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Abstract

The purpose of this dissertation was to compare the perspectives of skills necessary for successful career between hospitality graduates and industry in Shenzhen, China. Respondents in this research included hospitality students from Shenzhen Polytechnic and industry representatives in Shenzhen area. All industry representatives were departmental managers from 5 four-star and 5 five-star hotels. The instrument in this research was based on Raybould & Wilkins's (2005), and Annaraud's (2004) studies, but modified and tested by using a pilot study and a focus group.

The results indicated that industry managers ranked Interpersonal Skills, Team Work and Leadership, and Adaptability/Flexibility and Learning as the most three important skills and characteristics for hospitality students in order to be successful in hospitality careers whilst students rated Interpersonal Skills, Team Work and Leadership, and Verbal Communication as the top three skills. The results in the study show that view "gap" exists between the two groups in Shenzhen area.

The possible reasons of the perception "gap" between the two groups were also discussed in this study. Based upon data analysis, some suggestions on how to reform hospitality program, program administration as well as how to realize and meet industry needs were submitted to key stakeholders for reference such as teaching and management staff in Shenzhen Polytechnic, industry administration departments in Shenzhen as well as other educators and education managerial institutions in China.

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I am very happy to have the opportunity here expressing my gratefulness to all those who always give me help and support. First of all, I would like to thank my family. Joy, my dear wife, and my parents, I love you. All of what you gave me throughout my life was nothing but help and love. I could never have come to the point where I am now, without your love and support.

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Chapter 1   Introduction

1.1Overview

Due to rapid growth of China's economy, the hospitality industry in China has attracted enormous investments from every corner of the world. Statistical information from China National Tourism Administration (CNTA) shows that by the end of 2004, there were 10888 hotels ranked by star-ranking system in China with total receipts over 123.9 billion RBM, about US$15.4billion.

In 1999, Shenzhen was awarded by CNTA as one of first top 10 tourism cities in China. Shenzhen Tourism Bureau (SZTB) reports that international overnight guests and foreign exchange earnings from international tourism in 2005 reached 6.16 million and US$2.0 billion, respectively. There are 359 hotels including 179 hotels ranked by star-ranking system with total income of RMB 5.54 billion, about US$ 670 million in 2005. The hospitality industry has already become one of the major industries in this area.

While accelerated development of the hospitality industry continues to speed up, as a consequence, there is a big demand for skilled employees, in particular for those front line staff with higher education background in hospitality management. This demand for well-trained staff spurs vocational diploma and degree programmes in hotel or hospitality management all over the country. It is reported by CNTA that there were 209 universities and colleges in China providing higher education programmes in hospitality and/or tourism management and registering more than 54,000 full-time students at the end of 1999. By the end of 2004, the figure topped 574 and 274, 701 respectively. In Shenzhen, there are three tertiary education institutions offering higher diploma or degree programs in hospitality and/or tourism management, namely Shenzhen University, Shenzhen Tourism College of Jinan University and Shenzhen Polytechnic. The former two provide 4-year full-time Bachelor's degree and Master's degree programs in tourism management, and the last one provides three-year full-time diploma program of higher occupation education in hospitality management.

Additionally, the Adult Education College of Shenzhen University provides three-year part-time tourism management program.

1.2 Background of the Study

Although China's tourism and hospitality education has been developed for nearly 3 decades since the start of the economic reform and opening policy based upon Deng Xiaoping's Theory in 1978, there exists a big gap between supply and demand for quality management and operative staff as a result of the rapid growth of the industry (Lam & Xiao, 2000). Some key human resource challenges that both education and industry face include a lack of qualified staff at both operational and managerial level, high staff turnover rates, the unwillingness of graduates to enter the industry and the expectations gap between education and industry. One popular phenomenon reflecting those challenges is that a lot of graduates with degree or diploma in tertiary or higher vocational education become frustrated because they feel that much of what they had learnt from colleges or universities had not been utilized or recognized by the industry; they seek more challenging opportunities in other industry sectors whilst industry executives and managers often complain low performance of graduates because of their lack of experience in the workplace(Zhang & Wu, 2004). For example, as Zou et al (2003) described, among hospitality and tourism graduates from one university in Hangzhou, only 23% of them remained in hospitality industry within recent 5 years. This represents a significant loss of investment and potential talent for the industry.

The above phenomenon has also existed in Shenzhen's hospitality industry for quite a long period of time along with the rapid development of tourism in this area. Internal statistical information from Shenzhen Polytechnic (SZPT) shows that no more than 15% of graduates, who obtained their three-year diploma of hospitality management in higher occupational education from this university, remain in the hospitality industry since the program was provided in 1995.

Some higher vocational education providers and human resource practitioners in the

industry have begun to pay attention to this phenomenon in order to prepare enough for dealing with those human resource challenges.

Certainly, two key facts about education providers and the industry in China have to be mentioned here. One is that most of those colleges and universities providing hospitality management programs are state-or government-owned, controlled and funded. Secondly, the process of privatization in the hospitality industry has become more quickly than ever before all over the country, especially in the Shenzhen area. A question related to the facts mentioned above might be brought forward here: Can those education providers regulated by government departments such as Ministry of Education (MOE) and CNTA enable their academic curricula to develop students' key skills necessary for a successful future career and satisfy the industry need for skilled employees caused by rapid development of privatization and globalization in the industry?

Undoubtedly, those hospitality management programmes are one of the main influential factors in the formation of the student perspectives of skills and characteristics that are important to successful career in hospitality industry. Therefore, inspecting and comparing the differences between student's and industry manager's views of key skills and characteristics could provide both education providers and industry management useful clues in programme adjustment and policy-making in human resource practices, respectively.

1.3 Purposes of the Study

The purpose of this study is to compare the perspectives of key skills necessary to successful career in the industry between hospitality students in higher education and industry managers within Shenzhen area.

Briefly, this study includes the following four sub-objectives:
- To investigate what the hospitality industry expectation for tertiary graduates is in

terms of key skills.

- To investigate the perceptions of graduates towards the hospitality industry in terms of key skills valued by industry managers.

- To compare those two groups between the expectation and perceptions in terms of key skills necessary to successful future career in the industry and examine whether there exists a gap between their perspectives of those skills.

- To give implications and recommendations on how to bridge those gaps, if they exist, to higher hospitality education providers, their graduates and industry management such as programme design, curriculum restructure, recruiting and retaining future employees, especially front line staff with higher vocational education.

This research may have special significance to Shenzhen Polytechnic in its hospitality management program redesign and related curriculum restructuring. Other administrators and educators of hospitality programs may find the information gathered in this research helpful in improving their curricula. This research also may facilitate interaction between education, students and the industry. For policy-makers and governors responsible for administrating higher vocational education in hospitality such as MOE, CNTA and education management departments of local governments, the research can cause their deeper consideration on how to reform the current regulating system and set up bridges between education providers and the industry through developing new policies and regulations.

For graduates, this study may help them more clearly understand what the industry expects of them in terms of skills and characteristics. It also may help them prepare well enough before entering a new workplace through psychological adjustment.

As to industry managers, this research may give implications on how to conduct better human resource practice and promote high quality service delivery. Overseas hospitality companies or enterprises that plan to enter Shenzhen's and /or other local hospitality markets in China can better understand the preparation level of their

potential employees in China.

It is hoped that the findings in this study will produce a foundation for positive initiatives for future change to meet the human resource needs of a truly vibrant industry in Shenzhen and Zhujiang River delta area, even in Guangdong Province.

1.4 Hypotheses

In this study, the comparison was made between assessments of key skills by hospitality students and industry managers. The hypothesis of this study is:

There are no significant differences related to assessment of skills by hospitality students and industry managers.

1.5 Assumptions

In making generalizations about this study, there are some assumptions as the follows:

(1) The participants of the research will respond honestly and accurately to questions.

(2) All respondents clearly understood all terms and listed skills in the survey questionnaire.

(3) Hospitality students surveyed were representative of hospitality students at a specific university.

Chapter 2 Literature Review

In general, three themes of literature relevant to this study are reviewed. The first involves examining the history and evolution of the hospitality industry in China and Shenzhen area so as to reflect the changes of industry needs. Second, the development of hospitality education and training in China and Shenzhen area, particularly the tertiary hospitality education at both national and local level, is examined to describe how related programs and curricula were designed and structured to follow those changes of industry needs. Last, a number of studies emphasizing on the industry's expectation and students' perception of skills and characteristics necessary for a successful career in the hospitality industry are also reviewed to form the generic skills model, which was adopted as the underlying framework for the research. Although most of those studies such as Annaraud (2004), Breiter et al (1996), Goh et al (2001), Okeiyi et al (1994), Raybould and Willkins (2005) have been done in some Western developed countries, it is helpful and meaningful to examine them considering the fact that the privatization and globalization in the industry is developing rapidly in China.

2.1 The Hospitality Industry in China and Shenzhen

2.1.1 The Hospitality Industry in China

Traditional hospitality industry in China may date back thousands of years. Emperors, officials, scholars and other rich people such as landlords and businessmen were the main guests of ancient catering and lodging institutions, due to their positions of power and / or wealth. In some ancient dynasties such as Tang Dynasty, Song Dynasty and Qing Dynasty, traditional catering market was very prosperous (Yu & Zhou, 2003). Modern hospitality industry in China is thought to start from the beginning of 20th century. Back to 1920s and 1930s, even some modern restaurants and hotels run by foreign adventurers once existed in big cities in China such as Beijing, Shanghai, Tianjin and Guangzhou, providing services for the foreign and rich Chinese people. However, the prolonged and ruthless wars from the late 1930s to the late 1940s, namely the eight-year war against Japanese invasion, followed by the four-year civil

war between the Communist Party of China (CPC) and the Kuomintang (KMT), severely impeded the development of the hospitality industry.

Since 1949, China has become a socialist country. All private elements were eliminated from national economy. All private enterprises and non-government organizations had been forcedly transformed into state-owned enterprises and government-controlled institutions, respectively. It started central-planning economy and ration system. Before 1978, the hospitality industry is controlled and financed by the government and the primary function of hotels and restaurants were to serve the needs of the domestic population, more specifically, the needs of domestic officials. Most customers of the hotels and restaurants were officials who went on a business or political task. Only a few of those restaurants and hotels was appointed by government to provide services for visiting Chinese nationals and for foreigners with special permission to visit the country. All restaurants and hotels were run and managed by government departments, and almost became public service institutions rather than profit-oriented companies. At that time, China had a very strict resident control policy. Residents were only allowed to stay where ones were born. Domestic leisure travel to other city or province involved passing much permission and inspecting. Limited permission was given to people for overseas travel, and such permission was exclusively given to diplomats and government officials at public expense (Zhang et al, 2000). As a result, it was very difficult to check in any hotels or lodging properties because people need to show the certification and/or permission from related government departments. Local inhabitants were hardly allowed to stay in the local hotels without special permission. Similarly, under ration economy, it was impossible to buy a meal from any restaurants without special tickets even though one was willing to pay many times of the meal price. The whole industry at that time basically was dead and dominated (Lin & Sun, 2003).

From the end of 1970s, the Chinese government started Deng Xiaoping's economic reform policy and slowly opened the country to the outside world. Undoubtedly, 1978 was year of great significance for China and Chinese people because an epoch-making

decision was made by CPC Central Committee to transfer government emphasis from political struggle to economic construction. During 1978 to 1985, many disputes on the nature of tourism existed among government leaders and academics. Initiated and promoted by Deng Xiao-ping, tourism began to be considered as an economic activity in the hope to earn more foreign exchange urgently needed by the government in reviving economy. Tourism industry was even put into the national plan for social and economic development for the first time in 1986. Many governments of municipalities, provinces and autonomous regions in China had made the tourism industry one of the major or pillar industries in their locality (He, 1999). From1978 to 1988, the number of international tourist arrivals rose from 1.8 million to 31.79 million. Under this favourable environment, China's hospitality industry came alive. During the whole 1980s, the major challenge facing the industry was lack of an adept labour force and service standards in most hotels. Inadequate hotel service was one of the major complaints from international tourists (Yu, 1992). After the middle of 1980s, with the policy to encourage private business and attract more foreign investment, which is considered as one of the most important steps of economic reformation, the development of the industry started to speed up. There were not only many big state-owned-enterprises built but also a large number of small-medium-sized private accommodation firms, joint-ventured and foreign-invested hotels established all over the country. By the end of 1990s, the number of hotels and restaurants that cater to international guests has increased dramatically through the use of joint ventures with international hotel groups or chains such as Sheraton, Hilton and Holiday Inn. One of the protrudent issues is cultural conflict between foreign management and their Chinese partners in joint-venture hotels, as well as between foreign management and local employees in foreign invested properties (Woetzel, 1989).

China's potential for economic growth and the under-capacity tourism market made China a very attractive place to international hospitality investors (Zhang & Lam, 2004). Meanwhile, the domestic tourism is also developing quickly. Entering into the new millennium, modern hospitality industry in China started to fly. However, some problems are impeding the industry's further development (Liu and He, 2006). The

first is lack of economic hotels to meet domestic tourism needs. Second, many general managers, especially those in small-medium-sized properties, have little systematical learning or training in international hospitality managerial field. This directly leads to low occupancy and annual return. Third, poor human practice such as lack of on-job training and career planning caused high turnover rate. Fourth, the government agency lacks high efficient direct and supervision to control the service quality of the whole industry. For example, only those hotels ranked by star-category ranking system are included in the statistic information of CNTA. They are just a little part of the whole industry in terms of quantity. There are a lot of various types of lodging properties are excluded into the statistic yearbook.

