DEVELOPMENT OF WORKFORCE EDUCATION MODEL

FOR THE LEBANESE GUEST SERVICE AGENTS'

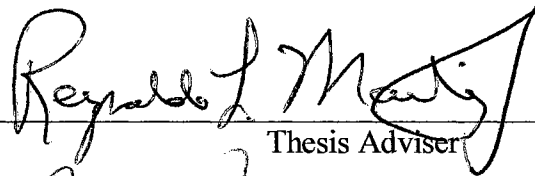## CLUSTER

BY

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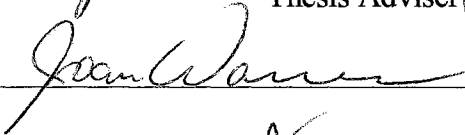Oklahoma State University
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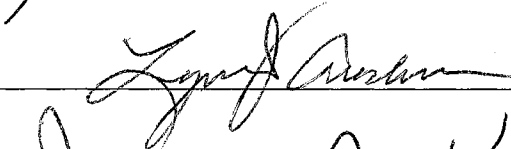Stillwater, Oklahoma
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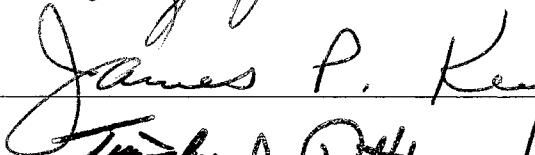the requirements for
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DEVELOPMENT OF WORKFORCE EDUCATION MODEL

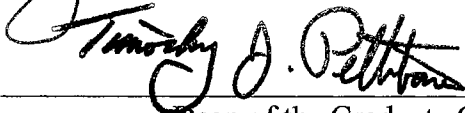FOR THE LEBANESE GUEST SERVICE AGENTS'

CLUSTER

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ACKNOWLEDGMENTS

First, I want to declare my loyalty to Allah and His Messenger. My eternal appreciation goes to my parents to whom I attribute my success in life. May they always continue to give me their eternal blessing. To my brothers, I am grateful to all of you.

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To my family a special "thanks" for their endurance and support. Finally yet importantly, to my great love and the jewels of my life, for whom I thrive every day and to whom I dedicate this dissertation, my daughters, my late father and brother. I am mostly appreciative, thankful and indebted to Allah, my Creator, for providing me the life to achieve and answering my prayers. It is true that life is blessing because of His virtue and heaven is eternal.

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CHAPTER I

INTRODUCTION TO THE STUDY

Lebanon is a Middle Eastern country that is bordered by Syria on the north and east, the Mediterranean Sea on the west, and Israel on the south. It is a very small country with approximately ten thousand square kilometers (Appendix B). The climate is Mediterranean and ranges from mild to cool with wet winters and hot, dry summers. Its terrain consists of a narrow coastal plain and two sets of mountain trails that start at the north end of the country and ends in its southern part. The main natural resources of Lebanon are limestone, iron ore and salt. Lebanon by its geographical location and mountain terrain is a water surplus country in a water deficit region of the world, the Middle East. The population of Lebanon was estimated in 1998 to be around 3.5 million people, (Central Intelligence Agency World Fact book, 1998).

Lebanon emerged from the aftermath of a 17-year civil war during which most systems collapsed and skilled workers fled the country. The economic development process in Lebanon had existed since the war, and the quality of life has improved significantly for a percentage of the population (Lebanese Center for Policy Studies, 1993). However, it also generated substantial social and economic inequalities among individuals. Lebanon had a long tradition of an open and private sector oriented economy with investor friendly government policies. Lebanon's businesses were mostly privately owned. During the war, such private businesses played an important role in

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providing key infrastructure services at relatively high costs. According to Country

watch.com, in 1998, Lebanon had a gross domestic product of $13.1 billion, and

Lebanon's human resource development indicators were above those of much lower

middle-income countries before 1975. Seventeen years of war caused wide spread

damage to physical infrastructures and has led to the deterioration in the quality of public

and social services. It also caused a massive out-migration of the skilled and educated

population according to the Lebanese Center for policy Studies (1992).

Background of the Problem

Lebanon had long been an educational leader in the Arab world as attested to by

its overall literacy rate of 91 % according to the Encyclopaedia of the Orient. There are

three kinds of schools in Lebanon, public, private tuition-free, and private fee-based.

Chapman (1964) described the general education in Lebanon as mainly an adaptation of

the French system, with six years of primary, three years of intermediate and three years

of secondary schooling which include workforce training in grades 10 –12. Besides the

public education systems, there are also the higher education and workforce education

systems. They have their strengths and weaknesses but are short of meeting the needs of

the Lebanese people. In this research, the investigator was interested in addressing the

future of the workforce education system in the tourism industry. This workforce system

operates in the technical and occupational education and training domain, and its purpose

is somewhat different from other countries. There are a number of universities, colleges,

and workforce education centers which are involved with preparation for work; however, they will not be the focus of the research.

Lebanese schools and colleges had a reputation for providing not only quality secondary and higher education but a fair workforce education and training as well. Since the war, the Lebanese government, with cooperation of the private sector, has been putting a great effort to rethink the workforce education system so that the expectations of the Lebanese society for the future are enhanced. Some of the expectations include education, training and retraining ex-militia members. Further more, according to several studies completed by the Lebanese Center for Policy Studies (1992 – 1996) Beirut, the capital of Lebanon, has the most credible training centers, which operate under a government control system. Apart from it, centers that belong to other private agencies are having a hard time surviving due to, among other things, lack of funding. Additionally, teachers used their experience as the model of the teaching strategy tool. Their expertise played a heavy rule in deciding what the curriculum should include as the main part of the learning process.

The Lebanese Center for Policy Studies reports of 1992 and 1993, defined that the workforce in Lebanon today was underutilized for reasons ranging from the poor quality of training programs, to students being trained in low demand market skills rather than those in high demand. Further more, for social reasons, Lebanese sought training and employment in the less needed but socially more prestigious, white-collar skills. Business, for the most part, was marked by a personalized approach to hiring and adhoc attitudes towards training. The majority of training institutions lacked the funds and motivation to offer skill training in fields requiring costly equipment and highly qualified

instructors. Instead, they were offering training skills most in demand by their students without regard to employment opportunities. The school system offered theoretical workforce programs containing minimal practical components. In addition, the content of the curriculum offered in schools was designed and written by faculty with experience in the field and/or personal knowledge of the subject as confirmed by the Dean of Faculty of Tourism and Hospitality Management at the Lebanese University (Appendix A). Such a process is known as the introspective model process. Furthermore, learning and language skills were not adequately addressed in the curriculum. In addition, career guidance and aptitude evaluation were needed. The skills most needed today and projected as being needed in the future were those in the industrial, constructional, technical sectors, and tourism based industry. In 1999, a study was conducted by Standford Research Institute International (SRII) and Lebanese American University for U.S. Agency for International Development Mission in Lebanon (USAID/Lebanon). The study identified Lebanon's economic needs and growth. Tourism was recognized and listed as the number one area for potential strong growth.

