). There is also demand for managers and owners to have a clearer and deeper understanding of how the tourism industry works (Papua New Guinea Tourism Promotion Authority, 2009).

The next category of training identified during the analysis for this study is for quality competency-based training; this is needed at all levels of the industry, from entry-level skills to supervisory and management-level skills (Milne et al., 2013; Papua New Guinea Tourism Promotion Authority, 2009). There is also a need for capacity building of the existing tourism and hospitality training institutions. Specifically, teaching staff should engage and participate in industry practices during school holidays in order to enhance their own practical knowledge and skills.

Milne et al. (2013) also identified a need for training of personnel at higher levels; for example, in the National Tourism Organisation, planning agencies and local government tourism divisions. Areas in which they need to upskill include tourism planning and policy development, management, climate change and its implications on tourism development, eco-tourism applications and management, digital marketing and business management. In addition, there are other areas of training specific to the National Tourism Organisation in the country that should also be considered in future training designs. These training needs includes; planning, standards and accreditation systems, economic development and tourism, training and human resource development, market research, information technology, strategic planning and project management (Papua New Guinea Tourism Promotion Authority, 2009).

There is also a greater need to create awareness of the tourism sector at all levels of society including within communities and by resource owners and youths. This is because many of the tourism products are located in rural areas, and the low literacy rate of many rural people creates a challenge for their understanding of the concept of tourism. However, if the training and awareness were to be tailored to the village and at the community level, it could have a major impact on the rural people's attitudes towards tourism development. Examples of this approach include the community-centered sustainable development of surf tourism in PNG (O'Brien & Ponting, 2013) and the famous Kokoda Track, where the Kokoda Track Authority has developed awareness within the community of the benefits of tracking as a tourism activity. (Kokoda Track Authority, 2014)

5.2 Labour Market Information

The demand for and supply of labour for PNG's tourism industry is linked, in part, to the characteristics of the tourism industry. Some of the work created by the industry may be seasonal in nature; for example, surfing, cultural festivities and birdwatching (Basu, 2000; Subbiah & Kannan, 2012). In the PNG tourism industry, the staff turnover rate is estimated to be 20% per annum (Papua New Guinea Tourism Promotion Authority, 2009) and this relatively high rate affects the workforce quite severely. An inability to retain trained staff is a disincentive for management to invest in training and therefore it becomes hard to build a core of experienced labour.

It is important to have a highly skilled and knowledgeable workforce if the ongoing development envisioned for the industry is to be achieved. Unfortunately PNG's tourism industry suffers from the skills demand paradox. Of the 4,792 students who were enrolled into TVET and Business colleges in 2010 in PNG, only 7% (356) were enrolled in tourism and hospitality courses (Hind et al., 2011). Moreover, even fewer actually complete and graduate from the courses each year, a significant highlighting that the tourism industry is still in need of skilled people (Boeha et al., 2007). And furthermore, the question must also be asked whether the very limited number of people graduating with tourism and hospitality qualifications are even equipped with the appropriate skills and knowledge needed to become employable in the industry.

Tourism development is viewed as being able to create both rural and urban employment opportunities (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

Currently, the majority of the employment opportunities are centrally located in the country's cities and in the main town centres of the provincial capitals; in contrast, opportunities are very limited in most rural settings. In terms of tourism employment, opportunities are particularly limited because the operation of the many tourist activities is highly seasonal.

Another significant reason for the limited employment opportunities available for rural people in the tourism is because many of the tourism and hospitality operations are located in the main towns, where they are accessible. In most rural communities or villages, therefore, the main opportunity for employment will be tour guiding, providing food, and informal selling of handy crafts and artefacts. Some villages provide homestays, where the family house is converted into accommodation for the visitors and immediate family of the household are responsible to provide the food and shelter; however, this is not the same as long-term formal employment. For some of the specialised activities such as birdwatching and surfing, the operators own the accommodation and, moreover, these activities are also usually seasonal due to the wildlife and natural resources their respective tourist products depend on.

5.2.1 Statistics, Working Conditions and Wages

The lack of availability of data on the labour force within the tourism industry contributes to the challenge of monitoring employment rates and trends (TRIP Consultants & Deloitte Touche Tohmatsu, 2007). The paucity of accurate data makes it difficult to project growth and demand for labour and to monitor trends in the labour market. The lack of data also hinders proper planning and continuous monitoring (Department of National Planning and Monitoring, 2010a, 2010b)

Employment in tourism and hospitality can be seen as very demanding with long working hours and less relaxation and family time. In medium to smaller establishments, the size of the workforce is much smaller and having the right type of skill to deliver service is very rarely taken seriously as a need for a successful operation. There is very little trade union presence in the tourism and hospitality industry in PNG and the unions are limited in their ability to positively exercise their full responsibilities because the union leaders lack the negotiation strategies needed for collective bargaining and dispute settlement (International Labour Organization, 2008a).

Generally in PNG's organisations, management are reluctant to provide trade unions and employees with vital information relating to staff turnover, training and localisations, leave entitlements, retirement benefits and basic pay adjustments in line with consumer price index (CPI) movements (Imbun & Ngangan, 2001). Imbun and Ngangan's (2001) study found that business organisations kept information on these issues very secretive because managers were afraid that trade unions would use the information to initiate dialogues and create avenues for collective bargaining.