The following graphs give some visual information about the development of the Chinese hospitality industry (the hotels mentioned in the Figures refer to those ranked by star-ranking system). Figure 1 and Figure 2 show, respectively, the continuously and dramatically increasing trend of international tourist arrivals and receipts of foreign exchange from international tourism in China from 1978 to 2005 except the abrupt decrease in 2003 because of SARS. From Figure 3, the numbers of total hotels, state-owned hotels and non-state-owned hotels had a rapid increase since 1989, reaching a summit of 10481, 6646 and 3835, respectively, in 2000. After a sudden decrease of all numbers from 2000 to 2001, the total hotel number started a quick ascent along with the similar augment of non-state-owned lodging companies from 2001 to 2005. On the other hand, although the amount of state-owned properties increased slowly from 2001 to 2003, it began to decrease slowly from 2003 to 2005. The year of 2005 has special significance to the Chinese hospitality industry since the total amount of non-state-owned hotels exceeded its counterpart, state-owned ones, for the first time. As shown in Figure 4[*], the proportion of state or government elements in the industry has been in descent status since 1989, and this situation will continue in the future reflecting the constant effort made by government to promote privatization and state-owned enterprises' (SOE) reform of ownership in this industry. Another interesting find in Figure 5[*] is that the occupancy of state-owned hotels is always slightly below the industry average after 1995. This implies that the performance of

non-state-owned hotels is slightly better than its antipodes'.
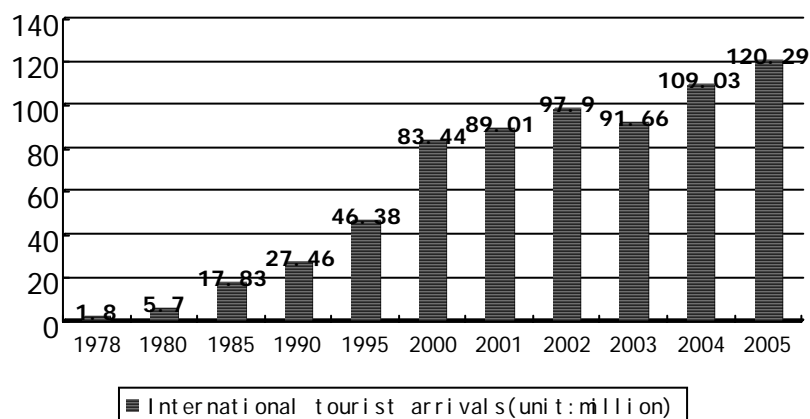
Figure 1. International Tourist Arrivals from 1978 to 2005
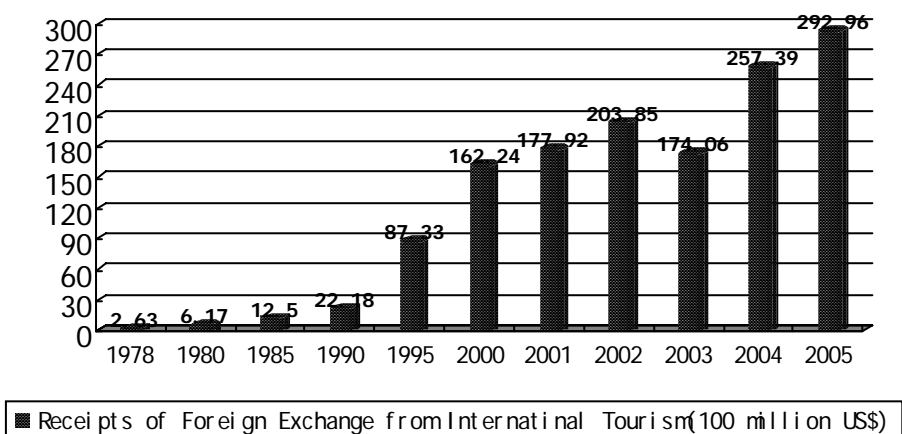
Figure 2. Receipts of Foreign Exchange from International Tourism from 1978 to 2005

Figure 3. Number of Total Hotels, State-owned and Non-state-owned Hotels
from 1989 to 2005

Figure 4. Percentage of State-owned Hotels of Total Hotels from 1989 to 2005

Figure 5. Occupancy of State-owned Hotels and Total Hotels from 1989 to 2004
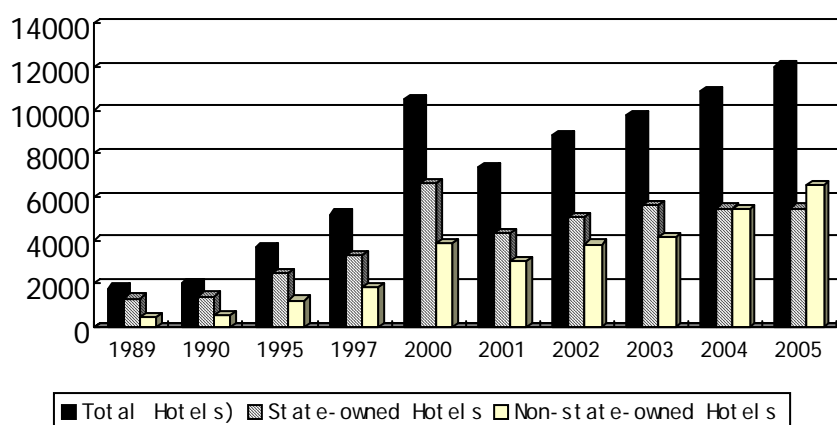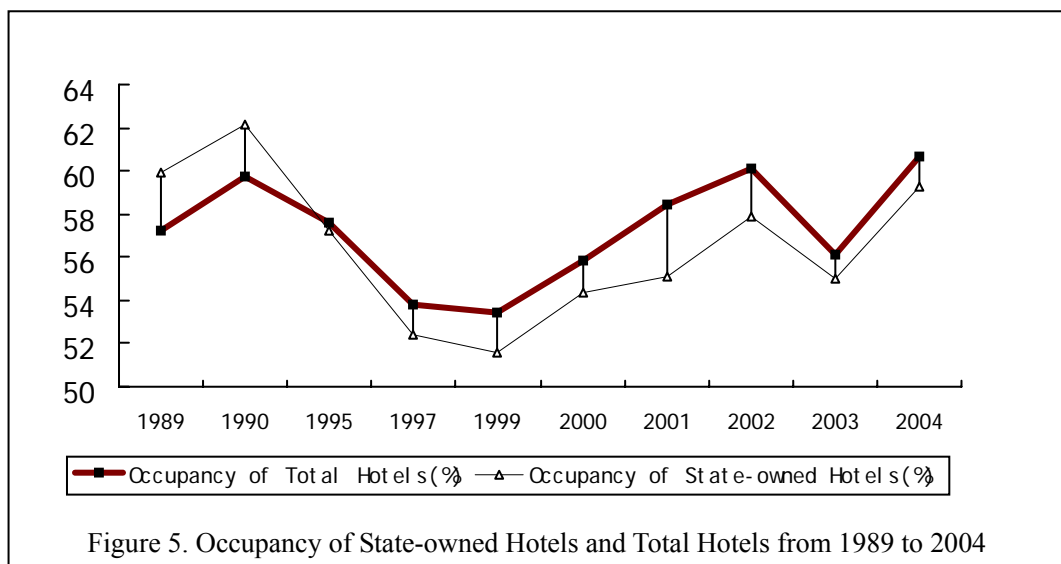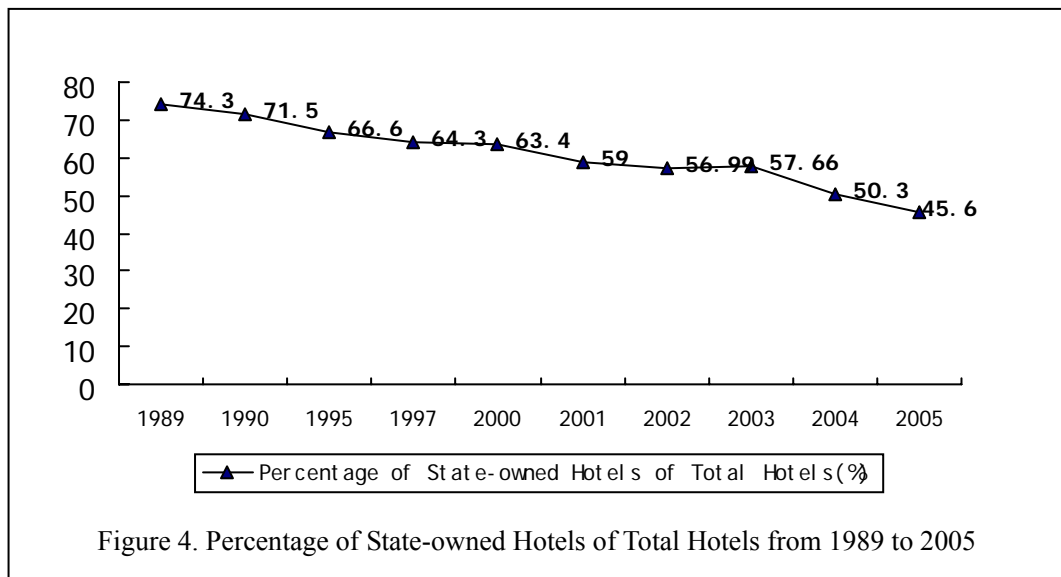
2.1.2 **The Hospitality Industry in Shenzhen**

Shenzhen is a special immigrant city of contemporary China. It was established in 1979 and was selected to be one of four Special Economic Zones (SEZs) by central government in 1980 as the window of connection with western countries due to its unique location advantage of abutment to Hong Kong.

From a remote small fishing village in the south of China over two decades ago, Shenzhen has been now one of the top 10 tourist cities of China, ranked first in export

volumes for thirteen consecutive years, fourth in GDP, third in fiscal revenue among China's large and medium-sized cities. Its container throughput is ranked second in China and fourth worldwide. Nowadays, when standing at the top of Diwang Mansion, the symbolic architecture of the city with 389.95 meters high, overlooking busy ports and flows of cars on highways, it is hard to believe that the once unenlightened frontier town with 0.3 million aboriginals could have been developed as one of the most important metropolis containing nearly 10 million population within such a short period of time (Shenzhen Statistic Bureau, 2006). The amazing speed of development is regarded as one of miracles in urbanization process.

In the past 25 years, Shenzhen's tourism and hospitality has gained great achievement. In 1999, Shenzhen was awarded by CNTA as one of the first top 10 tourism cities in China. Shenzhen Tourism Bureau (SZTB) reports that international overnight guests and foreign exchange earnings from international tourism in 2005 reached 6.16 million and US$2.0 billion, respectively. Shenzhen continues to be ranked first in terms of international overnight visitors and the fourth in terms of foreign exchange earnings from international tourism among all cities in China. There are 1597 lodging properties, including 359 hotels with 179 of them ranked by a star-ranking system in 2005. The first five-star hotel in Shenzhen is Nanhai Hotel established in 1985. Tourism and hospitality has already become a major economic activity in Shenzhen. In Figure 6* it shows the stable increase of tourist arrivals to Shenzhen from 2000 to 2005 with the exception of 2003, in which there was an obvious decrease caused by restricted travelling because of SARS. The total income of tourism, shown in Figure 7*, has a similar varying process. In general, domestic tourism income and citizen visitors are more than international tourism earning and oversea guests, respectively. This reflects that Shenzhen is still functioning as the platform for inland people to contact and exchange with the oversea in various aspects of social and economic life. In Figure 8*, it can be seen that the proportion of income from state-owned hotels is only about 20~25% of total hotels income from 2001 to 2005. This reflects the process of state-owned enterprises reform in this industry. In fact, information from SZTA shows that only about 23% of 359 hotels, namely 83 are state-owned hotels in Shenzhen by

the end of 2005. The occupancy of state-owned hotels, shown in Figure 9*, is a little bit lower than the industry average from 2001 to 2005. This situation is very similar to that shown in Figure 5.