Planning and development assistance from the government would normally have been the place to seek help. However, it had been, understandably, a non-factor over the past years. The Lebanese government high priorities had to be in ending the war, in achieving a measure of internal political stability, and in affecting an economic turn around. So, while the majority of colleges and institutions could not afford to have a good quality workforce education, there seemed to be room and a role for the government to assist in developing a good system. Previously, government participation occurred in the 1993 creation of a vocational and technical ministry, the first in Lebanon's history. A

few years later, the ministry was consolidated with the Ministry of Education (Vocational and Technical Education, 2001).

Historically, the tourism business and industry have played an important role in Lebanon's economic development. According to a 2001 report published by the Chamber of Commerce, Industry and Agriculture of Beirut and Mount Lebanon, prior 1975, the tourism impact on Lebanon's economy was 25 % but was down to 6 % in 2001. Also, in a 1999 report publication by the SRII and Lebanese American University, tourism in Lebanon was listed as the number one cluster of development activities that offered strong potential growth in Lebanon. To help in the redevelopment of Lebanon's tourism and its economy, workforce education was essential.

Why is workforce education necessary in Lebanon? Education affects how well individuals, communities and nations fare, it helps improve living standards, enhances the quality of life, and can provide essential opportunities for all (World Bank, 1999). World Future Society ([WFS], 2000, p. 34) described education as "an absolute imperative in the emerging global knowledge society". Consequently, in rebuilding a country, the long-term education should be nothing less than to ensure everyone completed a basic education of adequate quality (nine years of reading and writing levels), acquired foundation skills, and had further opportunities to learn advanced skills.

At a national level, the preparation of people who are able to work with technology requires time, resources (facilities, skilled personnel and funding), and political will. Internationally, there are various systems being used, some older than others, some more successful than others and each one with its own particular system.

By anticipating the future, we may visualize what changes will be necessary in terms of Lebanon's tourism workforce education, thus allowing the country to develop an adequate strategy for coping with the scenario to come. "We cannot know what will happen in the future" (World Future Society [WFS], 1993, p. 1), but we can know "the possibilities of the future – that is, what might happen" (WFS, p. 1). Unless it was known that there were alternatives, and what they are, you cannot choose what we want to happen, let alone make it happen (WFS, 1993). "Once the possibilities are identified, we can try to make the desired possibilities become realities and prevent the undesired possibilities from ever being realized" (WFS, 1993, p. 1). Although "thinking ahead does not, of course, guarantee success" (WFS, 1993, p. 2), it enables us to prepare for events.

Statement of the Problem

There is no adequate informed model on Lebanon's workforce education system available to policy makers. The problem was that policy makers in Lebanon continue to make operational and policy decisions about the workforce education system without adequate knowledge and planning of business and industry needs. The research and data available on workforce education and training in Lebanon were minimal compared to other countries.

Purpose of the Study

The primary purpose of the study was to develop an informed model for the Lebanese tourist industry to better identify and ultimately meet the country's workforce educational needs. The hope was that the result would help interested parties develop

good strategies that will enhance the workforce education system, and improve the

Lebanese people's way of life, and economy. It also contributed to workforce educators'

body of knowledge in other developing countries.

Research Questions

The primary research question of the study was:

- What were the perceived workforce education training needs of guest service agents

  in the Lebanese tourist industry? To be more specific, what workforce education

  model would reflect the identified training needs by tourism industry stakeholders?

Limitations of the Study

This study had the following limitations:

1. The review of literature was based on the researcher's knowledge about the

   existence of information sources and also on its availability (access, language,

   and cost);

2. The researcher had restrictive physical access to the educational system of

   Lebanon;

3. The researcher can read Arabic and English but no other languages. French is

   the most common language used in Lebanese government publications;

4. The cost of obtaining information was a limiting factor, as the research was

   limited to availability of the researcher's personal funds, and

5. This was not a national study and limited to the Beirut area of Lebanon with

   no follow-up.

Assumptions

1. Participants would not be employed if they were not qualified to complete their employment task.

2. Beirut is the capital of Lebanon and is representative of Lebanon as a whole.

Definition of Terms

For the purpose of the study, the following definitions of terms were used:

Scenarios – Described as "attempts to imagine future possibilities on the basis of what we know or we think we know" (WFS, 1993, p. 3).

Strategy – Is defined as identifying a plan, policy, approach, and/or tactic that were used to tackle issues or problems. It could also be "The organization's response to its environment over time" (Stoner, Freeman, & Gilbert, 1995, p. G-7).

Structure – A formation and composition of "Something based upon or organized according to a plan or design" (Landau, 1997, p. 730).

System – Structured and coordinated scheme of a group or arrangement of parts, facts, phenomena, that are related to or interact with each other in such a way as to form a whole. (Landau, 1997, p. 748).

Workforce Education – Carl Perkins Act (1990) defined workforce education as "Organized educational programs offering a sequence of courses which are directly related to the preparation of individuals [for working] in paid or unpaid employment in

current or emerging occupations requiring other than a baccalaureate or advanced

degree" (National Center for Education Statistics, 1995, p. 2).

Training – concerns with the preparation and teaching, "Courses designed to equip

trainees with skills required to do a job" (Blake & Hanley, 1995, p. 173).

Significance of the Study

Lebanon's workforce education has been served mainly by privately owned

centers for over 50 years spreading over the country. To put together a new or update a

national system of such size and complexity takes political will, time, personnel, and

money. It is far more difficult to construct it than tear it down. Before decisions about

major changes on the workforce education system are made, necessary studies should be

conducted in order to reduce the risk of poor options or bad pathways being chosen. By

completing this study, the researcher expected to contribute information towards the

decision-making process about Lebanon's tourism workforce education system.

CHAPTER II

REVIEW OF LITERATURE

Overview

The literature review addressed several topics related to workforce education. The review covered international workforce education and world systems, curriculum model building, and workforce education application in countries similar to Lebanon's situation. It also described Lebanon as a country, and its workforce education. The focus was on the educational needs of the tourist industry workforce in Lebanon.

Introduction

Glesene (1998) stated that a "knowledge of the literature will help you judge whether your research plans go beyond existing findings and may there by contribute to your field of study" (p. 19). Merriam (1988) described data based research as studies that entail the collection and analysis of data gathered from people, organization, documents, and non-data based writings as those that "reflect the writer's experience or opinions and can range from the highly theoretical to popular testimonials" (p. 61). She added that, "the amount of each type of literature to be found varies with the problem" (p. 61).

Workforce Education

A workforce educational system is inevitably a reflection of the society it

represents, for each system reflects the heritage of its accomplishment, its present

national problems and its aspirations for the future. Workforce education promotes

individual opportunity and economic growth by developing the human labor force. The

obligation of workforce education is to promote learning for all professions among

clients.

> Workforce education is that form of pedagogy that is provided
> at the prebaccalaureate level by educational institutions, by private
> business and industry, or by government-sponsored, community-based
> organizations where the objective is to increase individual opportunity
> in the labor market or to solve human performance problems in the
> workplace. (Gray and Herr, 1998, p. 4)

Dr. Greinert (1989) of the University of Berlin defined three types of workforce

training systems. According to him, the first one called "liberal" is a system in which

government plays a minor role or no role at all. This is a market economy system and

can be found in the United States, United Kingdom, and Japan. Although each country's

workforce and socio-economic systems were different from each other, they had one

thing in common; the workforce education was not related to general education. It was

directly related to the productive factor of work and to the labor market, and was not

under government influence. It was directly related to the productive factor of work and

to labor market, and its development and organization was left to the citizens and the

great commitment of local authority and community to offer and organize workforce

education.