Companies were reluctant to disclose details of wage data, particularly adjustments to employee pay in line with CPI movements (Imbun & Ngangan, 2001). This is because most PNG employers have sought to downplay the connections between wages and CPI increases, which have been increasingly influenced by the troubled currency and its inflationary effects. PNG's current labour legislation is out dated and weak, and needs reviewing (International Labour Organization, 2008a). The weak legislation means that to date unions have had very little presence when it comes to collective bargaining, especially for employees' wages, workers' rights and employment security in the industry (Imbun & Ngangan, 2001; International Labour Organization, 2008b). Another issue to note is that most workers in SME's do not have a formal employment contract (Imbun & Ngangan, 2001) . This means, because there are no contractual obligations between the employer and employee, there is high flexibility of labour conditions in many SMEs.

It is important to have a professionally trained and skilled labour force to enable the development and progression of the tourism industry. In addition, the conditions of employment in PNG's tourism and hospitality industry have a major influence on the characteristics of the workplace and hence on employees' behaviours and attitudes. Workplace conditions influence workers' decisions to remain within the industry or to leave for better conditions in other industries, for example the mining industry.

5.2.2 Industry Image, Perceptions of Employment and Career Advancement

Tourism is generally regarded as an industry in which anyone can find employment. This mentality is found amongst those who find jobs in tourism and hospitality organisations and believe that such jobs do not require complicated training and education and jobs are easily found (Papua New Guinea Tourism Promotion Authority, 2009). That can be true for entry-level jobs that are very basic, such as housekeeping, waiting and bartending, front-office roles, and tour guiding. Based on the researcher's

personal experience in the hospitality industry in PNG, it is common practice, that entry-level skills are learned on the job. It is also common practice for a more senior or longer-serving staff member or section supervisor to be responsible for orientating the new entrant on the different roles and responsibilities of their jobs until such time as the entrant feels confident to work independently (Papua New Guinea Tourism Promotion Authority, 2009). Therefore, the majority of those employed especially in accommodation and food and beverage outlets are not graduates from a tourism and hospitality training schools.

The TRIP Consultants and Deloitte Touche Tohmatsu (2007) report claimed that employment opportunities for graduates who have completed their studies, specialising in tourism and hospitality are strong, especially in larger operations and urban areas. This indicates that there is shortage of supply of well trained, and qualified tourism and hospitality professionals. Training institutions are challenged to increase their intakes and provide high standards of tourism and hospitality training that prepares the graduates well.

The need for qualified and well-trained new entrants and existing staff is very high. However, graduates are conscious of employment opportunities provided and their career advancement opportunities. If the industry can convince them that it can provide both employment security and career advancement opportunities, then more qualified graduates are likely to seek employment within the industry. Therefore, existing tourism and hospitality employers must also be aware of the need of the professionals graduating from the different institutions and provide attractive opportunities for the graduates (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

Those employed in entry-level positions in the industry are also conscious of their employment security. Since most of those employed in the low-to middle-skilled areas of the industry come from either the middle income or low income areas of the cities and towns, employment is seen as very much a privilege and not something that they take for granted.

5.3 Education and Training

The Papua New Guinea Tourism Sector Review and Master Plan (TRIP Consultants & Deloitte Touche Tohmatsu, 2007), the Pacific Regional Tourism and Hospitality Human Resource Development Plan (Milne et al., 2013) and Papua New Guinea

Tourism Training Needs Analysis and Human Resource Development Plan (Papua New Guinea Tourism Promotion Authority, 2009) all aim to enable HRD for PNGs tourism industry. In particular, the reports have targeted the need to improve the coordination of training between stakeholders including Government, the industry and training providers. The report have also noted the important of ensuring that training and education relates to the needs of the industry.

The Papua New Guinea Tourism Sector Review and Master Plan (TRIP Consultants & Deloitte Touche Tohmatsu, 2007) has identified two key areas that need developing in order to improve the quality of tourism training and increase opportunities for accessing training on both a full and part-time basis: first, there is a need to build capacity in the training and education areas and upgrade the capacity of existing tourism and hospitality training; and second, the Government and industry need to develop and apply standards and accreditation to tourism products and services to meet international benchmarks.

The Pacific Regional Tourism and Hospitality Human Resources Development Plan (Milne et al., 2013) highlights challenges facing the tourism industry in PNG (Hind et al., 2011; Milne et al., 2013; Papua New Guinea Tourism Promotion Authority, 2009)

1. Tourism studies are not currently included in the school curriculum at either primary or secondary school level.
2. Even when tourism studies is taught, the topic is not emphasised and little time is allocated to it.
3. The most important asset for the advancement of tourism knowledge is the teacher. At the moment, there is lack of qualified teachers to teach about this important industry.
 - a. This is true for most TVET and vocational centres/school that offer tourism subjects in their curriculum.
 - b. Staff currently employed in TVET and vocational centres/school needs further training to update their knowledge and skills.
 - c. Primary and secondary schools also need teachers who are well grounded in tourism knowledge to teach about this important industry to pre-tertiary students.
4. The Department of Education has developed a national tourism syllabus to be included in the secondary school curriculum as a subject to be taught on schools.

The challenges is for secondary school teachers to upgrade their knowledge in the subject so that they can deliver the content appropriately for their level and teach the correct concepts to the students.