Figure 6. Tourist Arrivals from 2000 to 2005 in Shenzhen

Figure 7. Total Receipts and Receipts from International and Domestic Tourism
from 1998 to 2005 in Shenzhen

Figure 8. Income of Hotels from 2001 to 2005 in Shenzhen

15

Figure 9.Occupancy of Total Hotels and State-owned Hotels
from 2001 to 2005 in Shenzhen
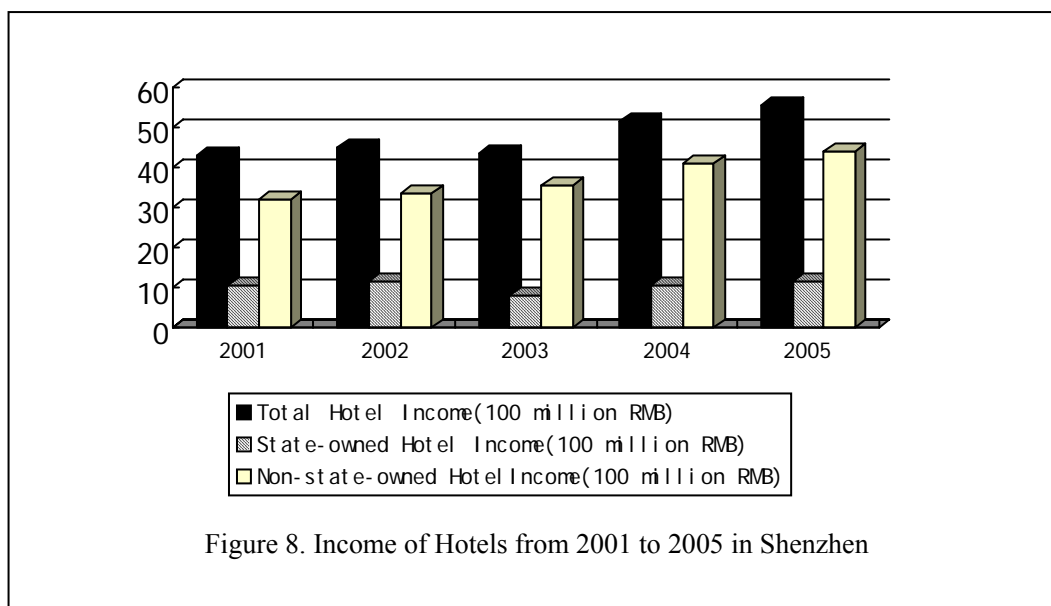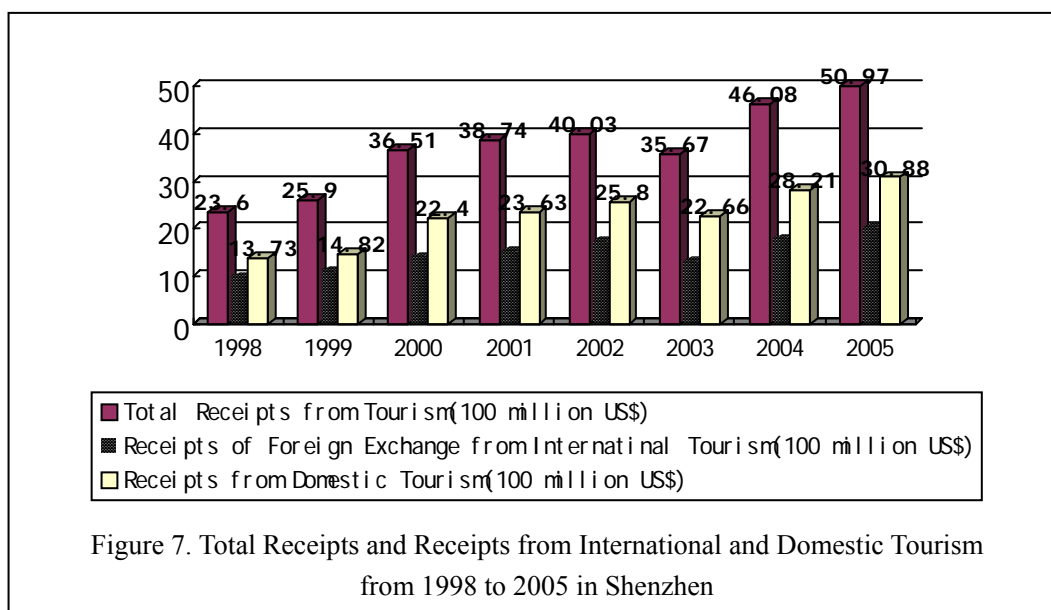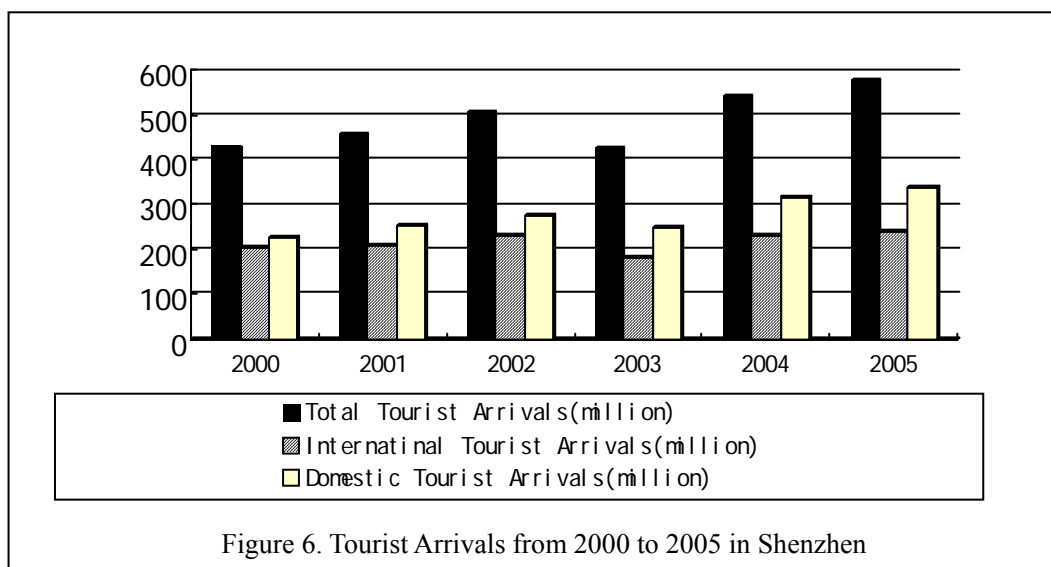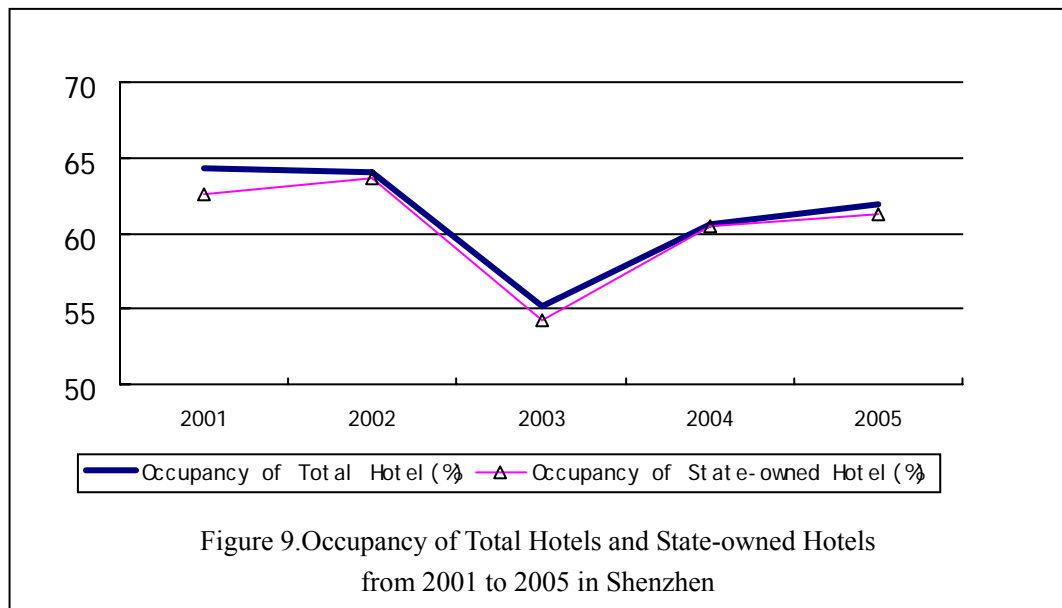
2.2 The Hospitality Tertiary Education in China and Shenzhen

2.2.1 China's Hospitality Tertiary Education

Before Deng Xiaoping's reform and opening policy, the government had no interest in the development of hospitality education, let alone tertiary hospitality education. Tourism was considered as a "diplomatic" activity rather than economic one (Zhang et al, 2000). Most Hotels and restaurants recruited staff with little professional training in the industry. In other words, people were trained by enterprises through work. Most training just emphasized political learning and politeness. This reflects one aspect of social and economical life during that period of time.

With the reform policy starting in the early 1980s, the number of hotels and restaurants both domestically and internationally invested in China increased greatly. Most hospitality companies realize the importance of competition and customer satisfaction, which, in turn, increase the demand for well-trained management and expertise staff. Although many technical training schools in tourism at secondary education level including high vocational school and tourism skill training school have been established since 1978, it still did not meet the increasing industry demand for skilled

employees, in particular those who have both higher education background and adept operational skills, to deal with the globalization and privatization in the industry. This led to rapid development of tertiary education as well as higher occupational and technical education in hospitality all over the China.

China's first institution of tertiary education in hospitality and tourism is Nanjing Tourism College (formerly Jiangsu Tourism School), established in 1978, and one year later, Shanghai Institute of Tourism was set up in Shanghai (Cai & Zhang, 2004). Another similar college, Guilin Institute of Tourism, appeared in Southwest China in 1985. In the current structure of the Chinese education system, as shown in Figure 1, Nanjing Tourism College and Shanghai Institute of Tourism represent, respectively, the two-year secondary professional school and the three-year professional school of higher learning. In 1981, the China's first four-year bachelor degree program in tourism studies was developed in Nankai University.

During the 1980s and early 1990s, many traditional higher education institutes involved in hospitality and tourism tertiary education provided certificates or diplomas to Master's degree programmes. According to CNTA (1999), there were more than 100 higher education institutes providing those programmes in 1993. Those programs primarily covered four areas: first, language-focused programmes meeting a strong demand for serving foreign tourists; second, management or economics-emphasizing programmes such as tourism management, tourism sociology and tourism economics; third, educators' nurturing programmes to develop qualified teachers for secondary and technical schools of tourism and hospitality; and the last one, skill-oriented programmes which have formed part of the national new plan for higher occupational education (Lam and Xiao, 2000).

Figure 10. The current structure of China's Education system

China's Educational Structure

Ph.D.	Doctoral Candidate (3 years)	

Master's — 25, 24, 23 — Master's Candidate (2~3 years) — 7, 6, 5 — Higher Education

Bachelor's — 22, 21, 20, 19, 18 — Undergraduate (4~5 years) — Secondary Professional school (2 years) — Professional School of Higher Education (3 years) — 5, 4, 3, 2, 1 — Higher Education

High School diploma or Secondary Professional School diploma — 17, 16, 15 — Secondary Professional School (3 years) | Vocational High School (3 years) | Senior Middle School (3 years) — 12, 11, 10 — Secondary School Education

14, 13, 12 — Junior Middle School (3 years) — 9, 8, 7 —

11, 10, 9, 8, 7, 6 — Nine Year Compulsory Education — Primary School (6 years) — 6, 5, 4, 3, 2, 1 — Primary School Education

5, 4, 3 — Kindergarten (3 years) — Kind-erg-art-en — Pre-school Education

Age — Grade

Source: http://www.cnedu.nu/Chinese_education_system.htm

It cannot be denied that those programmes greatly met the enormous demand for trained employees in hospitality industry and powerfully underpinned the development of Chinese hospitality industry. However, one of protuberant issues with those programmes, which caused deep introspection of educators and government administrative departments of education, is that graduates with higher education in

hospitality and tourism often spend a longer period of time to adjust or adapt themselves to new job environment compared with those without similar education background. This may impede their future career development or success in the industry. It is now broadly accepted after a long-term debate that one of key problems is that those programmes are lacking an occupation-oriented design. There were also some other problems facing hospitality higher education during that period of time such as lack of national standards for hospitality programs, scarcity of qualified teachers, low quality of freshmen and insufficient funding (Zhao, 1991).

In order to meet industry and education needs more adequately, a new type of tertiary education, higher occupation and technical education (HOTE), appeared and gradually drew public attention. HOTE, which is based on skill-oriented courses rather than theoretic ones, stresses curriculum practicability and students' employability such as occupation commitment, adaptability, experience and creativity (Cai & Zhang, 2004). In 1993, the establishment of Shenzhen Polytechnic (formerly Shenzhen Higher Occupation and Technical College) symbolizes the start of new higher occupational and technical education in China. After that, a national plan for higher occupational education was co-developed by some government departments such as the MOE and CNTA, and officially started from 1999. This plan promoted dramatically those traditional higher education providers to transfer their hospitality programmes into occupation-oriented ones. From then on, the nature of hospitality tertiary education in China had completely changed from theory-emphasized to occupation-oriented model. This new type of tertiary education in hospitality and tourism is now thriving all over the country. It is reported by CNTA that there were 209 tertiary education providers providing higher education programmes in hospitality and tourism and enrolling more than 54,000 full-time students at the end of 1999. By the end of 2003, there were 494 colleges and universities providing hospitality and tourism tertiary education, registering more than 199,000 full-time students. As shown in Figure 11, the amount of higher education schools in hospitality and tourism has a stable increase from 2000 to 2005 and preponderates over the number of its counterpart at secondary level in 2005. The varying situation of student enrollments in higher hospitality and tourism schools,

shown in Figure 12, is similar to the change trend of same category tertiary education institutions shown in Figure 11.