The second system identified as the "bureaucratic" one, makes the government the sole authority for workforce education in all its aspects. It could be found in Italy, France, Sweden, and most of the third world countries. It was also the system in the former socialist countries. In this system, workforce education was closely linked to general education and always at the upper level (students at the age of 15 or older). Private business did not play any role except in providing a place for students' practical experience. However, private business played an important role to encourage students to be interested in workforce education. The system operates under the demand-oriented mindset when it refers to a limited number of established basic occupations. The type of workforce education qualifications was not primarily determined by practical work situation, but usually takes into account the individual and social requirements. The more workforce related schools were connected to general education including its performance and selection criteria, the more their technical qualification function was influenced by system related problems encountered by general schools. In addition, it must be noted that school-based workforce education was financed from public funds.

The third system was where the government provided a framework for workforce education in private enterprises or other private training institutions. This one is called the "government control market". It is the system found in Germany, Switzerland and Austria. It is called the dual system because education is conducted in two places of learning-- enterprise and workforce school. This system involves cooperation between government and private sector with a common goal of providing trainees with workforce qualifications. This type of dual system is different from the one found in South America.

South America workforce education mainly involves inter-company training centers as the second place of learning. These centers were financed by private enterprise. The strong dividing line drawn between the system of workforce education and the public general school system was characterized by government control models. The relations between qualification requirements and workforce education depend on the market. However, enterprises that offered training, accepted government issued rules and the type of qualifications were determined primarily by practical work situations in the enterprise. These enterprises were the training providers, and the costs of training were borne by the enterprises. In the dual systems of workforce education, the extent to which training was designed was systematically governed by principles that could be modified according to demand. The most important instrument in that respect was the modification of financial incentives.

One of the major implications of workforce education is to train workers and to have them set for employability. Employability for not only a specific job, but also to become able to be retrained for different jobs and with that, training becomes a life long activity. The demand for training increases and diversifies both for initial entry into employment and for retraining the current workforce. Training demand should be broadly classified into basic academic skills, social skills, intellectual skills, technical skills, business and entrepreneurial skills.

International Workforce Applications

In addressing the developing countries' systems, one has to keep in mind that each country set up an individual workforce education model. Each country had defined

the role of its workforce and its value. From macro systems aspect, workforce education

models are defined as:

- The Company model was designed where the government played a minor role in

  workforce qualification processes such as Japan.

- The School model showed that the government was responsible for workforce

  education, as in Sweden.

- The Cooperative model (school and enterprise) was applied in the German Republic.

- The Cooperative model (center and enterprise) was implemented in Brazil.

In the last two models mentioned, the government provided a framework for technical

and occupational education in private enterprises or institutions.

The company model, and as some refer to it as the market model, was based

essentially on liberal philosophy. In this model, workforce education was left largely to

the individual and recruitment needs of the enterprises. Castro (2000) noted, "The formal

structure of the Japanese system offers a wide range of solutions, including independent

vocational tracks in the regular schools... the hallmark of the Japanese system is the

vocational training offered by large corporations" (p. 26). As a rule, the state does not

lay down any framework provisions; control and financing of training remained a matter

for the enterprises. The position of major enterprises dominated this system. A study by

Professor Walter George (1989) from the University of Hagen, Federal Republic of

Germany related that when presented the Japanese system of workforce education in

which the minor role taken by the state was clear. Large enterprises offer in-house

qualifications, thus binding employees to the enterprise and making them relatively

immobile in the external labor market. The general education system was not put in question by the enterprises, although it was not oriented towards workforce.

The school model system of workforce education was based on the responsibility of the government for the detailed planning, organization and control of workforce education, and the government often manages its operation. According to a 1995 study by the United Nations Educational, Scientific and Cultural Organization (UNESCO), Sweden's workforce education was totally incorporated into the national school system and cannot be taken out to be studied on its own. The study also added that labor market and education policy go hand in hand, and they were not interchangeable. Dr. Greinert (1989) assigned this classification, not without disagreement in discussion regarding this approach, to in-company workforce education. He expressed concerns about the characteristics of the state organized workforce education as, among others, the high degree of bureaucratization, the close connection between general and workforce education, and the comparability of educational standards and qualifications. The role of the enterprises in such a system could become marginal and be restricted.

Others regard Sweden's school system as the best example of workforce education. Dr. Lennart Nilsson (1989), Docent at the University of Goteborg, Sweden, made this clear in his presentation at a United Nation conference. In Sweden, up to 90% of the students under the age of 19 go to secondary comprehensive schools. These comprehensive schools delivered integrated curriculum with a general and workforce emphasis. Both general and workforce education were publicly financed. About one half of the students in these comprehensive schools completed workforce education and were thus qualified for employment in more than just one specific enterprise. The school

model of workforce education was introduced with the aim of overcoming traditional training forms.

In the third model, the cooperative model, the government provided a framework for workforce education in private enterprises or institutions. The state merely sets framework conditions of the training providers, as a rule in the form of education acts. Campbell and Diedrich (2000) described the German system as being "based on cooperation between government, employers, and organized labor, and between the organizations that conduct the training, enterprises and vocational schools" (p. 107). This type could be classified as a state controlled market model. Characteristically, it formed a cooperation to emerge between public schools and private training enterprises or inter-company training centers. Small and medium sized enterprises participated in this form of training. Typical features included the market-controlled recruitment of students, the orientation of training objectives, content to practical applicability, and the influence of social groups on training. Opposition for such a model was expressed by John Dewey in Gray (1998) as being undemocratic and such model being an indication that "manufacturers are anxious to secure the aid of the state in providing them a somewhat better grade of laborers for them to exploit" (Gray & Herr 1998, p. 14).

Furthermore, in a (1995) presentation at The International Project on Technical and Vocational Education (UNEVOC), the Federal Ministry of Education and Science, with the aid of films, presented the dual system in the Federal Republic of Germany as an example of a cooperative model. Whereas the first film showed the institutional guidelines and sharing of responsibilities at the two places of learning in the dual system, the second explained the work and role of the in-company instructors. On the question of

cooperation between schools and enterprises, Dr. Michael Guder, Deputy Director of the

Central Institute for Vocational Education, outlined the system of workforce education in

the German Democratic Republic. Clearly, the state was responsible for all forms of

education. From an institutional point of view, the workforce education of young people

was only a part of the overall education system. Campbell and Diedrich (2000)

mentioned that there were also state-run municipal schools, which provided theoretical

training with certain careers, and certain sizes of enterprise and in cases, theory and

practical training in workshops, laboratories and shop floor and such actions were closely

coordinated. The lifelong stages of learning, training, working and continuing education

were harmonized similarly. Over time, the traditional dual system was modified and what

has been raised was an organized training system, providing systematic qualification with

equal training standards for all young people.

Prof. Guimarâes R. Boclin introduced the Brazilian Servicio National De

Aprendizagem Industrial, Brazilian Industrial Training Service (SENAI). SENAI is an

institution for which there is only a skeleton agreement on the part of the government.