- a. Experience has shown that higher secondary school teachers teaching tourism are not supplied with appropriate teaching resources and, therefore, teachers prepare and deliver the content according to their own knowledge. This can have major implications on the quality of the subject.
- b. Teachers at the vocational training centres that offer courses on tour-guiding skills, front office service, housekeeping services and kitchen operations which are the basic entry level training for tourism and hospitality, also need short courses to help them teach the appropriate techniques and skills to the students.

The researcher's experience as a trainer has led to a personal encounter with the manager of a vocational centre/school who was a student in my food and beverage class. Following a lesson the manager told me that she could now teach the right skills to her students, admitting that she had been teaching skills the wrong way in the past, simply because she herself had never had the opportunity to receive sufficient training.

This raises the question of how many more poorly trained tourism and hospitality trainers exist in the country, and to what extent they are delivering incorrect education. A lack of experience in the service industry is a major fall-back for the majority of the trainer's as they have either very little experience as customer's experiencing the service rendered to them or even being in the front-line jobs in the industry to experience the actual service climate.

5.4 Summary

The document analysis has revealed that the tourism industry and PNG Government lacks much-needed labour-market data and this makes it difficult to assess the size of the tourism labour force and the impact of shifting industry needs. This information is important to enable identification of skills gaps within the industry and hence for planning and policy formulation purposes. Identification of skills gaps is also important for training institutions when developing and reviewing curricula so that they can align what they are teaching with the needs of the industry.

Identification of skills gaps is very important and requires careful assessment. As previously discussed, the current situation in PNG sees many students graduating from the training institutions with limited knowledge and practical experience of the types of jobs they are expected to perform, which, in turn, leads to graduates finding it difficult to find suitable employment.

This study has identified that teachers who are required to deliver the much-needed higher skills and semi-skills to the tourism workforce are, themselves, in need of training. Many of the current trainers have limited personal experience in the service industry, either from the customer's perspective of experiencing service or as a provider of service in, say, a front-line job in a tourism operation. Customer service training is paramount for further development of the tourism industry. A second strategic dimension identified in this critical review is the need to improve training facilities to help the trainers deliver the much-needed tourism knowledge to the students and future entrants of the tourism industry workforce.

Chapter 6 : Training Offerings

This chapter discusses the training institutions and the tourism training programmes available in PNG. It provides an overview of the different levels of training and the types of training, including the levels of qualifications gained at the completion of the programmes. The second section outlines the major challenges that the industry encounters that hinder the better delivery of customer service training. Tourism training and education in PNG is currently being delivered through both formal and informal systems (Papua New Guinea Tourism Promotion Authority, 2009). The formal system training is conducted in the mainstream education system, at the TVET colleges, business colleges and universities. Informal training refers to trainings conducted in the workplace by individual organisations and the training delivered through short courses.

6.1 Tourism Training and Education on Offer in Papua New Guinea

6.1.1 Education Systems and Qualifications

The research on secondary resources conducted for this dissertation has revealed that tourism training is becoming popular in training institutions in PNG, especially in the TVET colleges. Table 3 provides a detailed analysis of the institutions and the specialised tourism or hospitality training programmes offered in 2014.

TVET colleges mostly offer competency-based and technical-skills training. Upon completion of their courses, students graduate with mainly national certificates in either hospitality or tourism. Two technical training colleges, Kokopo Business College and Port Moresby Business College offer the Diploma in Hospitality Management. At a higher level, the University of Papua New Guinea (UPNG) and Divine Word University (DWU) have realised the importance of offering tourism management courses and this has resulted in their offering mainly management courses with students graduating with a bachelor's degrees in tourism and hospitality management. The University of Goroka also offers a bachelor in applied science teacher education specialising in tourism and hospitality.

Tourism training is also offered at the secondary school level, this is discussed in greater detail in the next sections. From Table 3 it can be seen that only one secondary school offers an elective of hospitality management, giving students an opportunity to

acquire management skills as part of their secondary school education. The following sections discuss each of the levels of tourism education and training offered in PNG.

6.1.1.1 Programmes and qualifications offered by universities

The Pacific Regional Tourism Human Resource Development Plan (Milne et al., 2013) reports that tourism training in PNG includes tertiary-level offering courses in tourism and hospitality management. The range of subjects offered includes human resource and strategic management, marketing management, small to medium business management, hotel operations management, and sustainable tourism management (Table 3).

The higher education institutions in the country are challenged to deliver high-quality teaching and learning. These institutions must be connected to the broader educational goals and training plans of the industry as well as aware of shifts in the labour market. The analysis undertaken for this dissertation has indicated that there is a lack of linkage between higher education institutions and the tourism industry as well as a paucity of key information on the labour market (Hind et al., 2011; Lakshmi, 2013; Milne et al., 2013). This results in students graduating from the institutions despite being ill equipped to tackle the challenges of the real world. It is evident that many graduates find it difficult to find jobs that fit for their qualifications (Boeha et al., 2007; Hind et al., 2011; TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

Higher-education institutions are challenged by the national planning goals to increase their output of quality graduates who are well equipped with the professional knowledge and skills demanded by the industry. It is important for the tourism and hospitality training institutions to develop and improve their current training materials to cater for the changes in the development of the industry and increase their enrolment intakes to accommodate the demand for labour.