Figure 11. Hospitality and Tourism Schools from 2000 to 2005 in China

Figure 12. Enrollments of Hospitality and Tourism Schools from 2000 to 2005 in China
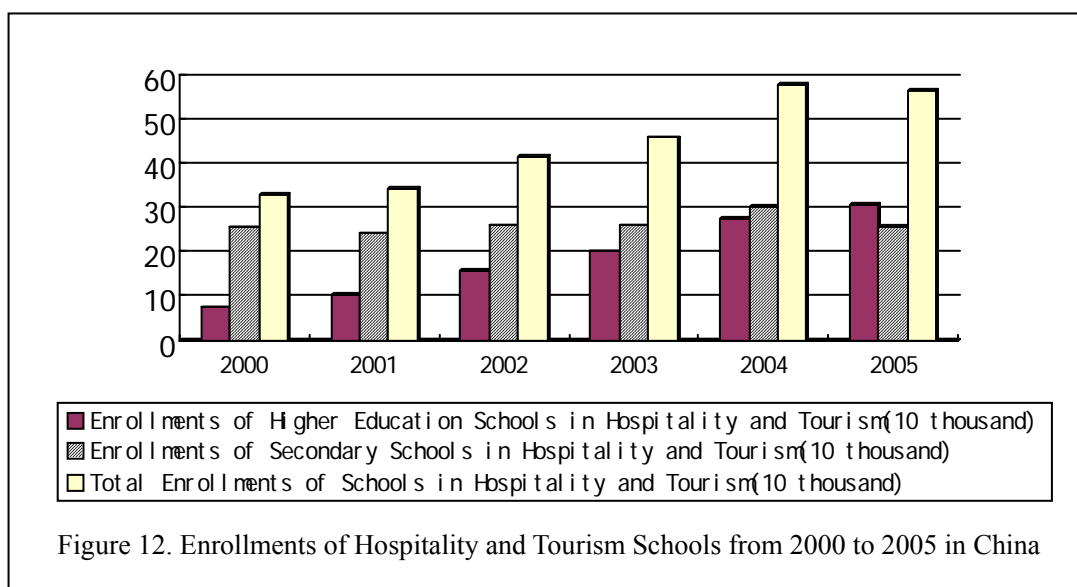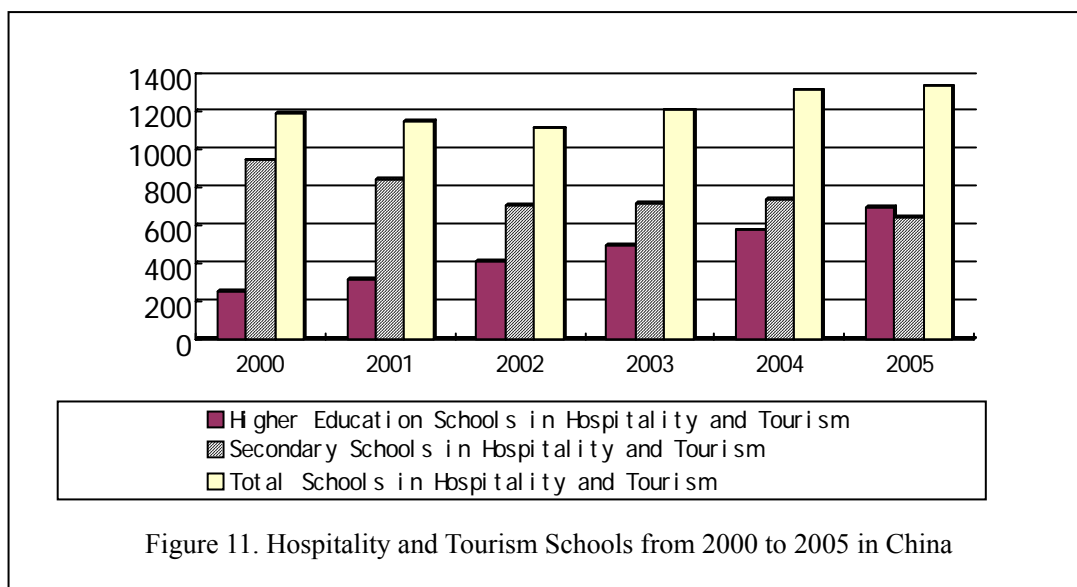
Source: Data adapted from CNTA's official website:
http://www.cnta.org.cn/wyzl/more1.asp?newsid=004006

2.2.2 Hospitality Tertiary Education in Shenzhen

Considering the history of Shenzhen's development, hospitality education is quite young. The first tourism school in Shenzhen is Shenzhen Tourism School established in 1984. It is a secondary professional school, which provided a secondary professional school diploma. Now it mainly provides on-job short-term training for industry employees. There are four schools providing tourism and hospitality programs at secondary level such as Shenzhen Nanhua Vocational High School and Shenzhen Senior Technical School.

General information about higher education by Shenzhen Education Bureau (SEB) shows that there are 5 full-time colleges and universities, one part-time university, plus four graduate schools co-operated by Shenzhen government and each of four universities outside Shenzhen (shown in Table 1, p23). As mentioned in Chapter 1, there are three tertiary education institutions providing tourism related programs in this area, namely Shenzhen University, Shenzhen Tourism College of Jinan University and Shenzhen Polytechnic. The former two provide 4-year Bachelor's degree and Master's degree programs in tourism management, and the last one provides three-year diploma program of higher occupational education in tourism and hospitality management. In addition, the Adult Education College of Shenzhen University provides three-year part-time tourism management program.

In fact, only the Shenzhen Polytechnic provides hospitality higher education program in this area. The main challenges facing the hospitality tertiary education can be summarized into three aspects. First, the regulation of freshman recruiting is old-fashioned. The program is not open to all students because the program is central-planned and administrated by Shenzhen government. According to government regulation, only those, who have Shenzhen "Hukou", a certificate of identity, have the opportunity to enroll in this university. This directly leads to a very embarrassing situation that those who are really interested in hospitality education could not be enrolled in this school. On the other hand, many of those who have entered this program do not prefer the hospitality industry as their lifetime career. This might be one of main reasons why so many graduates from this program choose other industry sectors rather than hospitality industry.

Second, the curricula of these programs are imbalanced between practical and in-class courses. For example, the final semester of internship, one of the key requirements for graduation which requires that students should work in the hospitality industry for the

whole semester, is actually out of control because the university management allows students to do any job in any industry sector, even if it is unrelated to the hospitality industry, so as to guarantee high rate of graduate employment, which is one of the most important performance indices for universities examined by governments at different levels in China. Except the final semester, there are only no more than three months left for students to do internships during their three-years of studying. It may be the main reason why some local employers and hotel managers often complain about some graduates' lack of actual work experience. Some graduates, who really want to enter this industry, worry about whether they could meet hotels' requirements considering their less exposure to the real workplace.

Third, lack of regional communication and association will make hospitality higher occupational education lose strong support in terms of course improvement, teaching faculty exchange, employment coordination, industry supervision and research. There is less communication between related programs or schools and no regional associations in which faculties may participate for professional growth and improvement.

Table 1. Shenzhen's Higher Education Institutions

Name of Institution	Education Level	Year of Establishment	Ownership
Shenzhen University	Four-year Bachelor's degree, Master's and Doctor's degree	1983	Shenzhen Government
Shenzhen Polytechnic	Three-, four- and five-year diplomas	1993	Shenzhen Government
Shenzhen Institute of Information Technology	Three- and two-year diplomas	2002	Shenzhen Government
Guangdong Xin'an Polytechnic	Three-year diploma	2000	Co-owned by Shenzhen Nanshan District Government and Guangdong Education Promotion Association (Non-government Organization)
Shenzhen Radio and TV University	Part-time diploma and Bachelor's degree	1980	Shenzhen Government
Shenzhen Graduate School of Tsinghua University	Post-graduate education	2000	Co-owned by Shenzhen Government and Tsinghua University
Shenzhen Graduate School of Beijing University	Post-graduate education	2000	Co-owned by Shenzhen Government and Beijing University
Shenzhen Graduate School of Harbin University of Technology	Post-graduate education	2000	Co-owned by Shenzhen Government and Harbin University of Technology
Shenzhen Graduate School of Nankai University	Post-graduate education	2000	Co-owned by Shenzhen Government and Nankai University
Shenzhen Tourism School of Jinan University	Four-year Bachelor's degree and Master's degree	1996	Oversea Chinese Affairs Office of State Council of P.R.C

Note: Data adapted from Shenzhen Education Bureau (SEB)'s official website: http://www.szeb.net/news/content.asp?id=945. Four co-owned graduate schools are located in University Town of Shenzhen. One surprising thing is that tow of those schools provided some bachelor's degree programs in 2001.

2.3 Skills Required by the Hospitality Industry

2.3.1 Expectations of the Hospitality Industry

As stated above, curricula and programs in hospitality and tourism higher education were most developed under the central-planning political and economic system, narrowly focusing on specific academic disciplines with little consideration of industry needs (Cai & Zhang, 2004). Graduates who go through such curriculum are unprepared for the real world challenges and lack of skills tackling pragmatic problems. On the other hand, most employers generally tend to have high expectations of them under the assumption that those graduates can work on a new job quickly without providing them on-going training since those students have gone through a couple of years of formal institutional training and thus save training costs. Some employers even recruit those with higher diploma or degree to fill positions that do not actually require such education background preparation. Anecdote evidence soon suggested that many employers were haunted by the high turnover rate of those graduate employees who believed themselves overqualified for what they were assigned to do (Cai & Zhang, 2004). This phenomenon exists in the hospitality industry as well as related industry sectors in China for the past decade.

In human resource practice, a study by Ineson and Kempa (1997) shows that the employers took little interest in the applicant's previous academic achievements and performance when hiring new staff. The candidate's motivation and commitment to work in the hospitality industry, and a range of personal and interpersonal qualities such as communication skills and self-presentation were among what the employers were most concerned about. In China, in particular in the Mainland, many hotel general managers had poor higher education background. A significant finding in a study by Ruddy (1989) shows that about three fourths of the general managers in Hong Kong hotels had a qualification lower than a bachelor's degree. From the eye of managers' view, "taking risk", "learning quickly" and "work experience" were taken into account as the dominant factors for their career development. In that study, a surprising fact is that none of those key-influencing factors ranked by the general

managers were related to educational background. This indicates that holding a higher diploma or degree may not be considered important in itself and good qualifications do not necessarily guarantee a good position in hospitality industry. Even today most hotel managers still believe that work experience is an important criterion in taking on senior, or even entry level management staff (Chan & Coleman, 2004). However, Go (1990) points out that dual forces from technology and globalization would elevate the level of competency demanded by jobs at all levels in the tourism and hospitality industry and turn effective learning into a competitive necessity. All those pressures on the industry require that employers should carefully consider the skills required by their staff, and how to attract and retain appropriately skilled employees.

2.3.2 Views of Skills Required by the Hospitality Industry

Skills mentioned here include not only technical skills but also competency in managing work and in working with other people. As described in a study by Luk and Layton (2004), skills refer to a person's ability/capabilities to perform a set of specific tasks and are developed as a result of training and experience. Robert Katz (1955) developed the concepts of technical, human relations, and conceptual skills as being crucial for management staff. Technical skills refer to the ability to perform operational tasks. Human relations skills focus on working with people, and conceptual skills involve the ability to see the enterprise as a whole and realize how the functions of different departments interrelate.

From a view of hospitality industry history, these theoretical concepts have been applied across time. In the hospitality sector, the father of American lodging industry, Ellstworth Stateler was one of first people who understood the value of technical skills in the hospitality industry. He started using standardized system of accounting to manage his hotel chain at the beginning of 20th century (Pavesic, 1984). Bill Marriott, former Chairman of Marriott International, Inc., was one of the first hotel owners who made employee needs a company priority. Marriott believed that if managers take care of their employees, employees would take care of the guests. Ray Kroc, founder of McDonald's Corporation, gave his managers decision-making authority. He thought

managers should possess such conceptual skills as the ability to propose solutions, make decisions, and evaluate facts and ideas. Stateler, Marriott and Kroc have been considered as good examples of modern hospitality pioneers who appreciated the need for technical, human relations, and conceptual skills in their management staff. Hospitality research involving faculty, students and industry has demonstrated the continued importance of those skills. However, in most real studies, those three generic skills, namely technical, human relations, and conceptual skills have always been differentiate into some different sub-skills or concrete statements according to each researcher's understanding of the characteristics of the industry. For instance, Raybould and Wilkins (2005) categorized oral communication and written communication into human relations.

Jonker and Jonker (1990) proposed a list of seminar topics related to skills hotel managers identified as important for hospitality graduates. It includes sixteen skills including interaction skills, public speaking, managing meeting, problem solving and others. Human relations skills are dominant in that list.

In a study by Breiter and Clements (1996), 301 industry experts were asked to rank skills that are important for future hospitality career. Leadership, managerial communication, employee relations, training, and organizing appeared at the top of ranking list.

Busby et al (1997) conducted a qualitative research to examine the perceptions of key skills viewed by employers before and after students' placement for internship. Communication skills, working on one's own initiative, personality, common sense and being a team member are ranked by employers as the most important skills and attributes before students start their internship.

Another study by Nelson and Dopson (2001) asked 302 randomly selected hotel managers to rank the skills that they think are necessary for hospitality graduates. Identifying and solving managerial problems, leadership ability, cost control,

development of positive customer relationship, and adaptation organization to meet customer needs were revealed as five most important skills.