Castro (2000) described it as training outside the school. Students spend time in

enterprises after they finish their courses. Instructors, in close collaboration with

management, supervised such programs or internships. Cooperation in training was

restricted to the industrial sector. A Brazilian national department and regional

subdivisions had the task of running the training units and cooperating with local

participating firms which governed such institutions. The financing of SENAI was based

on the contributions of enterprise's payroll; the contribution was scaled according to

company size, of all industrial, transport, communications and fish processing companies.

Various levels of training were offered depending on prior education of the young people in question. The training took place in factories, mobile units, or in training centers, according to circumstances. The SENAI institution had been able to maintain autonomy from both the government and various factories. Emphasis was laid upon the social function of this institution to prevent dropouts.

Workforce Education Application in Different Countries

Toffler (1971) stated, "Change is avalanching upon our heads, and most people are grotesquely unprepared to cope with it" (p. 20). Given the immense scientific and technological development, workforce education is a vital aspect of the educational process and contributes to the achievement of societal goals of greater democracy and for social, cultural and economic development. In addition, it must develop the potential for individuals to take an active part in the society. Rosenstock (1991) wrote, "given the speed of technological change, a focus on narrow training provides students with soon to be obsolete skills. . . throwaway skills for throwaway workers come at the expense of academic skills and problem posing skills for the new work place" (p. 434). Given the necessity for new relationships between education, working life and the community as a whole, workforce education should exist as part of a system of lifelong education, which adapts to the needs of each particular country. The system should help abolish barriers between levels and areas of education and education and employment. In addition, workforce education could improve quality of life by permitting the individual to expand intellectual horizons and acquire professional skills and knowledge. According to Misumi and Yamori (1991), "The meaning a given society attaches to working has

generally been considered to be deeply based on that society value system and socio-economic system... the value system had a universally undeniable effect on the person's attitude and behavior" (p. 143). Therefore, the society must be able to use the fruits of its economic workforce and technological change for the general welfare of the population.

Workforce education should begin with the basis that is an integral part of general schooling. That would be a form of initiation to the world of work. By being solid on general education, a person could transfer from one field to another within workforce education. Workforce education should be available for all, disadvantaged and people with disabilities should receive training adapted to their needs in order to integrate more easily into society. Bishop (1989) concluded that:

> "Research implies that the benefits of occupationally specific education
> are primarily economic and that they are derived from using skills and
> knowledge gained. When jobs requiring a great deal of on-the-job
> training are being filled, employers prefer recent high school graduates
> with vocational education in the field to high school graduates with no
> vocational training in the field" (p. 8).

Workforce education always succeeded when it permits the development of personality and character. It must foster the spiritual and human values, the capacity for understanding, judgment and self-expression. Furthermore, it should prepare an individual to learn continuously by developing their mental tools and practical skills and attitudes. This process could help develop the capacity for decision-making, teamwork, and leadership at work and in the community.

Policy should be formulated and workforce education administered in support of the general objectives adopted for the educational process nationally, and regionally. Furthermore, appropriate legislative and financial support framework should be adopted. Particular attention should be given to planning the development and expansion of

workforce education based on short and long-term needs. Consideration and variation of needs that may exist in the country were also important. Additionally, the responsible body having the authority on the national level must plan for progress. Planning should project changes in demand for different goods and services and for different types of skills and knowledge in such a way, that workforce education may easily adapt to the evolving situation. The policy writing body created should have representatives from the public authority, non-government organizations, public and private training authority, parents, former students, and community at large.

In essence, workforce education should prepare people in conjunction with employment and/or training so it may lead to employment or to higher education. Workforce education as preparation for an occupational field should provide the foundation for productive and satisfying careers. Workforce education guidance should be a continuous process to make positive educational and occupational choices. Furthermore, individuals should be aware of their interests and abilities to pursue an educational course and facilitate transition between education and employment. In addition, workforce education should assume equal importance between teaching and learning process. Theory and practice should form an integrated process. What is learned in the laboratory, workshop or in enterprises should be directly related to theory taught.

Machines and equipment used in workshops in educational institutions should be geared to the level and training of the user. Evaluation should also be part of the teaching and learning process in workforce education. The major function should be development of the individual in accordance with his or her interests. Standards of performance

should be upheld, and evaluation of the student's work should be made on a basis considering, among others, his class participation, interest, and attitude. Additionally, relative progress and allowance should be made for his or her aptitudes and examinations.

In countries where young people had been relatively successful in accomplishing workforce education, mainly in Japan and Germany, employers had taken a major responsibility for training their employees. German employers had the famous dual system. On the other hand, Japanese employers provided training to school graduates after hiring them. In these countries, policy makers have been trying to copy the success by increasing employer involvement in training prospective employees. According to Stern (1999) in these two industrial countries, policies are converging on four principles. The policies are:

- New curricula should be shaped that incorporate academic and vocational studies

- Occupational and educational performance standards should be clearly connected to each other.

- To plan for learning intensive work, preliminary education and training should include a certain amount of work-based education for all students.

- Employers and educators, academic and occupational educators, have to contribute to accountability and influence in new systems.

To prepare individuals for work, many employers now call for education that promotes high level thinking skills for all students. Workforce education in many countries traditionally offered practical training for students who were considered to possess relatively low academic ability. Now this had been changed. Reforms included strengthening the academic content of workforce education as the French program

offered a secondary diploma. In Germany, according to Stern (1999) 30 % of university students in 1994 had completed apprenticeships in the dual system. Also, Japan started offering integrated courses that allowed individuals classes to prepare for a career as well as higher education.

Other countries are trying to develop credentials that can serve as a step to college or other forms of higher education. England and Scotland had made progress, Netherlands, and Denmark developed a route from workforce education to college. The State of Victoria in Australia has achieved a relatively complete integration of the formerly separate vocational and academic secondary school systems including new curriculum and assessment methods (Raizen et al. 1995).

In a study by the Center for Workforce Development (1997), workforce education needs were addressed differently in each country studied. It described workforce education development in each country. The report included cases at a glance from the continents of Africa (three countries), The Americas (six countries), Asia (seven countries), and Europe (four countries). The study identified each country and what steps that country had taken to improve workforce education. The report included the following:

Australian National Training Authority: This policy coordination body created a national framework for all education and training in the country. They created an excellent system with standards and policies that are consistent throughout the country. It included partners in the development of such policies so it can meet the needs of business in training. They considered workers career objectives and provided them the ability to grow.

Regional Institute for Research Workforce Formation, Education, and
Development in Shanghai, China: Policies were drafted on a regional basis and
especially for the city of Shanghi. The youth of Shanghai were the target. The research
focus followed the German model. They completed tests pilot programs that could be
brought to scale within five to nine years. The effort was to prepare Shanghi youth for
broad sectors of the economy. They had the ability to produce a program into an
established culture of Confucian and subsequent Communist tradition. They also sought
the assistance of policy makers to pass laws that provided incentives for employers and
organized labor educators to invest in workforce education.

Social fund for development in Egypt: The Egyptian government offered training
and economic development by having micro enterprise development, retraining the
employees of former public sectors and assisting military returnees from the Gulf War.
The target audience was the poor entrepreneurs and redundant public sector workers. On
the local level, they assisted the design and implementation, and encouraged formal
training for the poor to open micro enterprises. On the larger scale, the government
played the role of the coordinator. It remained autonomous and responsive to local needs
and philosophy. It employed a refined and strong monitoring system to ensure proven
economic development.