Universities have the role of promoting economic, social and political development in the country. In order to achieve this goal, universities are challenged to increase access to quality teaching and learning. Greater numbers of well-qualified employees are needed if the national plan for development of the tourism industry is to be achieved. Thus, training is to be encouraged at the highest level of the country's education system so that the sector's economic activity can grow. However, the three universities offering tourism management programs at the undergraduate level, DWU, UPNG and UOG, have limited places and currently cannot increase their intake. There are a number of factors contributing to this constrain to growth, especially, financial and physical

resources limitations. Limited human capacity is also significant, with a lack of expert trainers who are well grounded with tourism knowledge and are highly qualified to deliver quality training and education.

Table 3: Current tourism training offerings by institutions in Papua New Guinea

Institution				Programmes	Duration	Qualifications
<i>Universities</i>						
University of Guinea (UPNG)	Papua	New		Introduction to Tourism and Hospitality Tourism in PNG Front Office and Housekeeping Management Restaurant and Catering Management Tourism Marketing Tour Operations Management Managing Visitor Impact Conventions and Event Management Internal Marketing for Hotel Industry Tourism Policy and Planning Tourism Trends and Issues in the Asia Pacific Sustainable Tourism	4 years	Bachelor of Business in Tourism and Hospitality Management

Divine Word University (DWU)	Introduction to Tourism and Hospitality	4 years	Bachelor of Tourism and Hospitality Management
	Hospitality Operations and Management	2 years	Diploma in Tourism and Hospitality Management
	Tourism Planning and Development	Proposed	Doctor of Philosophy (PhD)
	Small Business Management		
	Strategic Management		
	Travel and Tour Operations		
	Marketing Management		
	Human Resource Management		
	Sustainable Coastal Tourism and Eco-tourism Management		
	Events Management		
	Cultural Tourism		
	Tourism Research and Analysis		
University of Goroka (UOG)		4 years	Bachelor of Applied Science (Hospitality and Tourism)

Technical Colleges

Port Moresby Business College (POMBUS)	Hospitality	Four different stages over 2 years	Diploma in Hospitality
	<ul style="list-style-type: none"> - Cookery - Food and Beverage Operations - Front Office Operations - Housekeeping Operations 	6 weeks (for short courses)	Certificate in Hospitality (for short courses)
	Tourism and Culture		
	Personality Development and Communications		
	Computing and Information Systems		
	Accounting		
	Tourism and Travel Management		
	Food and Beverage Management		
	Front Office Management		
	Human Resource Management		
	Housekeeping Management		
	Sales and Marketing		

Kokopo Business College	Hospitality <ul style="list-style-type: none"> - Cookery - Food and Beverage preparations - Front Office Operations - Housekeeping Operations Tourism and Culture Personal Development and Communication Computing and Information Systems Accounting <ul style="list-style-type: none"> - Financial - Management Travel and Tourism Management Food and Beverage Management Front Office Management Human Resource Management Housekeeping Management Sales and Marketing	Four different stages over 2 years	Diploma in Hospitality Management
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National Polytechnic Institute (NPI PNG) (Lea Technical College)	Hospitality Management	2 years	Diploma in Hospitality Management
	Travel and Tour Guiding	(for all courses)	Technical Training Certificate
	Commercial Cookery		Pre-Employment Training Certificate (Meat Processing)
	Butchery		Extensive Blocks for Apprenticeship cooking National Certificate
Madang Technical College	Tour Operations and Tour Guiding	20 weeks or	National Certificate III in Tourism
	Tourism	10 weeks	Certificate in Small Business (an internal programme and not certified by TVET)
	Travel Agents		
	Hotel Front Office	Proposed	Diploma in Tourism and Hospitality Management
Australia-Pacific Technical College	Kitchen Supervision		
	Hospitality	6 months	National Certificate III in Hospitality
	- Catering Operations	(full time)	
	- Commercial Cookery	1 year (part time)	
	- Patisserie		
	- Food and Beverage		
<i>Vocational Training College</i>			
Malahang Vocational School	Tourism and Hospitality (elective)	2 years	National Certificate Tourism and Hospitality

<i>Private and Corporate Training</i>			
Eurest Catering Training	Commercial Cookery	1 year	National Certificate I, II & III in Hospitality
	Food and Beverage	1 year	National Certificate II in Hospitality
IEA College of TAFE	Bar and Restaurant Operations	1 year	National Certificate II in Hospitality Operations
	Kitchen Operations	1 year	National Certificate II in Kitchen Operations,
	Accommodation Service	Short courses	National Certificate III in Hospitality Operations
	Workplace Safety and Hygiene	ranging from 2 to 5 evenings for 3 hours session.	National Certificate III in Tourism,
	Tour Guiding		National Certificate III in Commercial Cookery,
	Inventory		National Certificate IV in Hospitality
Tour Operators Association of PNG			Training and development opportunities for members and their employees
<i>Secondary Schools</i>			
Caritas Technical Secondary School	Hospitality Management	2 years	National Secondary School Certificate
	- Food production		
	- Service		
	- Office management		

***Proposed Tourism and
Hospitality Management
Training***

Morata Vocational School		2 years	Diploma in Tourism & Hospitality
Papua New Guinea Education Institute		2 years	Diploma in Tourism & Hospitality
Limana Vocational Centre	Commercial Cookery	1 year	National Certificate I in Hospitality

Source: Author's web audit (2014)

6.1.1.2 Programmes and qualifications at technical and vocational training colleges

There has been a growth in technical and vocational education and training colleges offering tourism and hospitality programmes. Currently there are four TVET colleges and two business studies colleges offering tourism and hospitality training in the form of certificate and diploma qualifications. Despite growth in the number of institutions offering certificate and diploma courses in tourism and hospitality, the major challenge for the older government-run institutions is to develop and review their current course offerings. A report from Hind et al. (2011) stated that the current courses from one of the institutions have not been revised since 1997. However, there are a number of new courses that have been developed in other emerging institutions and private training colleges.