A study by Kay and Moncarz (2004) shows that both upper- and middle- level hotel managers placed the highest importance on human resources management and financial management among four generic skills, namely human resources management, information technology, financial management, and marketing.

Luk and Layton (2004) examined skills required for hotel room service. In their research, a total of twelve room service skills are identified and classified into two categories, namely technical skills including knowledge of room service, communication skills and problem solving skills for room service, and functional skills such as skills to show and make the guest feel the benefits and features of room service and need identification skills. Their results showed that performance on technical skills has greater impact on service quality.

Another research by Morgan (2004), discussing the relationship between tertiary education and tourism industry through a case study in the U.K., indicates that self-awareness, imagination, and creativity should be the basic qualities of future graduates with tourism tertiary education because traditional tourism changed to experience tourism, and higher education in tourism ought to rediscover those humanistic values so as to fulfill its managerial goals of creating successful business managers.

Tesone and Ricci (2005) used a 42-descriptor questionnaire to inspect industry practitioners' perceptions of desired knowledge, skills, and attitudes for entry-level positions. They employed a qualitative-quantitative combined approach. Teamwork, communications and customer services were ranked as more specifically dominant skills and abilities.

However, William (1993) emphasized that education and industry are inter-dependent.

Pavesic (1984) believed that students should not be excluded from the evaluation of the effectiveness of hospitality programme, thus allow educators to have a clear picture of what they can do to link those perceptions to the industry realities. Hence, a lot of studies involving faculty, students and industry had been conducted over the past ten years.

Okeiyi et al (1994) conducted a study to improve the curriculum at East Carolina State University with students and industry representatives. The results showed that students in the university deemed human relations, customer relations and leadership skills as the most important while the industry managers considered human relations, motivation principles and problem solving as the top skills.

In another study by Goh, Blun and Shumate (2001) at Texas Tech University, students listed communication, guest service/customer relations, and leadership skills as the top three skills, and faculty reported communication, listening, and adaptability/ flexibility as the top skills whilst recruiters regarded personal ethics, oral communication and customer relations as the most important skills and attributes.

Raybould and Wilkins (2005) adopted a generic skill structure with nine generic skill groups, namely, communication skills, problem solving skills, conceptual and analytical skills, information management skills, teamwork skills, leadership skills, interpersonal skills, learning skills and self management skills. Both groups of students and managers ranked interpersonal, problem solving and self-management skills as the most important skills. However, some conceptual and analytical skills were ranked very important by students while the industry managers didn't appreciate those skills at all.

Despite the fact that technical skills, conceptual skills and human relations skills ranked differently from those studies, they still appear as important elements in developing hospitality curriculum. Technical skills ensure the mangers with the ability to perform operational task and supervise or train workers. Conceptual skills are

important for managers to make decision in today's dynamic environment of hospitality industry. Human relations skills are the key to reducing the turnover, motivating employees and meeting customer satisfaction. Both students and industry need to understand the important of those skills (Rande, 1995).

Although there are some related studies conducted in some areas of China such as Hong Kong and Taiwan (for examples see Hsu & Gregory 1995, Chan & Coleman 2004), little similar research has been conducted in the Mainland of China to examine what skills and characteristics are really important for hospitality graduates to be successful in their future career, and investigate whether a gap exists between graduates' and industry's perceptions of those skills and characteristics. However, as stated earlier, it is helpful and meaningful to review those studies conducted outside China considering the fact that the privatization and globalization in the industry is developing rapidly. Fortunately, some Chinese scholars start to seriously ponder the issues mentioned above. For example, Zhou and Zhong (2002) argued that for students from HOTE institutions, the ability to utilize synthetically skills and knowledge learnt from colleges and universities in workplace is more important. Some research has also been conducted directly related to Chinese hospitality and tourism education (for examples see Yuan 1988, Zhao 1991, Huyton and Sutton 1996, Lam and Xiao 2000). As one of aims of this research, it endeavors to provide referential suggestions for both hospitality tertiary education and industry management in China to adjust the policies in nurturing, recruiting and retaining future front line managers or supervisors.

CHAPTER 3 RESEARCH METHODOLOGY

3.1 Overview

This study was designed to investigate and compare what students and hotel managers believe are important to possess for hospitality students upon graduation in China. This was examined by surveying samples of both groups in Shenzhen, one the of major tourism cities of Zhujiang River delta area in the south of China, using a self-completion survey instrument that required each group to rank the importance of a range of hospitality related skills. The skill ratings in each group were then compared in order to produce a form of expectations-perceptions "gap analysis".

Three factors, which may influence the study, have been taken into consideration in this study. First, at present, most higher occupational and technical education programmes in hospitality management in China mainly serve the local economies. Thus, the hospitality industry in Shenzhen has been selected to be examined in the study. On the other hand, due to the feasibility and research cost, hotels and lodging properties where sample populations came in this research had to be restricted within the Shenzhen area. Second, a broadly accepted fact about the aim of HOTE in China is that it is to cultivate skilled front line managerial and expertise staff for local manufacturing and service industries. This means that graduates from HOTE institutions will most probably work in managerial and expertise departments at entry-level. Thus, the sample population from the industry was purposely concentrated on functional and operational managers because most graduates would most possibly work under those managers' supervision, and those managers might be the most appropriate persons who can provide professional opinions about what skills and characteristics should be possessed by graduates to start at entry-level managerial and expertise positions. In other words, this study avoided general-manager-approach. The last but not least, due to cultural, political and social differences, the investigating method by self-completion questionnaire is not familiar to many Chinese people at the present time, and this method is not always accepted by the public, either. Some

investigation information shows that the response rate is quite low in much social research conducted in China if those of research had been conducted by non-government organizations and questionnaires had been delivered by mail. Therefore, all questionnaires in this study have been handed to participants directly other than mail in order to acquire high response rate.

Based upon a literature review, several hospitality studies were selected for further examination. Those studies reviewed include Annaraud (2004), Breiter and Clements (1996), Chan & Coleman (2004), Luk and Layton (2004), Nelson and Dopson (2001), Okeiyi et al (1994), Raybould and Wilkins (2005). In order to develop the appropriate scales, a focus group including two teaching staff, two managers and two students was invited to discuss those various categories of skills listed in above-mentioned studies. After carefully examining all skills and attributes in those studies and following detailed discussion with group members, skills and attributes in Raybould & Wilkins's (2005), and Annaraud's (2004) studies were selected as the base of this study.

The skill frameworks in Raybould & Wilkins (2005)'s, and Annaraud (2004)'s studies, are similar to the "employability skills" framework proposed in a study by Australian industry representatives (Australian Chamber of Commerce and Industry, and the Business Council of Australia, 2002), which focuses on broad learning outcomes for students rather than on the narrower management activities or competencies identified by Sandwith (1993). The skill frameworks in both studies were considered by the focus group more relevant to vocational education than the management competency model designed for middle and senior management.

Raybould and Wilkins (2005) used 52 descriptions of hospitality-based activities covering the following nine generic skill areas: Oral Communication (OC), Written Communication (WC), Problem Solving (PS), Conceptual and Analytical (CA), Information Management (IM), Team Work and Leadership (TL), Interpersonal Skills (IP), Adaptability and Learning (AL), and Self-management (SM). Annaraud (2004)'s study developed a set of 32 descriptions of hospitality-based activities relating three

generic skill areas, namely, Human Relations Characteristics & Skills, Conceptual Characteristics & Skills, Technical Skills.

Besides extensive literature review, primary and secondary documentation was utilised in combination for this study. Primary data consisted of student evaluations by employers to measure satisfaction levels towards internship students. Several hotels provided their overall comments on performance of students from Shenzhen Polytechnic during their internship. This documentation gave supplementary information to indicate what skills and employers appreciated abilities and what were students' shortcomings in terms of skills and attributes. Secondary data consisted of course descriptions encompassing all levels of hospitality management program in Shenzhen Polytechnic. This was crucial to provide an overview to meet one of the objectives of the study: suggesting curricular improvements for the tourism and hospitality department in Shenzhen Polytechnic.

Considering Chinese cultural background, based upon the above two studies plus primary and secondary documentation, a twenty-skill framework was developed in order to make the questionnaire more concise and easy to be understood by all respondents. The draft survey instrument was refined by a pilot test using a small sample including ten students, two teaching staff, and three industry managers. After the pilot test and discussion with the focus group, the final survey instrument was formulated. All 20-skill descriptors are categorized into three generic skills, namely, technical skills, human relations skills, and conceptual skills.

3.3 Contents and Structure of Questionnaire

3.3.1 Scenario

It was essential that respondents from industry assess the skill descriptions in the context of recruiting a person to fill a graduate traineeship position. Industry managers were asked to:

"Please imagine that you are a part of an interview panel involved in recruiting a HOTE graduate to fill a traineeship. How important do you think each of the

following skills or qualities would be in a new recruit?"

They were then asked to rate the importance of each skill description on a 9-point scale, which was labeled from 1 = extremely unimportant to 9 = extremely important. A 9-point scale was used here in order to get more discrimination.

The student version of the survey instrument was almost the same as that used with industry managers. They were provided with an almost identical scenario in the introduction of the survey, and then were asked to:

> "Imagine that you are applying for a graduate traineeship from a hotel. How important do you think each of the following skills or qualities would be to hospitality managers in valuing your application?"

They were also asked to rate the importance of each skill description on the same 9-point scale that was used in survey questionnaires for managers.

3.3.2 Language

The questionnaire was phrased both in Chinese and English considering that some managers most probably came from overseas. Before the final version of the questionnaire generated, the translation was audited several times by a few of the English-teaching staff in Shenzhen's educational institutions in order to make each description and question most clearly and accurately expressed. The definitions of most terms used in the questionnaire were provided in to ensure that each participant would have the same understanding of them.

3.3.3 Structure of the Questionnaire

Two versions of the questionnaire formulated for the two groups both consisted of four parts, namely, an introduction statement, definition of terms, demographic questions and ranking skill descriptions.

An introductory statement

Part 1 of the questionnaire included an open statement and consent form, which introduced the researcher, described the research topic, explained the participation voluntary, assured the respondents of confidentiality and provided an area for participant's signature (Appendix A).

Definition of terms

Except Foreign Language, Verbal Communication and Written Communication, all other descriptions of skills have been explained briefly in this section to guarantee all participants to have the same understanding of those terms relating to skills or qualities (Appendix B).

Demographic questions

The demographic information for students included in the questionnaire was as the following: gender, age, semester of study, and hours of working experience in hospitality industry (Appendix C).

For industry managers, the demographic information included the following items: gender, age, position, years of working experience in hospitality industry, and education background. An additional question directly related to practical experience was included in the questionnaire for industry managers to determine how industry viewed the importance of working experience (Appendix D).

Ranking skills related to hospitality based activities

Respondents were asked to rank 20 items on a 9-point scale from 1 = extremely unimportant to 9 = extremely important. Respondents were also asked to list any additional skills they felt were important and rate them using the same 9-point scale (Appendix E and F).

3.4 Sampling and Data Collection

The actual study was conducted during the spring and summer of 2006. There were two samples in this study: a sample of industry managers, and a sample of senior

students in hospitality diploma program. Data-collection methodologies employed for the two respondent groups were quite different.

The sample-frame of the industry survey was aimed at four and five star hotels each with more than 200 guest rooms in Shenzhen. The data gathering procedure was quite complex and time-consuming due to Chinese cultural and social reasons mentioned earlier. The researcher had to contact several general managers first, who have good cooperation relationship with the researcher. The researcher explained to them the purpose of the study and survey method, and then obtained their permission and support. Fortunately, each of those general managers was also willing to recommend another one or two general managers of other hotels for this study. At last, among 30 five- and four-star hotels in Shenzhen, there were 10 hotels willing to participate in the survey including 5 four-star and 5 five-star hotels. Then, the related authorized department in each hotel, for example, human resource or marketing department, was assigned to help the researcher. First, the researcher explained the purpose of the study and requirements of the survey to related staff of each authorized department. Each authorized department delivered questionnaires to those functional and operational department managers and supervisors. The authorized departments were also responsible for explaining the purpose of this study and details of the survey questionnaire to those participant managers, and collecting completed questionnaires from them. After the authorized department of each hotel had gathered questionnaires from those volunteering managers, the researcher was informed to take back those completed questionnaires.

The sample of students comprised second year and third year students enrolled in the three-year diploma of hospitality management program in Shenzhen Polytechnic. Freshman students were excluded in this survey. The student survey was administered under controlled conditions with the help from two volunteer teaching staff during a lecture in a core course thus ensuring a high response rate.

There were 58 industry surveys issued and 49 usable surveys were returned, with a

response rate reaching 84.5%. Hospitality students completed 121 questionnaires of which 101 were usable for research purpose with a response rate of 83.5%. The high response rates were primarily attributed to personal contacts of the researcher, volunteer staff and authority department staff in each hotel who helped to collect the data for this study.

3.5 Data Processing

These data were recorded in an Excel spreadsheet. After 15 (about 10%) randomly selected questionnaires were checked to ensure the accuracy of data entry, all data had been transferred into an SPSS spreadsheet for data analysis.