Penang Skill Development Center in Malaysia: They established a multi national
industry-training center. The educational target was the currently employed skilled
workers and not the unskilled employed workers. The program was industry led and self-
financed. It was strong in technology and prepared workers, skilled and unskilled, for

better technology jobs. The curriculum was constructed to have multi-skilled units and had measurable results. After its success in Singapore, it was replicated in other cities.

Empretec: This case was in the country of Ghana and was implemented on a national scale. The purpose was to have micro enterprise training on national scale. The target was a potential entrepreneur between 23 to 60 years old. A successful feature included turning people who were employed in the public sector into small business owners. Furthermore, managerial skills were taught to improve the difficult economic circumstances and poor infrastructure in the country.

Agence d'execution des travaux d'interet public, Senegal agency: Its purpose was training and development of an industry in construction and infrastructure. Primarily tailored to solicit youth (poor) and help small and medium firms, a whole systems approach combined private and market development. The emphasis was on economic efficiency, political independence, and impartiality to provide short and long-term strategies. Incentives were put in place to develop public and private bidding.

Workers College, South Africa University of the Western Cape: This school was a regional program for post-secondary students and trade unions. They offered short and medium term training to upgrade the country industry and democracy building skills. Success was in the partnership between unions and the university. It was a great undertaking in training and skill improvement of blue-collar workers in the face of opposition from the government and business in a racial society. Unions were determined in shaping a curriculum to develop their members' skills. Additionally, the curriculum design was worker-centered.

Planta piloto de procesos industriales microbiologicos: This was an international endeavor to provide advanced biotechnology training in Argentina. The target market was a college student with master's and doctorate degree in biotechnology and microbiology. Its best feature focused on the applied research that directly affected the broader economic development of Argentina and South America. They provided hands on training to students in order to make the region more competitive in international trade.

Telecurso 2000: A national Brazilian television program consisted of basic and manufacturing skills training. The targeted population was unskilled workers and semi-skilled workers in manufacturing industry. The implication was a wide delivery system through media. It opened access into multiple points of entry-level training. It was student focused to control learning using a distance education paradigm. It was industry driven with partners from all levels of business.

Chile Joven: Chile Joven is a national training system for entry-level jobs in manufacturing and service industry. It focused on youth but was available to all. In this system, the government used incentives to have a private sector market for education and training. It had a national scope focused on bringing large numbers of youth into the labor market. The program had close ties to the market demands of skills requirements.

Miami-Dade Community College: This local effort in the United States targeted post secondary school offering. The college offers two-year degree programs and preparation for four-year degrees to all sectors of a very diverse population. They build partnerships with local business to contribute to the economic development by training the workforce for the region needs. It also encouraged lifelong learning and professional

development. The report mentioned only Miami-Dade County Community College, possibly due to its diverse population, but such an effort is common in community colleges through out the United States.

National training fund, a national fund in the Czech Republic for newly privatized companies: It targets middle level managers who will move into newly privatized public industry. It promotes free-market economic framework that has extensive links to several government ministries and industries to help redevelop the country's workforce education.

Dual system: This program was designed as the German national program for the youth who do not attend universities. This famous system prepares 60 % of the national youth for entry into 300 highly skilled manufacturing and service occupations. It brings and holds together accountability to all stakeholders in the system. This system demonstrated the possibility to prepare individuals with equity and quality results. Furthermore, the dual system provided a clear link to employers and high status jobs. The program functions as a learning system where information from all stakeholders can be quickly shared throughout the local, regional, and national network. It has been replicated in many forms in the world.

Building trades craft union training consortium: This was Poland's national partnership among government and labor unions to train artisans to teach construction methods and self-sufficiency to unemployed workers. It brought together labor, management, government, and workers so that each group works as an equal partner. It provided an example on how the supply and demand for training can be improved across

national boundaries. The consortium also trained workers that were needed to help rebuild Poland and become self-sufficient.

Retraining, Ukraine military program: The Ukrainian national program was implemented to provide assistance in retraining, job placement, health, and psychological services to ex-military staff in their transition to civilian life. It focused on retraining retired military personnel for civilian work. It provided a comprehensive career and psychological counseling to ex-military and their families. The program had a broad geographic and participant coverage.

Andre' Bruyere (1989) categorized the French system into four categories: courses for integration and reintegration of young people into employment, courses for information and orientation, compulsory courses forming part of training, and voluntary courses that deal with global treatment and motivations.

The above programs were examples of what some countries had done to improve their society's workforce education. They were examples of what Lebanon could learn from, adapt, or implement to improve workforce education of the country. Lebanon's workforce education in general was influenced by the French system although one of the best workforce education schools adapted a great part of the German system. In each of the countries mentioned above, a curriculum was developed and used to implement the program of workforce education.

Curriculum Model Building

Finch & Crunkilton (1999) defined curriculum in workforce education as "the sum of learning activities and experiences that a student has under the auspices or

direction of the school" (p. 11). In workforce education, curriculum could include courses and experiences associated with preparation for life to earn a living. They also defined models as "a simplified yet communicable representation of a real-world setting or situation" (p. 29).

When assessing a curriculum, all interested parties must be included in the process. This study represented individuals who are stakeholders in the Lebanese Tourism industry. The information gathered was for specific jobs and based on knowledge, skills and personnel attributes (attitudes) needed for those jobs in the guest service cluster. A content analysis that was completed provided useful information for organizing instruction and developing objectives to guide instruction that was important to identify the essential information that learners should translate into work-related knowledge, skills, and attitudes through planned instructional experiences. It also should guide the development process of a workforce education model in the Lebanese tourist industry's, guest service agents' cluster.

Lusky and Hayes (2001) wrote that in developing a successful model program, there are five steps, which are planning, analyzing, designing, implementing, and evaluating. Each of these steps has several specific stepladders to be completed. For the purpose of this study, Task Analysis Models are discussed to determine the best design and approach for Lebanon's tourism workforce education.

Developing a Curriculum (DACUM) Model

Among the methods used to develop, a curriculum for workforce education was a successful needs assessment of employer and workforce graduate. Expert workers in a given profession conducted an occupational analysis. Adams (1975) defined DACUM as

"single sheet skill profile that serves as both a curriculum plan and an evaluation instrument for occupational training programs" (p. 24). A DACUM produced an occupational skill profile that was used for instructional program planning, curriculum enhancement and other related employment issues. Blank (1982) described DACUM as a "process involves bringing a dozen or so workers from the occupation together for several days. With the aid of an experienced leader, the group first identifies the broad duties and then the specific tasks performed on the job" (p. 90). Pending the workforce occupation, several approaches could be used to develop a DACUM. The American Association of Medical Assistants (1990) used a modified DACUM to develop a survey. DACUM was used to gather information from focus groups separately. The focus group consisted of paraprofessionals, administration and teachers. They gathered information regarding what teachers do or should do to direct work of paraprofessionals. The participants were led through series of structured activities to define their major profession tasks, knowledge and skills needed to succeed.