Two colleges, the Port Moresby Business College (POMBUS) and the National Polytechnic Institution of Papua New Guinea (NPIPNG), have dedicated infrastructure resources in the form of training kitchens and restaurants. NPIPNG also has a small accommodation facility which provides authentic learning in housekeeping and is also managed on a commercial basis. Madang Technical College is in the process of converting some existing infrastructure to provide a practical learning environment. The facilities at POMBUS are relatively new and most are in working order, creating a reasonably authentic learning environment. However, this was reported not to be the case at NPIPNG a few years ago, where most of the teaching equipment was no longer working (Boeha et al., 2007; Hind et al., 2011).

A key feature of the tourism and hospitality training courses that has been introduced in the colleges over the last decade is the placing of students into industry work experience practicums. This dissertation's analysis has revealed a range of literature that suggests that students develop a greater level of understanding of hospitality and tourism concepts during industry engagement than through theoretical teaching and learning. It is also important that TVET institutions offer more competency-based training in operational skills and customer service training (Department of National Planning and Monitoring, 2010b; Milne et al., 2013; TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

Greater exposure of students to real world conditions requires close collaboration between trainers and operators in the industry. Currently there is a reasonable level of interaction between specific training providers and educational establishments in the capital area and major cities (Milne et al., 2013). However, links between trainers and industry at the regional level are not strong in PNG (Milne et al., 2013), which makes it difficult to develop placement programmes, or offer students internships so they can apply in practice what they have learnt in theory.

From a personal perspective as a university lecturer in tourism and hospitality studies, it can be stated that the reality of liaising with industry stakeholders is challenging. The main reasons are: firstly industry organisations are reluctant to have student being trained at their establishments and their operational schedule and timing is not suitable to accommodate students. It is also difficult to arrange students timing to suit organisations timing and operational hours, as there may be timing clashes with students' lecture times.

Getting qualified staff in the organisations to 'buddy' with the trainees during practical lessons is another challenge. This is because some employees in the organisation feel that they cannot train students from university, while others are too busy, they may be the only specialised person in a certain area and cannot take time away from their work responsibilities. In some cases the employees tasked with training students in the workplace have no formal tourism and hospitality training themselves.

A major challenge faced by most TVET colleges in the provision of tourism education is the lack of trained staff to deliver the appropriate knowledge to students. This may not be the case for all private and corporate training institutions; however, it is a concern for public institutions (Hind et al., 2011). It is important that institutions invest in staff development and upgrading of staff qualifications and seek proper training for staff to improve themselves. Some of the staff employed at the training institutions are industry experts, but are not trained to be classroom teachers and educators. Therefore, they need training that will give them a broad overview of the entire education system and better equip them with teaching approaches and strategies to apply in their instruction and classroom delivery. (Papua New Guinea Tourism Promotion Authority, 2009).

The Australian-Pacific Technical College (APTC) has established its training institutions within the Pacific region including PNG. APTC in PNG mainly offer

courses in hospitality specifically in catering operations. The institution has contributed significantly to the tourism and hospitality training and education in PNG as well as in other Pacific island countries (Milne et al., 2013) .

6.1.1.3 Programmes and qualifications in secondary schools

The Papua New Guinea Department of Education, in attempting to achieve the national development goals, saw the need for tourism education within the secondary school curriculum. This has now come to fruition with the introduction of a tourism syllabus at the secondary school level. Most secondary schools in the country have introduced tourism as an elective subject in grades 11 and 12. The syllabus includes an introductory topic into the tourism industry and aims to increase students understanding of tourism issues. Students who take up the subject will be equipped with basic skills and knowledge that will prepare them for the many different employment opportunities that are available in the formal and informal sectors of the tourism industry (National Department of Education, 2008).

The introduction of tourism education at the upper secondary school level has an additional benefit of improving the basic tourism knowledge of students before they enter tertiary education and technical-level training. This makes it easier for trainers and educators to deliver more intermediate-to-advanced knowledge at the technical and tertiary education level (Milne et al., 2013; TRIP Consultants & Deloitte Touche Tohmatsu, 2007). This level of tourism integration into secondary school curriculum in PNG is reasonably unique in the Pacific, especially in the Melanesian context where even Vanuatu, which has a larger tourism industry, has lagged in placing education into schooling systems (Milne et al., 2013).

6.1.2 *Private Tourism Training*

Private organisations also offer training in tourism and hospitality in PNG through the HR training divisions and trainings organised by the National Tourism Organisation (NTO) (TRIP Consultants & Deloitte Touche Tohmatsu, 2007). The limited array of training available places greater pressure on the tourism organisation itself to provide in-house training. Unfortunately many in the industry do not have the skills and knowledge to effectively train staff without additional support from training providers. It is critical also that there is the opportunity to ‘train the trainers’ at the higher-education level, technical and vocational levels and at the teacher education training colleges (Milne et al., 2013).