Descriptive statistics and t-test were used to analyze the data. Descriptive statistics were used to summarize the demographic information revealed in the data set and to provide this information in a clear and concise form. Mean and standardized deviation was calculated in order to find out how participants ranked listed skills.

However, considering that the two sample populations have quite different life and working experience, their ranking scores to each skill descriptor cannot be compared directly. According to Rennie (1982) and Vasilopoulos et al (2000), individuals with different life experience and cultural background most probably use scales in certain different ways. In order to minimize the influence of this kind of response set on comparisons between the two groups, the responses to each of the 20 skill descriptors were standardized for each individual. This procedure centers each participant's mean response to the 20 items to zero and makes the ranking scores of the two groups have better comparability. Relative importance of a skill is indicated by a positive standardized mean value with relative unimportance of a skill marked by a negative standardized mean value. A t-test was also used to identify significant differences between the standardized mean scores of each skill descriptor by the two groups.

3.6 Ethical Issues

There are certain ethical issues which have to be mentioned in this research. First, any information and comments were only used for this research. No names were mentioned in reporting the results and anonymity was assured. Second, although the survey of this study was conducted in China, ethics approval had been required from AUTEC (Auckland University of Technology Ethics Committee). A copy of approval letter about this research has been attached (Appendix G). This study was also supported by Shenzhen Polytechnic and approval has also been obtained from this university. A copy of certification of approval has been attached, too (Appendix H).

Chapter 4 Results and Findings

In this section, all results are reported and organized in the following order: descriptive statistics of students, descriptive statistics of industry managers, and rankings of skills by students and managers.

4.1 Descriptive Statistics (Students)

Table 2(P49) reports the descriptive statistics of the student group. This group was mainly asked questions about gender, age, educational status and their hospitality working experience. The student sample included 101 participants, with about one half of third-year students and the other half of second- year students. Almost 67% of the total students were female, while only about 33% of total sample were male students. This percentage is most likely reflected in the fact that the hospitality sector has been traditionally considered a female occupation in China. Male students often choose majors or jobs in engineering fields. The average age of student sample is 21.6 with little difference of average age between female and male students. Although over 80% of students reported having working experience in hospitality industry, they described very different levels of working hours. Nearly 30% of total students had less than 200 working hours in the hospitality industry. Students with 200—600 working hours comprised about 8% of total students while another 41% of the sample had 600—800 working hours in the industry. This might be attributed to the fact that about half of the sample was second year students who had less working experience than their third year counterparts. According to the hospitality program structure in Shenzhen Polytechnic, the internship would be arranged during the summer vacation between the second and third year. This means that second year students only have to get industry experience by themselves during the first two years. The average working hours in the industry of the sample were about 355, with female and male students' average working hours about 330 and 408, respectively.

4.2 Descriptive Statistics (Industry)

Table 3 (p50) to Table 6 (p51) report the descriptive statistics for the industry group. As stated earlier in the methodology section, the researcher told the authority department staff that the survey would mainly focus on functional and operational department managers and supervisors. Hence, the sampled managers mainly came from the following five functional and operational areas, namely, food and beverage (F & B), room service (Rooms), human resource (HR), front office (FO), sales and marketing (S&M). Those, who came from outside the departments stated above such as accounting, security and engineering departments, were categorized as the "Other".

Overall, there was a good gender representation in the sample with 27 female and 22 male managers, about 55% and 45% of total participants, respectively. As shown in Table 2 (p49), managers from human resource and room service departments were more likely to be female whilst front office managerial staff was more likely consisted of male managers. In food & beverage and sales & marketing areas, male managers were slight more than women managerial colleagues. Mean age and industry working experience of managers in sales & marketing, and human resource departments were both under the average of total industry sample. On the other hand, on average, food and beverage managers entered the hospitality industry at approximately 19 years old while human resource, and sales & marketing managers entered at about 22 and 23 years of age, respectively.

Table 3 and Table 4 (p50), indicate that the total percentage of managers with higher education reached a high level of 87.8%, with this in food and beverage, and room service areas under the total average rate. The percentage with higher education of female managers is much higher than that of male managers. A comparison of mean age, the number of years in hospitality industry and percentage with higher education indicates that younger people with higher education background are more quickly to be promoted in human resource and sales & marketing departments even though they have less average years of working experience compared with those from other

sections such as food and beverage, and room service. Interestingly, over 66% of managers from the above two departments favored the highest requirement of practice experience, over 800 working hours before entering in hospitality industry. Meanwhile, as shown in Table 5 (p51), nearly 50% of total managers indicated that university students should have more than 800 hours of practical experience in the industry upon graduation. Table 6 (p51) shows that about 60% of all sample managers have more than 10 years of work experience.

4.3 Ranking of Skills

Students and hospitality industry representatives from Shenzhen area were asked to rate the skills and characteristics they believed were important for students to possess in order to be successful in future hospitality careers. All the respondents ranked 20 skills and characteristics listed in the questionnaire using a 9-point Likert scale where 1=extremely unimportant and 9=extremely important. The ranking scores to each of the 20 skill descriptors were standardized for each individual. The next section describes the results of the skills ranking exercise. Ranking results of the two groups are shown in Table 7 (p52). Table 8 (p53) reports the standardized means, standard deviations and ranking gaps of the 20 skills and characteristics between two groups.

4.3.1 Most Important Skills and Characteristics by Both Groups

As shown in Table 7 (p52), industry managers ranked Interpersonal Skills, Team Work and Leadership, and Adaptability/Flexibility and Learning as the three most important skills and characteristics for hospitality students to possess in order to be successful in hospitality careers whilst students rated Interpersonal Skills, Team Work and Leadership, and Verbal Communication as the top three skills.

4.3.2 Least Important Skills and Characteristics by Both Groups

Table 7 (p52) reports that both sample groups ranked Accounting and Financial Management, Property Management, and Inventory and Purchasing as having the least importance to successful careers although those skills had a little difference in order on

the ranking list of each group. Another fact that has to be mentioned here is that both groups ranked most of the technical skills as less important than conceptual and human relations skills as shown in Table 7(p52). This phenomenon will be discussed in the next chapter.

4.3.3 Gaps of ranking skills between two groups

Table 8 (p53,54) presents the final results of the comparison of industry managers' and students' responses to the 20 skill descriptors. The analysis uses comparisons of the ranked standardized means to identify the difference or "gap" between managers' and students' rankings of skills. The absolute value of the gap is a good indicator of the level of agreement or disagreement between the sample populations. Positive gap values at the top of the table indicate those skills that were rated more highly by managers than students. Correspondingly, negative gap values at the bottom of the table implicate those skills ranked more highly by students than industry representatives. A t-test is also used to identify significant differences between the standardized mean ratings of each skill by the two groups.

In absolute terms, there are six big differences in ranking, 3 of them occurring among those skill descriptors that students rated more highly than industry managers did, 3 appearing among the opposite side. Two of those 3 skill descriptors ranked more highly by students relate to human relations skills, one relating to technical skills. The t-test of the standardized means shows that students tended to rank most of those 5 skill descriptors at the bottom of Table 8 (p53, 54) except Verbal Communication more significantly important than did managers. At the top of Table 8 (p53, 54), among those skills ranked more highly by managers, Self-management, Creative Thinking and Initiative occupy the top three places implying that managers placed more significant emphasis on these dimensions than did students.

Skill descriptors in which there was least amount of disagreement between students and managers are located in the middle of Table 8(p53, 54). Both groups identified the Interpersonal Skills, and Inventory and Purchasing as the most and least important skill,

respectively. However, only six of twenty skills ranked were common to both groups. Among those nine skill descriptors ranked more highly by managers, there were four of them related to technical skills. Correspondingly, 3 of those 5 skill descriptors rated more importantly by students relate to conceptual skills and human relations skills. This find implies that managers tend to emphasize more on technical skills than students although the t-values did not completely show significant differences between the standardized mean scores of those technical skills by the two groups.

4.4 Hypothesis

The hypothesis of this study. There are no significant differences related to assessment of skills by hospitality students and industry managers. Significant differences occurred with seven skills shown in Table 8(p53, 54). The seven skills are: Creative Thinking, Initiative, Self-Management, Accounting and Financial Management, Proper Etiquette, Foreign Language, Using Standard Office Applications. Therefore, the hypothesis was rejected.

Chapter 5 Discussions and Recommendations

5.1 Industry Needs

The analysis of the specific skill descriptions shown in Table 8(p53, 54) shows that industry respondents placed more importance on Adaptability/Flexibility and Learning whilst students emphasized more on Verbal Communication when comparing the top three skills between two groups. This difference might be attributed to the characteristic of the Shenzhen population. As mentioned earlier, Shenzhen is a typical young and modern immigrant city in China. More than 80% of total population is immigrant. Most of employees in the hospitality industry came from outside Shenzhen. On the other hand, most students of Shenzhen Polytechnic are local residents. Thus, most industry managers viewed the ability to adapt new environment more important than did local students.

Those three skills with the biggest positive gap value at the top of Table 8(p53,54), which were rated more highly by managers, reflect the industry demand for skilled employees who can accept new things quickly and work more independently under pressures from intense competition due to fast development of globalization in this industry. In general, managers tended to rank technical skills more highly than did students. Exceptionally, students gave a much higher score on the skill of Using Standard Office Applications than did managers. This phenomenon might be because of two reasons. First, managers might think that this skill is not usually used in workplace at entry-level. Second, managers might think that this skill is basic to graduates and higher level of computer application skills such as information management is needed. The possibility of second reason might be bigger considering that managers ranked Information Management more highly than students did.

Another fact that has to be mentioned here is that most of the technical skill descriptors such as Food Production and Sanitation, Information Management, Sales & Promotion, and Accounting and Financial Management, were ranked outside of the top 10 skills by

both groups although they had different ratings in two groups. This phenomenon does not mean that technical skills are not important; on the contrary, most managers view them as the basis for performing different hospitality operations. For managers, they might think that most of those technical skills usually need to be improved in the workplace rather than the classroom; they might think that it is too unrealistic to require students possessing high level of those skills before they get enough working experience. Thus, they lower their standard of those skills as well as the importance in rating. This also might be one of main reasons why managers emphasized practical experience in the survey considering that nearly half of them favored the highest requirement of working experience in the survey.

Another interesting fact is that students rated Foreign Language much more highly than industry managers. This might be caused by an imbalanced curriculum with foreign language content emphasized in Shenzhen Polytechnic. This situation arouse because of the quality of freshman enrolled in HOTE institutes in China. The enrollment process is divided into three stages in China. At the first stage, key schools (schools with long history, providing bachelor degrees, usually a good reputation of education) have the priority to recruit new students with higher scores. The next stage is for non-key schools (schools providing bachelor degree programs) to accept new applicants. The last stage is for higher institutions including most of HOTE schools that can only provide three or two year diploma programs to take in freshman students. The freshmen enrolled in most programs provided by HOTE schools usually have a lower score than those in key or non-key universities. Their comprehensive knowledge is often lower than the expectations of the programs (Zhao, 1991). Therefore, most HOTE schools and programs must offer a lot of additional class hours in those most basic courses such as foreign language and mathematics, which the students should have already mastered. This imbalanced curriculum might make students perceive that foreign language is more important than other major courses. However, it is not necessary to say that foreign language is not important for students in future hospitality career. On the contrary, foreign language is quite critical in present day in China. Foreign language ability has been also regarded as one of the most important attributes

required by many other industry sectors in present China. Well-trained hotel employees with good English language and managerial skills are also very popular to many other business organizations such as banks and trade companies (Zhang & Wu, 2004). It is more difficult for hospitality industry to retain those skilled staff with good foreign language skills. This causes many hoteliers to abate their requirement of foreign language when recruiting new employees. Hoteliers tend to emphasize the applicants' positive professional attitude to the industry when employing new staff. Although this attitude is not included on the skill list in this study, many studies indicate that it is regarded as the most important competency for employees (Chan & Coleman, 2004). Thus, the rating of foreign language ability by managers on the skill list reflected the realistic choice of the industry.

5.2 Implications and Suggestions for Education, Industry and Government

5.2.1 Issues in Hospitality Tertiary Education in Shenzhen

The "gap" analysis also reflects that hospitality higher occupational and technical education in Shenzhen faces the following problems, which should be paid more concerns by education providers. First, the traditional teaching model is unsuitable for modern occupational and technical education. At the top of Table 8(p53,54), three skills with the biggest positive gap values are Self-Management, Creative Thinking and Initiative. Less importance placed on them by students indicates that there are less training opportunities to cultivate students' self-organization ability and arouse their enthusiasm for innovation in the teaching process. This means that traditional teaching models should be changed from negative teacher-centered approach to positive student-centered methods. Second, some contents of the curricula need to be updated. For example, the content of the computer course in the hospitality program in Shenzhen Polytechnic is always dominated by the usage of office software rather than industry application software. Some major courses are theoretic-focused instead of practical-oriented. Third, as stated in Chapter 2, the program tends to be imbalanced between practical and in-class curricula. Survey information shows that nearly half of

the mangers required that students should have over 800 hours of industry working experience upon graduation. But only 50% of students had 600—800 hours of industry practical experience. None of the students reached the standard of over 800 hours working experience. Industry descriptive statistics shows that 87.8% of total managers, quite a high ratio, have a higher education background with an average of 12 years working experience. This reflects the importance of practical experience from another aspect. The last but not least, the program structure and administration are too deadlocked and dogmatic to meet the realistic needs. Most common courses, occupying about from one fourth to one third of total credits in the program, are political and unrelated to the major such as History of Communist Party, Think of Mao Zedong, History of Chinese Revolution and Marxism. Those courses last two to three semesters and waste students a lot of time because some of those courses have been studied in high school. Students often complain that they do not have adequate time to explore the industry because of inflexible time schedule as well as those hollow political courses.