Rothwell and Cookson (1997) wrote that DACUM was a focus group approach for participants to list work activities they carry out on a daily basis. The results were posted for all participants and tasks were organized into categories. Then participants were asked to verify tasks and categories posted. The participants were then asked to arrange them in the order they should be performed. They added that DACUM process built job incumbents and improved relations between employees, their supervisor's, ownership and helped reduce disagreement and inconsistencies among them.

Introspection Model

As provided in writing by the dean of tourism in university of Lebanon (2003),

see (Appendix A), the Lebanese workforce education curriculum was developed mainly

based on the knowledge and field experience of the faculty in the department of tourism.

Such a curriculum model is known as the introspection model. Finch & Crunkilton

(1999) explained the process by stating "The person or persons engaged in introspection

are typically vocational teachers who each ask themselves the basic question, what do I

feel should constitute the content of this curriculum?" (p. 140). They added that the

educators relied on personal education, employment, and teaching experience in

developing such a curriculum. Certainly, the most significant for every teacher was

having ongoing set instructional goals. Introspection model integrated content

knowledge, personal and educational, with teaching skills that reflected in their

classroom experience.

They further explained that such a program involved the observation of other

curriculum and educational programs in other workforce education institutions and

universities. Lebanon relied on such a process as confirmed by the dean of tourism in

University of Lebanon. On the other side, Lortie (1975) observed that teachers who used

the introspection process hesitate to adopt new procedures unless they felt sure they could

make them work. Finch and Crunkilton (1999) wrote also that introspection was a group

process where several teachers met and decided, as a group, the content of the

curriculum. The great benefit was that they drew from each other's experiences and

knowledge. Such a process kept the personal bias of the group to a minimum, and might

be more reliable, but that did not mean by using introspection process, the content was

more valid, "Therefore the curriculum developer must recognize that introspection is not always the most valid content process" (p. 141).

Task Analysis Model

The objective of task analysis model was to achieve a user-centered model of current work practices. Modell (2000) defined task analysis as the lowest unit of discrete work which could be identified. He added that an activity might be collected of many tasks and such tasks could be recurring and tightly defined. Task analysis was founded to determine the perceptual, motor and problem solving skills to define and develop training programs. Analysis could provide the system to support the implementation of task. In a task, one defined what was being done effectively and what needed to be done. Searle (1969) developed a language/action theory and it described how people communicate to make action happen. Winograd and Flores (1986) affirmed his work. They described that task analysis portrays work to be identified, who are the customers and how the workflow between the two must fulfill the satisfaction of the customer.

Jonassen, Hannum, and Tessmer (1989) described task analysis as a detailed examination of ideal performance. It depended heavily on job task analysis in order to describe needed job competencies and derived educational program requirements.

Rothwell and Cookson (1997) wrote that task analysis could be carried out using several approaches. Some of the approaches listed were, the control list approach, which relies on records of tasks already prepared. First round work is done ahead to gather and merge task lists from other sources. The individual interview approach consisted of asking standard questions to excellent and ideal job incumbents.

The observation interview approach, which combined observing task performance and interviewing and questioning the workers about what and how they did their tasks. Worker participation approach required the program planner to perform the actual tasks being studied and evaluated and then the planner repeated the task with the worker. This process was good with simple tasks, but it was time consuming.

The technical conference approach consisted of gathering exemplary workers in a meeting that included experienced supervisors in the tasks being studied. This process is limited since it was done in a controlled environment.

The journal approach included recording daily tasks, systematically, on a predetermined schedule. Such process rarely gave clues about how much such tasks were repeated or were they critical to a successful performance. The critical incident approach included a combination of direct observation, gathering information by interview or by a questionnaire. This process was successful to determining failure.

The written questionnaire approach in task analysis yields occupational information. Such a process described the worker tasks in language and steps required to carry out a work process. This process was successful more with individuals who were used to writing and it was problematic if it was solely organizing and analyzing narrative information. However, it achieved a great success if workers doing the same work complete several questionnaires and results were compared. Such an approach was used for this study.

Blank (1982) wrote that by using task analysis, the researcher must break down the occupation into three components parts. He stated that "task analysis is the process of identifying and writing down the specific skills, knowledge, and attitudes that distinguish

someone who performs a task competently from someone who cannot perform the task at all" (p. 94). The survey of this study included tasks that covered skills, knowledge and attitudes of the four jobs in the guest service cluster.

Lebanon Defined

After examining specific training models, the researcher now turns to Lebanon and its workforce needs. The Republic of Lebanon is located on the eastern coast of the Mediterranean Sea in Southwest Asia. Beirut is Lebanon's capital, principal port, and its largest city (see Appendix B). "Lebanon's coastal location, High Mountain backbone, and climate have greatly influenced the country's history, people, and the economy. The coastal area of present-day Lebanon was settled more than 7,000 years ago, and later evolved as the heart of Phoenicia" (Encarta). In the early centuries after Christ died, large Christian population and culture arose which later blended with—though was not overwhelmed by—the Islamic influences. Following centuries of Ottoman control, France ruled Lebanon under a League of Nations mandate after the Ottoman Empire was defeated in World War I (1914-1918). During World War II (1939-1945), Lebanon became an independent republic and for three decades prospered under a free-market economy. However, the country experienced increasing hostility among rival religious group, especially between Christians and Muslims. These and other domestic tensions, intensified by foreign influences, erupted into the devastating Lebanese Civil War from 1975 to 1990 (Encarta).

The Republic of Lebanon is the smallest country in the Middle Eastern region. The country is bordered on the west by the Mediterranean Sea, on the north and east by

Syria and on the south by Israel. A United Nations Development organization briefing report described Lebanon land area as being 10,452 sq. km. The country's average width is 80 kilometers and approximately 225 kilometers from north to south. Lebanon's terrain is mountainous. These mountains run parallel to the coast. Lebanon's mountains rise steeply from the plain to dominate the entire country before dropping eastward. On the eastern section of the border with Syria is the Anti-Lebanon mountain range. Between the two mountain ranges of Lebanon lies the fertile valley of Al-Bekaa (see appendix B for the map of Lebanon).

Lebanon has a Mediterranean climate mild to cool with wet winters and hot dry summers. Although the climate varies somewhat across the landform belts, in the mountains, temperatures decrease and precipitation increases with elevation. Heavy winter snows linger well into summer, making Lebanon's Mountains more pleasant in the summer than the humid coast. The Bekaa Valley and the Anti-Lebanon Mountains are situated in the rain shadow of the Lebanon Mountains and consequently have hot, dry summers and cold winters with occasional rain (Encarta).

Lebanon's abundant water, productive soils and its terraced slopes contribute to Lebanon's varied agriculture. The soils of the coastal plain and higher elevations are the most typical examples of the Mediterranean landscape. Approximately, one third of Lebanon is agricultural land, and 5 % is forested. Limestone is widespread and quarried extensively, but there are few other mineral resources (Encarta).

According to Central Intelligence Agency World Fact Book, Lebanon's population in the year 2001 was estimated to be 3.6 million. The population density is high along the coastal lines of the country and less along the east section of the country.

Emigration from Lebanon to other countries, especially among Christians, has been steady since the mid-19th century, and it increased sharply during the civil war. About 95 % of the population is Arab (although many Christian Arabs disclaim Arab ethnicity), 4 % are Armenian, and the remaining 1 % of the population belongs to other ethnic groups. Seventy percent of the country is Muslim, and Arabic is the official language; but French is commonly used especially in the government and among the upper class. English is also widely spoken particularly as the language of business and education, and most Armenians speak Armenian language.