Tourism training providers have their own challenges, the most common being a lack of resources. These resources include, for example, infrastructure development for effective delivery of the curriculum, teaching experts and qualified staff in all of the three training and education levels, financial stability, and a lack of physical equipment and capacity.

6.2 Future Training Needs and How They Might Be Met

Training for the tourism industry workforce has not been a priority in the past, and although, the focus is slowly shifting, it will take a while for the demand for skilled workers to be met (Department of National Planning and Monitoring, 2010a). Lack of training is compounded by a lack of sound historical data to date, very few studies have been conducted on the human resource characteristics within the tourism industry in PNG to evaluate the shift in the labour market (TRIP Consultants & Deloitte Touche Tohmatsu, 2007).

The national tourism HRD plan has seen the support of the tourism stakeholders for the development of a National Qualifications Framework (NQF) specifically for the tourism sector. Currently, courses offered across the formal and informal training systems are pitched at very different levels and there are no standardised components. A NQF would assist in the development and standardisation of a curriculum across the different levels of training and between different training providers. A NQF would also enable cross-crediting of courses between training institutions and hence make it easier for students to advance their qualifications.

The future of tourism training and education, greatly depends on better management of the tourism resources. There is a need to upgrade the professional knowledge and skills of the main players of the industry, namely the tourism business owners, the current workforce, local government authorities and tourism association members, training institutions and trainers. This can be done through workshops and further training and awareness creation among the mentioned groups. Tourism stakeholders must be encouraged to create better strategies to improve their own training. Stakeholders should make a collective effort to create networks to encourage more tourism awareness and training. Networks would also enable sharing of effective practices. Cooperation between the stakeholders is the way forward for the industry.

Furthermore, there are some misconceptions about tourism knowledge that are commonly held by students and trainees and which are also found within the workforce. These misconceptions have the potential to hinder the ongoing development of the industry in PNG. The following is a list of approaches that may enable some of the misconceptions to be corrected.

Firstly there needs to be a clearer communication between stakeholders about how the tourism industry works. Likewise, more awareness about the industry is needed in primary and secondary schools and in local communities where the knowledge is not easily available. This will raise interest in industry employment and skills acquisition. Local sights, attractions, facts and figures – all this basic tourism knowledge can be taught in primary and secondary schools. To do this, though, the teachers need to know about the different tourism products, activities and attractions that are available in the country, or at least within the province where their school is located.

The future of the industry will depend on people's awareness of its importance. However, it is also vital that local communities are aware of the effects that the industry can have on people and the environment if tourism activities are not well managed. Awareness of both the positive benefits and potential negative consequences of tourism will depend on the type of training being offered and knowledge passed on in the local communities, especially in school. PNG's high illiteracy rate causes difficulty when trying to educate people of the importance of the tourism industry to the country. However, this challenge needs to be overcome as tourism has the potential to create meaningful employment opportunities which would help to minimise petty crimes caused by unemployed youths and thus reduce the country's social disorder.

It is important that the industry also focuses on improving the capacity of the trainers and educators by providing more scholarships for tourism staff training to improve the current staffing in institutions offering tourism and hospitality programs. By improving staff capacity with new and more advanced knowledge, then tourism and hospitality programmes could be re-designed to include best practices and training materials can be redeveloped to suit the training needs of the industry (Milne et al., 2013)

6.3 Summary

Tourism training and education in PNG is currently offered at three different levels in the tertiary education system. Two universities offer programmes in tourism and hospitality management and one offers a programme specialised in tourism and hospitality education. Students graduate from these universities with a bachelor's degree. The TVET and vocational training centres mainly offer competency-based and technical training and their graduates can gain National Certificate in Tourism or Hospitality under the TVETs' qualifications framework. Two business colleges are currently offering diplomas in tourism and hospitality management. Tourism education is also offered in the upper secondary schools; this syllabus was introduced after the Government recognised the need to prepare students coming out of secondary schools for a professional life within the field of tourism and hospitality.

The major hindrances to the provision of tourism education and training at all the institutions detailed above are limited capital and human resources, and infrastructure deterioration. Students, workers and owners and managers of SMEs in the industry also often have only a limited understanding of the tourism industry, PNG's culture and tourism, and the potential impacts of the industry on the environment and people, as well as poor knowledge about sustainability and environment conservation issues. It is important to note that the future of tourism training and education, greatly depends on better management of training resources, with the establishment of clearer communication networks among stakeholders and training institutions, re-designing and re-development of tourism training programs, and the creation of better tourism awareness.

Chapter 7 : Critical Issues and Way Forward

The concluding chapter offers an overview of the findings presented earlier in the dissertation and presents some critical issues highlighted by the findings of this study in relation to tourism training and education in PNG. These issues have impact on the training of human resources in the PNG tourism and hospitality industry. This chapter also provides recommendations for the future improvement of tourism and hospitality training and education in the country. Like any other research, this study has its limitations and that issue will also be highlighted in this chapter.