5.2.2 Suggestions for Policy-makers and Education Providers

As stated in the first Chapter, most universities and colleges as well as hospitality programs are central- planned, controlled and funded by central and local governments. Thus, it is strongly recommended first that Shenzhen government open this hospitality program to the public rather than limit to local inhabitants in order to let those who have high commitment to the industry could enroll in. Many studies show that industry employers view positive professional attitude as the most important competency for employees (for examples please see Tas, 1983; Chan & Coleman, 2004). Meanwhile, the local and central government also needs to consider giving up those unrelated and unnecessary political courses, which have been imposed on all programs including hospitality management as compulsory part of the curricula.

For both Shenzhen government and Shenzhen Polytechnic, they may consider reforming the program structure such as replacing those irrelevant courses by adding more useful ones. For the university administration authority, they ought to develop

more flexible regulations to make the program meet the expectations of students and industry such as encouraging industry employees' entry to the program and increasing use of part-time study options. Shenzhen Polytechnic needs to work more closely with the industry and be more proactive in managing not only the quantity, but also the quality of student placements because it plays a key role in providing students with additional skills and understanding prior to their final year (Busby et al, 1997). For teaching staff, they have to make their lectures as relevant to the reality as possible by using such methods as more case study learning approaches, more applied projects, and more mentoring and shadowing activities. The students in Shenzhen Polytechnic should be aware of the fact that a higher education diploma or degree cannot guarantee a good position in the hospitality industry although it might be considered as supporting component in future promotion.

5.2.3 Implications for the hospitality Industry

As mentioned above, the fact itself, shown in the industry descriptive statistics that about 87.5% managers have higher education background with over average of 12 years of industry working experience, also re-testifies a long-term phenomenon in the hospitality industry that people need to work for a long time before being promoted (Ruddy, 1989). On the other hand, another important fact is that under the circumstance of rapid development of globalization along with high economic growth of China, many other new industries and professions provide youngsters, especially those with higher education background, more high-paid jobs, more favourable working environment and more opportunities. Some experts and scholars argue that it is time for hospitality industry employers to think and perform more personalized human resource practice in order to attract and retain skilled employees. Zou et al (2003) pointed out that hotels should establish more flexible and effective motivation systems and career plans to deal with human resource challenges in 21st century.

The results in the study show that there is view "gap" between these two groups in Shenzhen area. This might be one reason why there is a high turnover rate of graduate employees from Shenzhen Polytechnic, but it is not the only one. However, it should

be addressed in order to cause alarm to hospitality education providers in Shenzhen as well as other places of the Mainland.

5.3 Limitations

Several limitations have to be addressed here. First, the results, implications and suggestions of the study were based on the information provided by the responding samples. The sample of students and industry representatives was not completely a random one. Therefore, those responses may not have been representative of students and industry at other universities and hospitality enterprises. Second, the instrument adopted by researcher has a limitation of never having been used before; however the questionnaire was revised by a focus group and was tested by a pilot study. Third, the data from the sample may not thoroughly and accurately reflect beliefs and experience of participants because of the usage of a self-responded survey method. The last one is that researcher's personal observations and experience may impact on the interpretation of the results, too.

5.4 Suggestions for Future Study

Considering that the sample was small and not randomly selected, it is recommended that the Shenzhen Tourism Bureau (SZTB), even Guangdong provincial and national tourism administrative departments extend the study further at a broader area so as to obtain a better response.

Because this study focused on four- and five-star hotels, it does not contain data from other category hotels in terms of star ranking. It is also suggested that those hotels beneath four star and without any star ranking might be involved in future research. In addition, other stakeholders such as teaching faculty from other universities and catering employers might be included for further study.

Table 2. Descriptive statistics of students

Characteristics		Students (n=101)		Percentage (%)	
Gender					
Female		68		67.3	
Male		33		32.7	
Education Status					
Second year		52		51.5	
Third year		49		48.5	
Work Experience in Hospitality Industry					
Yes		81	Female	53	80.2	54.5
			Male	28		25.7
N0		20	Female	15	19.8	14.9
			Male	5		4.9
Working Hours in Hospitality Industry					
Under 200	None	49	20	48.5	19.8
	1—199		29		28.7
200—400		3		2.9	
400—600		8		8	
600—800		41		40.6	
Average Hours in Hospitality Industry		355			
Female		330			
Male		408			
Average Age		21.6			
Female		21.5			
Male		21.8			

Table 3. Descriptive statistics of industry managers (1)

	Total	Food Beverage	Room Service	Front Office	Sales Marketing	Human Resource	Other
Sample Size	49	11	11	6	5	10	6
Gender							
Female	27	5	9	2	2	7	2
Male	22	6	2	4	3	3	4
Age (mean)	34.3	35.1	34.5	35.2	30.2	31.9	39.5
Years in Hospitality Industry (mean)	12.7	15.9	12	14.8	8.6	8.8	16.2
Higher Education	43	8	8	6	5	10	6
Percentage with Higher Education (%)	87.8	72.7	72.7	100	100	100	100

Table 4. Descriptive statistics of industry managers (2)

	Female	Male
Size	27	22
Age (mean)	33.3	35.5
Years in Hospitality Industry (mean)	11.5	14
Higher Education	26	17
Percentage with Higher Education (%)	96.3	77.3

Table 5. Descriptive statistics of industry managers (3)

Required working hours in hospitality industry	Managers (n=49)	Percentage (%)
Under 200	3	6.1
200—400	6	12.2
400—600	3	6.1
600—800	13	26.5
800 above	24	49

Table 6. Descriptive statistics of industry managers (4)

Years of Working Experience in Hospitality Industry	Managers (N=48)	Percentage (%)
1—5	6	12.2
6—10	14	28.6
11—15	15	30.6
16—20	8	16.3
21—25	5	10.2
More than 25	1	2.1

Table 7. Students' and industry managers' rankings of skills

Students' Ranking	Skill Descriptors	Generic Skill Group	Managers' Ranking	Skill Descriptors	Generic Skill Group
1	8.Interpersonal Skills（IS）	HR	1	8.Interpersonal Skills（IS）	HR
2	17.Team Work and Leadership（TWL）	CP	2	17.Team Work and Leadership（TWL）	CP
3	19.Verbal Communication（VC）	HR	3	2.Adaptability/Flexibility and Learning（AFL）	HR
4	2.Adaptability/Flexibility and Learning（AFL）	HR	4	16.Self-Management（SM）	HR
5	10.Problem Solving（PS）	CP	5	10.Problem Solving（PS）	CP
6	5.Foreign Language（FL）	HR	6	19.Verbal Communication（VC）	HR
7	16.Self-Management（SM）	HR	7	3.Creative Thinking（CT）	CP
8	11.Proper Etiquette（PE）	CP	8	7.Initiative（IN）	CP
9	15.Scheduling and Training Employees（STE）	TC	9	15.Scheduling and Training Employees（STE）	TC
10	3.Creative Thinking（CT）	CP	10	11.Proper Etiquette（PE）	CP
11	7.Initiative（IN）	CP	11	5.Foreign Language（FL）	HR
12	18.Using Standard Office Applications（USOA）	TC	12	14.Sales & Promotion（SP）	TC
13	20.Written Communication（WC）	HR	13	20.Written Communication（WC）	HR
14	14.Sales & Promotion（SP）	TC	14	13.Quality Management	
15	13.Quality Management（QM）	CP	15	4.Food Production and Sanitation（FPS）	TC
16	4.Food Production and Sanitation（FPS）	TC	16	6.Information Management（IM）	TC
17	6.Information Management（IM）	TC	17	18.Using Standard Office Applications（USOA）	TC
18	1.Accounting and Financial Management (AFM)	TC	18	12.Property Management（PM）	TC
19	12.Property Management	TC	19	1.Accounting and Financial Management	TC
20	9.Inventory and Purchasing	TC	20	9.Inventory and Purchasing	TC

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Appendix A

To whom it may concern(尊敬的各位参加者):

I am Yu Zhou，a lecturer in Shenzhen Polytechnic and also a student of Master of International Hospitality Management in Auckland University of Technology. I need your help to complete a study on the assessment of skills necessary for recent restaurant and hotel graduates to be successful in their careers.
我是深圳职业技术学院周宇老师，现为奥克兰理工大学 05 级在读硕士。目前正进行一项关于评价影响酒店管理专业学生职业生涯的技能的研究，需要你的参与和支持。

The purpose of my study is to determine that skills Hospitality students and industry representatives in China deem as important for students to possess in order to be successful in hospitality careers. The study also will help to identify differences between hospitality students and industry concerning restaurant and hotel management skills.
这项研究的目的在于找出那些行业和毕业生都认为是未来职业生涯取得成功的关键技能，同时也有助于找出酒店专业学生和行业对这一问题看法的差异。

I would appreciate if you would take a few minutes of your time to complete the survey. Your information, suggestions and comments are very important to the success of this study. I sincerely appreciate your cooperation.
对你的合作和给予的时间表示感谢，你所给予的信息、建议和评价对本研究的成功很重要。

All study results will be reported in summary form. No names will be mentioned in reporting the results and will assure anonymity. If your have any questions, please contact me at 0755-26019106. You may also contact my academic supervisor Mr. Robert Steele at robert.steele@aut.ac.nz. Your time and cooperation will be highly appreciated.
本研究结果将以摘要形式向所有参与者通报，参加调查者在本研究的调查及结果中将保证匿名。如您有任何疑问，请联系我，电话：0755-26019106，或者你也可以联系我的研究导师罗伯特.斯蒂尔先生, 其邮件地址: robert.steele@aut.ac.nz。 再次感谢你的合作与时间。

Sincerely

Zhou Yu （周宇）
Auckland University of Technology（奥克兰理工大学）
Shenzhen Polytechnic（深圳职业技术学院）

Please sign below if you are willing to participate in the research project outlined above. Note：Your completion of the questionnaire will be taken as indicating consent to participate this research.
如您同意参加以上调研，请在下面签名。注：填完问卷亦代表你同意参加本调研。

Signature（签字）_____

Print name（正楷拼写姓名）_____

Phone number（联系电话）_____

Date（时间）_____

Appendix B

Definition of Terms 术语解释

Note: These definitions are provided so that each participant will have the same understanding of some terms used in the questionnaire.备注：以下部分术语定义是为保证所有参与者对问卷中术语的理解一致。

Accounting and Financial Management: it mainly refers the ability to perform those financial activities such as (1) Understand and interpret simple cost-benefit analysis; (2) Understand and interpret business performance measures and operating reports; (3) Understand and interpret business or economic forecast data; (4) Plan a business project including scheduling and resource allocation; (5) Prepare an operational budget for a business unit.

财务管理技能：主要指完成财务活动的能力如理解并解释简单的成本效益分析、理解并解释业务评价及运作报告、理解并解释业务或经济预测资料、包括时间及资源分配的业务项目规划、准备业务部门运作预算。

Adaptability/Flexibility and Learning: it mainly refers the ability to perform those hospitality-based activities such as (1) Apply knowledge to different context; (2) Adapt creatively to change; (3) Undertake off-the-job learning experiences; (4) Learn independently and as a member of a team.

适应能力/灵活性与学习技能：主要指完成以下活动的能力如在不同场合运用知识、创造性地适应变化、获取离岗学习经验、独立地和作为团队成员学习的能力。

Creative Thinking: It refers to the ability to accept new or different idea, think in unconventional or new way.

创造性思维：主要指接受新的或不同的观念并打破传统思维模式。

Food Production and Sanitation: it mainly refers to the ability to make food independently or cooperatively and maintain their sanitation standard.

食品生产与卫生技能：主要指能独立或与他人合作制作食品并保持其卫生标准的技能。

Information Management: it mainly refers the ability to perform those hospitality-based activities such as (1) Demonstrate file management and data management skills; (2) Design and implement basic primary research; (3) Demonstrate information search skills; (4) Use tables, graphs and charts to communicate information.

信息与资料管理技能：主要指完成以下活动的能力如文件与资料管理、基本资料搜寻、资信搜寻、用图表传递信息。

Interpersonal Skills: it mainly refers the ability to perform those hospitality-based activities such as (1) Maintain professional and ethical standards in the work environment; (2) Demonstrate empathy in dealing with customers and staff; (3) Demonstrate listening skills; (4) Give and receive feedback on performance; (5) Demonstrate cultural awareness in dealings with staff and guests.

人际关系技能：主要指完成以下活动的能力如在工作中保持职业及道德标准、对待顾客与员工全情投入、倾听技巧、给予和获得工作反馈、在对待顾客与员工时能感知文化差异。

Inventory and Purchasing: it mainly refers the ability to obtain inventory data and determine what should be purchased, what is the best price to pay, and how can a steady supply to be assured.