Lebanon's ethnic and religious diversity has had an enormous impact on its governmental system. Government policy in grouping of people by religion plays an essential role in Lebanon's political and social life. This has given rise to Lebanon's most persistent and bitter conflicts. Since Lebanon's independence in the 1943, every person's religion is encoded on a required, government-issued identification card. The government recognizes 17 distinct religious sects: 5 Muslim, 11 Christian, and 1 Judaism. Lebanon is a republic with a democratic elected parliamentary system (Encarta).

The population of Lebanon was considered one of the most educated and technically prepared populations in the Middle East. In 2000, 86 % of Lebanese aged 15 and older was literate. In Lebanon, primary education in public schools is free and compulsory for five years. Beirut, the capital, is the home of six major universities. Lebanon also has more than 200 technical, vocational, and other specialized schools. It must be mentioned that Lebanon workforce education system still uses the term vocational instead of occupational education. For Lebanon, the two words mean the same and their meaning is interlocked. Lebanese people enjoy eating good food and

holding lively conversations over coffee. Several ethnic restaurants that serve different

types of cuisine ranging from French, Arabic, Turkish, Persian, and Greek specialties to

hamburgers and pizza (Encarta).

Lebanese Social and Economic Issues

To address the social issues of the Lebanese society, this researcher could not find

a better description than what was written on Microsoft Encarta web site. The following

are quotations retrieved from the web site and put together to provide a summarized

wholesome picture of Lebanon's social and economical issues.

> "Economic disparities, made worse by the civil war, have long
> created friction between Lebanon's rich and poor. Better-educated
> Christians and elite Sunnite Muslims tend to dominate the upper and
> middle classes. One-third of the population is considered poor; most of
> these are Shiite Muslims, who resent the disparity in income, living
> conditions, and political power, and are increasingly determined to gain
> greater power. The stateless Palestinian refugees are also resentful;
> displaced from their homes by Arab-Israeli conflict in 1948 and 1967.
> They remain confined to unsanitary camps and many are frustrated by
> their lack of citizenship. Two more beleaguered groups, clustered mostly
> in the overcrowded suburbs of southern Beirut, are poor families who
> migrated from other parts of the country and people who were displaced
> by fighting in southern Lebanon. In general, the government has focused
> less attention on solving Lebanon's social problems than on postwar
> reconstruction.

> Lebanon's rich history has been shaped by many cultural traditions,
> including Phoenician, Greek, Roman, Islamic, Crusader, Ottoman Turkish,
> French, and recently American. The resulting culture is distinctively
> Lebanese, a combination of East and West, past and present.

> Before the civil war, Lebanon developed as a free-market economy with
> minimal government regulations. As the country had a stable and open
> economy and strict laws regarding secrecy in banking, Beirut became the
> banking and investment center of the Middle East. However, from 1975 to
> 1990, warfare severely dislocated most economic sectors and destroyed
> structures and infrastructures totaling an estimated $25 billion to
> $30 billion. As the war damaged Lebanon's economy, most of the

rest of the Middle East experienced an economic boom, and businesses moved from Beirut to other Middle Eastern economic centers. Lebanon's economy did not collapse completely during the war, largely because of the foreign aid to competing militias. Since 1991, Lebanon's economy has begun to revive. Annual inflation, about 500 percent in 1987, was manageable by the mid-1990s. Gross domestic product (GDP) totaled to $17.2 billion in 1998, with the GDP expanding by an average of 7.7 percent annually in the period 1990-1998. A multibillion-dollar reconstruction program to rebuild Beirut's central district, was the focus of the government's energies.

In the mid-1990s Lebanon's annual unemployment rate was estimated at about 20 to 25 percent. Presently, Lebanese workers, who number more than 1 million, must compete for jobs with an estimated 800,000 foreign workers, mostly Syrian. An estimated 62 percent of the employment is in services including tourism, trade, government, construction, and finance. Approximately, 31 percent of the labor force work in industry including manufacturing, construction, and mining, and 7 percent in agriculture. Additionally, wages and purchasing power are low, and unions are encouraged.

Before the civil war erupted in 1975, domestic, foreign, and transit trade (the re-export of products manufactured outside Lebanon but distributed through it) stimulated prosperity. These forms of trade have begun to revive since the war. Financial services such as banking, investment, and insurance—significant before the war—have also begun a slow recovery. Tourists, who support an industry of hotels, restaurants, casinos, and nightclubs, are attracted to Lebanon's scenery, climate, historical sites, and cultural activities. Before 1975, an estimated 550,000 tourists visited Lebanon annually (Encarta).

Lebanon is a land of contradictions; a portion of the country is sophisticated and modern while in close proximity, part of the country is poor and seems neglected. In Lebanon, a visitor can find stores with international brand names, and around the corner, local sweatshops manufacturing local products abound. It is a national pride that the Lebanese are extremely friendly and hospitable to strangers.

Lebanon's Workforce Education

In this section, a brief description of the Lebanese workforce education has been paraphrased, quoted, and/or summarized from Lebanon's Vocational and Technical Education web site. Lebanon's workforce education history began in 1863 when a Christian religious monk's mission founded the first school. More than forty years later in 1904, the first public technical school was built. It remained the only public one until Lebanon's independence in 1943. Since then, the Lebanese's government had been developing workforce education schools. Between 1945 and 1956, the government built five new schools, one in each region of the country, and the first administrative structure was created. The position title of this structure was directorate of technical and vocational education within the ministry of national education.

During the 1960's, workforce education grew and expanded. The government made a comprehensive plan to establish 15 new schools in different regions of the country. They created standards for education and structured teachers training in the specific domains. Domains' disciplines need was established, and regulations that constituted the main frame of workforce education were set. By 1975, the number of students in public workforce education schools reached 5,354. According to the workforce education resources, the private sector, during the same period, had a boom of development in schools and student population close to 20,000 students. However, over 16,000 of them received a weak insufficient training and did not obtain official diplomas. In addition to the growth and the geographical expansion, the structure and the curricula mandated by the government for certification was revised. The Ministry of Education became the only authority to award diplomas. Public establishments were clearly

classified and regulated and private schools were governed by the same rules of the public schools. The administration of technical education was elevated to the rank of directorate general. Today Lebanon has 40 public educational institutions operating across the country. About 18,156 students are benefiting from these institutions. The private sector has 360 schools with approximately 56,100 students with 20,000 students registered to receive institutions' diplomas and take government tests for their diplomas.

The current system of workforce education has two basic fields: technical education and vocational education. Technical education offers three certificates; Technical High school degree, Higher Technician degree, and Bachelor's degree in technology. The vocational education offers three levels of certificate: Vocational certificate, Vocational Brevet, and Higher vocational brevet.

Lebanon's largest loss during the years of turmoil (1975 – 1992) was the cost in opportunities of wasting almost two decades of potential development, with all the implications on human capital, technological progress, and national advancement. Lebanon has been strengthening its workforce education and improving its economy. Workers need to be prepared for employment and training. There should be a partnership between the state and enterprise. Lebanon should not copy a system; instead, it should modify the best of each to meet the needs of the country. The needs could be different from region to region. What is important is, for government and private institutions to be innovative in the solutions to establish a workforce education system that is relevant to market demand, and effective of producing skilled labor in quality and/or quantity. The immediate need is to have an efficient system using the best resources that are available equally to all citizens with equity. Educational bodies must create an enabling

environment for enterprise and state partnerships in training and strategies, processes and practices to implement these policies.