7.1 Critical Issues in Tourism Training and Education for the Papua New Guinea

The development of competency based qualifications for the tourism and hospitality industry is important for a developing nation like PNG because the tourism industry is still very much in its infancy. The allocation of much-needed resources for proper training and practical-skills development to match industry demand is paramount at this stage of the industry's development. Careful and proper allocation of limited training resources is needed in order to achieve the following goals as set out in the Tourism Sector Review and Master Plan (TSRMP) (TRIP Consultants & Deloitte Touche Tohmatsu, 2007) for the development of human resources for the industry:

- facilitate training and quality education programmes to develop professional and highly skilled labour
- increase the in-take rate of training institutions to meet the industry demand for trained graduates
- improve and upgrade the skills level of the current industry workforce
- increase tourism awareness among all levels of the society on tourism importance and its economic benefits

Smaller to medium-sized enterprises (SMEs) are emerging across the country as tourism and hospitality businesses. It is important that the managers of these new SME's are engaged with other industry stakeholders and encouraged to undergo tourism-specific training to assist them in managing their businesses (Milne et al., 2013). It is also important for them to prioritise training and education in order to improve their understanding of the industry. At the same time, developing and enhancing their

employees' attitudes, behaviours and the specific skills required in the provision of quality tourism and hospitality customer service is critically important.

Tourism training and education in PNG has to cope with the challenges of integrating the curriculum to suit the cultural context of the country. Customer service training, especially, needs more attention, because in the analysis there is very limited customer service training offered by the institutions – although it can be argued that customer service is integrated with front-office operations or food and beverage operations. Customer service training is not just the skill of providing service; it also requires that special cognitive development to understand the tourist culture, behaviours and experiences. Consequently there is a need to develop a deeper understanding of these concepts so that personnel can empathise with the customer during service encounters. Bringing the service quality characteristic of empathy into service encounters requires the right attitudes and behaviours which, at the present is mostly taken for granted.

The growing PNG tourism sector will place significant demands on future human resource capacity within the industry. Therefore training and education programmes need to be re-oriented so that they are based on a strategic assessment of needs that reflect national and provincial priorities. Training and education must also take into account new and developing trends within the industry and other important international trends and issues such as labour mobility, changing tourist expectations and the new level of service experience that are becoming a concern for the workforce and labour market.

Industry stakeholders and training and education institutions will be challenged to ensure that there are sufficient numbers of trained personnel at all levels who are capable and ready to deliver a level of service competitive by international standards. With tourism knowledge increasingly featuring in secondary schools, there is a need to inform and make university graduates aware of these teaching opportunities that are open to them.

7.2 The Way Forward

The analysis and discussion of the results from this study have raised considerations for both current practice and guiding the future of tourism training and education. It is critical for authorities in the different sectors of the industry to consider building the

economic and social infrastructure of tourism and hospitality training. Understanding the social structure of the country helps in the development of tourism policy that is applicable to the local environment. It is also important to develop policies that assist in the proper management of the industry's overall development, including the training and education of the labour force.

Human resources are one of the key components of tourism and hospitality operations, and training and education is fundamental to human resource development. It is important to continuously assess the training needs of the tourism and hospitality industry in PNG and provide training that contributes to improving skills and knowledge of employees including their ability to deliver better service experiences.

Building linkages among stakeholders and tourism training providers is important to encourage and create synergy. This will contribute to developing training programmes that not only meet the immediate needs of the industry, but also address the long-term goals of national planning, as well as the desire of managers and workers for life-long career development in the tourism industry. There is currently a major gap existing between the skills students have when they graduate from PNG's training institutions and the demand by the industry for qualified and expert workforce.

7.3 Strategic Dimensions

The development of tourism and hospitality training and education in PNG is affected by issues that need to be addressed by careful planning and related actions. These issues affect the effective, efficient and proper management of resources used in providing better tourism training and education in the country. The following discussion highlights these issues. If the training institutions undertake considered planning and actions, the current tourism education programmes could be improved so that they create better training and hence employment opportunities and career pathways for tourism graduates as well as further opportunities for career progression for tourism workers.

It is important that managers of SMEs are encouraged to utilise human resource 'best practice' (Korczynski, 2005) when dealing with, recruitment, retention, training and development issues of their employees in specific areas within their organisations. Having an improved organisational HR practices can help to minimise the long-term

training needs of organisations. Having sound HR practices will also ensure organisations can maintain the industry standards and ensure that new entrants to the industry are trained in the skills required in a tourism and hospitality workplace.

There must be actions taken to both improve the quality and increase the number of tourism and hospitality trainers and educators in the country. This study has identified, the need for capacity building of trainers and educators of tourism and hospitality courses and also the programmes offered in PNG. It is important to build capacity within the training institutions so that there are enough trainers to impart tourism and hospitality skills and knowledge to students as well as to continue to support industry training needs by developing short courses and training workshops to deliver the much-needed training. It was highlighted in the reports and documents reviewed that a lack of well qualified teaching staff and trainers was a significant drawback for most institutions in the country offering tourism training (Hind et al., 2011; Lakshmi, 2013; Milne et al., 2013; Papua New Guinea Tourism Promotion Authority, 2009).

Previous researchers have recommended the creation of government-licensed bodies responsible for monitoring and improving the standard of skills and trainings offered within the industry. This involves the development of a national qualifications framework (NQF) that is competency-based (Hind et al., 2011; Milne et al., 2013; Papua New Guinea Tourism Promotion Authority, 2009) as recommended by most of the studies that reviewed competency-based training in PNG. Such framework would guide training standards, graduates' quality could be easily measured against the standards set out by the framework and graduates would have their qualifications formally recognised. This will, in turn, contribute to developing employees who can deliver quality service. It is important that the qualifications framework is also rolled out to the many SMEs that employ the majority of the less-skilled workers in the country.