存货管理与采购技能：主要指获取存货信息并决定以最优价格采购合适货物及保证货源稳定。

Problem Solving: it mainly refers the ability to perform those hospitality-based activities such as (1) Anticipate client needs; (2) Systematically trace and identify operational problems; (3) Deal effectively with customers' problems; (4) Operate effectively and calmly in crisis situations; (5) Implement internal control systems in response to an identified problem.

实际问题解决技能：主要指完成以下活动的能力如预知顾客需要、系统追踪和识别操作问题、有效处理顾客的问题、在危急情况下有效而冷静操作、利用内部控制系统解决已知问题。

Proper Etiquette: it mainly refers to show appropriate forms, manners and ceremonies established by convention as acceptable or required in social relations, in a professional or official life.

恰当的职业规范和礼仪：主要指在社交、职业生活中显示出恰当的符合传统或要求的方式、礼节和礼仪。

Property Management: it mainly refers the ability to operate, maintain, repair and renovate the real estate of physical property associated with a restaurant or hotel.

有形资产管理技能：主要指使用、维护、维修酒店或餐厅相关有形设施设备及房产的能力。

Quality Management: it mainly refers the ability to keep constant customers' satisfaction through continuous improvement of all organizational processes.

质量管理技能：主要指通过完善组织所有运作程序来保持顾客满意度的技能。

Sales & Promotion: it refers the ability to inform, influence and persuade customers to purchase service products.

现场销售与促销技能：主要指向顾客介绍、影响并说服顾客购买服务产品的技能。

Self-Management: it mainly refers the ability to perform those hospitality-based activities such as (1) Develop a personal career plan; (2) Set personal objectives; (3) Work without close supervision; (4) Demonstrate time management skills.

自我管理：主要指完成以下活动的能力如制订个人职业发展计划、设立个人事业目标、独立工作及时间管理能力。

Scheduling and Training Employees: it mainly refers the ability to perform those hospitality-based activities such as (1) Plan an employee roster; (2) Provide one-one staff counseling and coaching; (3) Provide effective small group training；（4）Ensure compliance with health and safety, hygiene, licensing and other regulations.

合理安排与培训员工：主要指完成以下活动的能力如计划员工班次及名册表、提供一对一的咨询与指导、提供小组培训、保证员工服从健康、卫生、安全及其它管理规定。

Team Work and Leadership: it mainly refers the ability to perform those management-based activities such as (1) Anticipate staff needs; (2) Handle employee grievances and manage employee problems; (3) Communicate appropriately with other members of a work group; (4) Motivate and encourage employees; (5) Delegate responsibility and authority; (6) Manage meetings to ensure productivity.

团队工作与领导能力：主要指完成以下管理活动的能力如了解员工需要、正确处理和应对员工不满及其它问题、与团队中其他成员恰当沟通、激励和鼓舞员工、恰当授权、保证会议高效。

Appendix C

Directions: After reading each question carefully, please place a check (√) in the appropriate blank or full in the blank as needed.

说明：请仔细阅读以下问题，并在相应的空格划(√)或视需要填写内容。

1. What is your student classification?您就读的年级？
        --------Junior（一年级）_____
        -------Senior（高年级）_____
        --------other(please specify)其它（请说明）_____

2. Do you have any work experience in hotel or restaurant? 您有酒店餐厅的工作经验吗？
        Yes 有_____   No 没有_____

3. If yes, how many hours per week do/did you work in hotels or restaurants?
        如果有，您曾经或现在每周工作多少小时？
        _____hours per week in hotels 酒店工作时数/周
        _____hours per week in restaurants 餐厅工作时数/周

4．How many hours in total did you work in hotels or restaurants?
        您在酒店和餐厅工作的总时数？
        _____hours in hotels(weeks×hours/week)酒店工作总时数(周数×时数/周)
        _____hours in restaurants(weeks×hours/week)餐厅工作总时数(周数×时数/周)

5. What is your gender? 您的性别？
        _____Male 男
        _____Female 女

6. How old are you? 您的年龄？

        _____

Questionnaire Number（问卷编号）：_____

<u>Directions:</u> After reading each question carefully, please place a check (√) in the appropriate blank or full in the blank as needed.

说明：请仔细阅读以下问题，并在相应的空格划(√)或视需要填写内容。

1．In what segment of the hospitality industry are you currently employed? 您现在哪个部门工作？

_____room（客房）

_____restaurant（餐厅）

_____other(please specify)其它（请注明）_____

2．What is the title of your current position? 您目前的职位？

_____

3．How many years of experience do you have working in hotels or restaurants?

您在酒店或餐厅有多少年工作经历？

_____ years in hotels 酒店工作年限

_____ years in restaurants 餐厅工作年限

4．What is the highest degree you have earned? 您获得的最高学历？

_____High school diploma 高中

_____2~3 year diploma 2~3 年大专

_____Bachelor 本科

_____Master 硕士

_____Doctoral 博士

_____Other (please specify)其它（请注明）_____

5．Do you think practical work experience in hotels and restaurants should be required as part of a hospitality program curriculum? 您是否认为酒店和餐厅工作经验应该是酒店管理课程的组成部分？

_____yes   _____no

6．If yes, how many hours of practical experience in hotels and restaurants should be required through part-time work, internships, and prior to graduation? 如果是，您认为学生毕业前应通过临时或实习工作获得多少小时的酒店餐厅工作经验？

-----------under 100 （100 小时以下）

------------100-200

-----------200-400

------------400-600

------------600-800

-----------Over 800（800 小时以上）

7．What is your gender? 您的性别？   _____Male 男   _____Female 女

8．How old are you? 您的年龄？_____

Questionnaire Number（问卷编号）：_____

Imagine that you are applying for a graduate traineeship from a hotel. How important do you think each of the following skills or qualities would be to hospitality managers in valuing your application?

Directions: please place a cross over the appropriate number on the scale that best reflects how important a particular skill is to the success of hospitality graduates entering the restaurant and hotel industry as front-line managers. Scale: 1= extremely unimportant to 9=extremely important.

假设你正申请到某一酒店作为生产服务第一线管理人员进行毕业实习，而且该实习将最终决定你能否留在该企业工作，你认为下面的各项技能在酒店管理人员评估你的申请时有多重要？

说明：请根据重要程度对下面各项对于作为生产服务一线管理人员的酒店管理专业学生取得事业成功有影响的技能或能力打分，分数范围为 **1—9，** 其中 **1** 为重要程度最低，**9** 为重要程度最高。在数字上划线。

	Extremely Unimportant 重要程度最低	**Fair** 一般	**Extremely Important** 重要程度最高
1. Accounting and Financial Management_____ 　财务管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
2. Adaptability/Flexibility and Learning_____ 　适应能力/灵活性与学习技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
3. Creative Thinking_____ 　创造性思维	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
4. Food Production and Sanitation_____ 　食品生产与卫生技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
5. Foreign Language_____ 　外语运用	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
6. Information Management_____ 　信息与资料管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
7. Initiative_____ 　敢于创新	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
8. Interpersonal Skills_____ 　人际关系技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
9. Inventory and Purchasing_____ 　存货管理与采购技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
10. Problem Solving_____ 　实际问题解决技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
11. Proper Etiquette_____ 　恰当的职业规范和礼仪	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
12. Property Management_____ 　有形资产管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
13. Quality Management_____ 　质量管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨

14. Sales & Promotion_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　现场销售与促销技能

15. Scheduling and Training Employees_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　合理安排与培训员工

16. Self-Management_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　自我管理

17. Team Work and Leadership_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　团队工作与领导能力

18. Using Standard Office Applications_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　标准办公软硬件使用技能

19. Verbal Communication_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　口头沟通技能

20. Written Communication_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
　　文字沟通技能

Please list any additional skills that you feel should
be included to be successful in hospitality industry.
请列举你认为对于从事酒店接待业工作取得成功
的其它技能，并按以上规则打分。

21._____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

22._____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

23._____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

Appendix F

Questionnaire Number（问卷编号）： _____

Imagine that you are a part of an interview panel involved in recruiting a university graduate to fill a traineeship as a front-line manager. How important do you think each of the following skills or qualities would be in a new recruit?

Directions: please place a cross over the appropriate number on the scale that best reflects how important a particular skill is to the success of hospitality graduates entering the restaurant and hotel industry as front-line managers. Scale: 1= extremely unimportant to 9=extremely important.

假设您是一位酒店面试人员正招聘一位酒店专业大学生作为生产服务一线管理人员，您认为下面各项能力有多重要？

说明：请根据重要程度对下面各项对于作为生产服务一线管理人员的酒店管理专业学生取得事业成功有影响的技能或能力打分，分数范围为1—9， 其中1分为重要程度最低，9分为重要程度最高。在数字上划线。

	Extremely **Unimportant** 重要程度最低	**Fair** 一般	**Extremely** **Important** 重要程度最高
1. Accounting and Financial Management_____ 财务管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
2. Adaptability/Flexibility and Learning_____ 适应能力/灵活性与学习技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
3. Creative Thinking_____ 创造性思维	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
4. Food Production and Sanitation_____ 食品生产与卫生技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
5. Foreign Language_____ 外语运用	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
6. Information Management_____ 信息与资料管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
7. Initiative_____ 敢于创新	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
8. Interpersonal Skills_____ 人际关系技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
9. Inventory and Purchasing_____ 存货管理与采购技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
10. Problem Solving_____ 实际问题解决技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
11. Proper Etiquette_____ 恰当的职业规范和礼仪	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨
12. Property Management_____ 有形资产管理技能	① ② ③	④ ⑤ ⑥	⑦ ⑧ ⑨

13. Quality Management_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    质量管理技能

14. Sales & Promotion_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    现场销售与促销技能

15. Scheduling and Training Employees_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    合理安排与培训员工

16. Self-Management_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    自我管理

17. Team Work and Leadership_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    团队工作与领导能力

18. Using Standard Office Applications_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    标准办公软硬件使用技能

19. Verbal Communication_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    口头沟通技能

20. Written Communication_____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
    文字沟通技能

Please list any additional skills that you feel should
be included to be successful in hospitality industry.
请列举您认为对于从事酒店接待业工作取得成功
的、未包含在上述系列技能内的其它技能，并按
以上规则打分。

21._____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

22._____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

23._____ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

MEMORANDUM

To: Robert Steele

From: **Madeline Banda** Executive Secretary, AUTEC

Date: 13 June 2006

Subject: Ethics Application Number 06/81 A comparison of perspectives of skills necessary for successful careers between hospitality graduates and industry in China: a case study of Shenzhen.

Dear Robert

Thank you for providing written evidence as requested. I am pleased to advise that it satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC) at their meeting on 8 May 2006 and as the Executive Secretary of AUTEC I have approved your ethics application. This delegated approval is made in accordance with section 5.3.2.3 of AUTEC's *Applying for Ethics Approval: Guidelines and Procedures* and is subject to endorsement at AUTEC's meeting on 10 July 2006.

Your ethics application is approved for a period of three years until 13 June 2009.

I advise that as part of the ethics approval process, you are required to submit to AUTEC the following:

- A brief annual progress report indicating compliance with the ethical approval given using form EA2, which is available online through *http://www.aut.ac.nz/research/ethics* including a request for extension of the approval if the project will not be completed by the above expiry date;

- A brief report on the status of the project using form EA3, which is available online through *http://www.aut.ac.nz/research/ethics*. This report is to be submitted either when the approval expires on 13 June 2009 or on completion of the project, whichever comes sooner;

You are reminded that, as applicant, you are responsible for ensuring that any research undertaken under this approval is carried out within the parameters approved for your application. Any change to the research outside the parameters of this approval must be submitted to AUTEC for approval before that change is implemented.

Please note that AUTEC grants ethical approval only. If you require management approval from an institution or organisation for your research, then you will need to make the arrangements necessary to obtain this. Also, should your research be undertaken within a jurisdiction outside New Zealand, you will need to make the arrangements necessary to meet the legal and ethical requirements that apply within that jurisdiction.

To enable us to provide you with efficient service, we ask that you use the application number and study title in all written and verbal correspondence with us. Should you have any further enquiries regarding this matter, you are welcome to contact Charles Grinter, Ethics Coordinator, by email at charles.grinter@aut.ac.nz or by telephone on 921 9999 at extension 8860.

On behalf of the Committee and myself, I wish you success with your research and look forward to reading about it in your reports.

Yours sincerely

Madeline Banda
Executive Secretary
Auckland University of Technology Ethics Committee
Cc: Yu Zhou kalven_zhou@tom.com

深圳职业技术学院

证　明

　　经研究决定，同意我院讲师周宇先生在深圳职业技术学院进行毕业论文"关于酒店管理专业学生和行业管理人员对从业关键能力认知比较"的研究工作，其研究活动符合学院科研管理规定及其它相关标准。同时其研究得到深圳职业技术学院经济管理学院的支持。特此证明！

深圳职业技术学院经济管理学院
2006 年 4 月 12 日

Certification

This is to certify the approval of the research titled as "A Comparison of Perspectives of Skills Necessary for Successful Career Between Hospitality Graduates and Industry in China: A Case Study of Shenzhen" by Mr. Yu Zhou, a lecturer of School of Economics and Management in Shenzhen Polytechnic. Mr. Zhou's research and related research activities, which is supported by our school, meet the research requirements and related standards of Shenzhen Polytechnic.

School of Economics and Management
Shenzhen Polytechnic
April 12, 2006