Aesthetic labour (Nickson, 2007; Warhurst & Nickson, 2007, 2009) is a conceptualised representation of the emotional labour found within the Western context in the provision of quality customer service. It is important that this concept is studied in tourism and hospitality programmes – training institutions need to be made aware that training is not just about the practical skills component of the service delivery, but also the right attitudes and behaviours of service workers. PNG lacks service workers with the right attitudes, as uncovered in Bhanugopan (2004) study on visitors' assessment of

service quality. The study discovered that hospitality service employees lack the skills to personalize service offerings for their customers and staff display ignorant attitudes at times in attending to customers. These results must be taken seriously and efforts should be taken to address this by teaching students the right attitudes and behaviours that should be displayed in the workplace. Raising students' awareness of how their attitudes can make or break a service encounter will help to upgrade service standards in the industry.

Education, training and awareness is paramount for the development of the promising tourism industry in PNG. In almost all the studies and reports analysed, there is a growing concern about the need to raise general awareness of the importance of tourism among the population. Papua New Guineans have heard of tourism; however, they are not well accustomed with this concept and the benefits it can potentially bring with it to the communities, as well as the disadvantages of development. Efforts have been taken to promote awareness of some of the issues surrounding tourism yet industry stakeholders, especially owners and managers of SMEs, are still concerned about the general lack of community knowledge about the industry and the different approaches and concepts that are related to it (Milne et al., 2013).

It is important to develop practical and appropriate policy to help regulate and control the quality of service delivery and the standard of service at different levels of the industry in order to enhance the development of each of the sub-sectors within the industry. The PNG Tourism Promotion Authority has seen the need to have proper and specific tourism policies to manage and control tourism activities in the country and has created a policy and planning department within their regulated operations to accommodate this.

It is vital to improve co-ordination of training between the Government, tourism operators and training providers as this will ensure that training and education relates to the needs of the industry. It is also important to encourage more cooperation between training institutions and industry partners to better develop the critical skills needed to move the industry forward. Training and education programmes for tourism and hospitality employment should take full consideration of the educational and cultural background of those entering training, but programmes also need to relate to the work expectations of employers from an international perspective.

7.4 Contribution to Knowledge

This study highlights the underlying challenges that impede training and education of tourism and hospitality workers in PNG. The challenges range from limited statistics and data through to poor access to training facilities and the limited number of skilled teaching and training staff. These issues reflect the broader themes raised in the literature review section. Research on the sector in PNG has highlighted that less-developed nations face especially difficult challenges when it comes to tourism and hospitality training. It is certainly not possible to rely solely on approaches generated in the developed world to work in a developing world setting such as PNG. It is hoped that the results of the study will contribute, in some small way to effective planning and management of resources to overcome these issues affecting tourism training and education in PNG. The work highlights in particular the importance of training the trainers and building the human as well as physical capacity of tourism and hospitality training programmes.

The results of the study can be used to stimulate collective efforts to improve tourism training and education in PNG among industry stakeholders and training institutions. Tourism and hospitality training institutions in PNG can potentially use the results and recommendations to improve their training and education practices. Policy-makers can also use the study's recommendations to improve policies and enhance related planning services. The findings and recommendations of the study can also be used to assist training institutions and tourism and hospitality operators to improve their organisational practices. Finally, the study can be used as a stepping stone for future empirical studies.

7.5 Limitations and Future Research

Because it is a dissertation, the research time frame was very tight. This constraint meant the research was restricted to using secondary data, so the lack of primary and novel data could be seen as a limitation of the study. Furthermore, even when using secondary data, the sourcing of document and related studies on the topic specific to PNG was difficult due to a lack of data; for example, on labour market information. This lack of data in some areas of the study, while out of the researcher's control, could also be seen as a limitation of the study. Nevertheless the researcher attempted to gather all the relevant information available.

Data was mainly collected from secondary sources such as government reports. Although the government reports had been peer reviewed in an academic sense, the validity of these reports and the information abstracted from them could still be questioned. However by thoroughly reviewing and cross checking the documents, the risk has been minimised.

There is certainly room for primary research to be conducted in this area. In addition to collecting base-line tourism and hospitality labour market information – an area already identified where there is currently very little data – there are other dimensions that could be explored. For example, tracer studies to track the career paths of tourism and hospitality graduates could be developed, and research could be conducted on evaluating the impact of increased tourism training on labour market demand. Further research needs to be conducted on the training capacity of existing tourism and hospitality training staff. There is also potential for a follow-up study on higher education tourism and hospitality management students' intentions with regard to career progression within the industry, and a need to further investigate employee perceptions on service quality in the tourism and hospitality organisations. Finally, there is further opportunity to measure the capacity of new graduates against the industry demand for skilled professionals.

This dissertation has shown that there are many challenges facing the provision of tourism and hospitality training in PNG. However, while the challenges are significant they are not insurmountable. What is needed is good data, further primary research, increased awareness, political will and industry–trainer collaboration to help minimise the challenges. With these dimensions in place, it is possible for the PNG tourism industry to develop its competitiveness on the basis of a well-trained workforce.

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