Lebanon's workforce education is for all. It is an instrument for enabling all members of the community to face new challenges and to find their roles as productive members off the society. It is an effective tool for achieving social cohesion, integration and self-esteem. The challenges of today's workforce demand innovative approaches in its education. There is a need for a re-orientated curriculum that takes into account subjects and issues of importance that would include technology, the environment and the understanding of some foreign languages and cultures.

Lebanon's Workforce Education Application

Lebanon has a unique situation of workforce retraining. To seek input from one specific country or one specific situation in a country is difficult. Lebanon was torn apart by the war. It was a melting pot of politics and religion of the Middle East. Lebanon is country that has no real natural resources such as gas, oil, or large manufacturing capability. Its historical asset of the past was in its natural beauty and people.

Lebanon's Tourism

Lebanon's 5,000 years of civilization has left important and highly visible traces throughout the country. From the Phoenician days to modern times, Lebanon offered a unique combination of urban patterns and cultural elements. "Lebanon has been called many things such as, the Pearl of the Middle East, and the Switzerland of the East. Many people from the East and the West has enjoyed living here, because of the country's

natural beauty, pleasant climate, rich culture, open social system, and active financial

markets" (Lebanon-online).

According to a World Bank project proposal (1998), Lebanon benefited from

three main types of tourism: summer tourism from the Arab countries, focusing on family

residence in mountain resorts and characterized by long stay; city-based business tourism,

profiting from its location and high-level services; and cultural tourism is what people are

drawn to see the country's archaeological and historical sites and significant cultural

events.

Cultural Tourism

The natural beauty and wonders of every country belongs to all people to see.

Tourism resources clarify the common heritage of humankind. Tourism policies and

activities should be conducted with respect for archaeology and cultural heritage. They

should be protected for future generations. Lebanon's history and rich beauty had

provided the world a place where the east meets the west. In an article published in the

Daily Star newspaper (2001), Rana Rinawi reported about a tourism conference held at

St. Joseph University in Lebanon addressing cultural tourism. She stated "of all the things

Lebanon has to offer, its natural landscape used to be one of its most attractive resources.

Ski in the morning and swim in the evening, as the old saying goes". Also in the same

article, according to Rashida Tawilah, the director of the Agneda Culturel publication,

"cultural tourism is anything that represents the culture and daily life of the town, but

excludes such things as sports and entertainment." In the same conference, Ghassan

Salameh, Lebanon's Minster of Culture was quoted that "International studies have

shown that tourism is the fastest growing money making opportunity. So, why do we still wonder if we should invest in tourism? It is the market opportunity, par excellence". Another speaker named John Keith Reenie, a senior social scientist at the World Bank in Lebanon mentioned, "One of our objectives is to make sure those citizens in and around the sites benefit from cultural tourism".

Brian Coodey, a professor at Oxford Brookes University, who also spoke to the audience, emphasized the link between the preservation of one's cultural heritage and successful cultural tourism. "Local heritage is often neglected in favor of imported traditions". He added, "if you don't develop local policies, there's very little chance of getting the economy right." He described tourism as the savior of many cultures that had careful heritage development and planning from one generation to another. Valery Patin, a professor from Paris University provided a comparative perspective by stating, "Some 60 million tourists visit France every year, Cultural Tourism constitutes 15 % of our tourism sector. Lebanon can't in one day reach these levels, but its potential must be recognized as an economic opportunity."

In an effort to learn about other systems of workforce education, a reporter for the Daily Star (1998) wrote about a visit by the Lebanese parliament delegation to Germany, "The importance of the visit is for the delegation to learn about the dual system. Where students concurrently study at technical colleges and practice what they are learning in various industries".

In a 2000 article titled "Eco-tourism faces obstacles," Daily star quoted Yoro Fal, the director of UNESCO'S International Center for Human Sciences, "All tourism is at once cultural and ecologic". The article continued by quoting another reporter, Habib

Maalouf, Al-Safir newspaper, "That recent studies indicate a 4 % growth rate in conventional tourism as opposed to an average growth of 20 % in Eco-tourism, tourism attracted to a country's natural environment".

Aly Harakeh, a reporter for the Daily Star (2000) wrote, "Lebanon doesn't lack marketable attractions, just the means to develop and promote them". He added that Fouad Fawaz, head of the National Tourism Development Council "predicted that one million tourists, half of them from Arab countries, would come to Lebanon".

Osama Habib, another reporter for the Daily Star (2000) reported that Mr. Santiago Sadaca, an economist at Stanford Research Institution, stated, "Tourism, one of Lebanon's hopes for economic recovery, suffers poorly from trained and inadequate workers and staff". He added, "Schools with hospitality program graduate about 1,400 each year, half of what the market needs. . . There is also "a big gap between the specializations of the graduates and the actual needs of the market. . . As the tourist industry grows, the country will need a significant number of workers in regions outside Beirut, with more diversified skills and with an international level of efficiency to cater to travelers".

Daniel Saliba (2001) wrote that "Tourism is a great development tool; it can be cultivated very quickly and is labor intensive. Unlike industrial or agricultural products that have to be shipped or exported, a country's tourism exports bring the buyer to the product".

Dania Saadi asked in the Daily Star "Whether Lebanon has what it takes to be a successful tourist destination". In 1974, a year before the war, Lebanon received 1.4 million visitors and tourists that contributed for 20 % of the country's Gross Domestic

Product (GDP). The article stated that according to John Mathieson, director of economic practice at Stanford Research Institute, "The Middle East region had the most rapid growth in the world at over 100 %. . . The region historical and tourism assets are unparalleled. That's why it is the most underestimated and under-utilized tourism area in the world." In the same article, United Kingdom based Arthur Andersen firm, marked the Middle East as a fast growing market for tourism. World Tourism Organization (WTO) secretary general Francesco Frangible state that Middle East tourism increased by 10 % in the year 2000 which is more that the 7 % world average growth. Lebanon's tourism sector currently represents less than 10 % of the Lebanese GDP. The Tourism ministry's total yearly budget is $7.2 million, which represent less than 0.01 percent of the total government budget

Guest Service Cluster

In the section, the researcher will now focus on the hotel industry in Lebanon. Hotel industry, in general, is not standardized in size or services. In Lebanon, not all hotels have the same number of rooms or offer unified services in all operations. Some employers train the employees to do a combination of duties. The same duties in other hotel properties are segmented into specific tasks of employment. In this study, the researcher will address the front desk operation as described in concierge, front desk employee, reservation specialist and first level of management at the front desk operation.

In a 1993 publication by Mid-America Vocational Curriculum Consortium (MAVCC), Al-Harake wrote about the basic functions of the above positions. For a general description of each job task in the guest service cluster, see Appendix C.

Summary

The different macro systems presented in the preceding pages were only possible by the industrialization of the countries involved. Although, none of them had perfect theoretical models, they fit each country's culture and work ethics into various schemes. It does not seem to be sufficient to compare countries with certain models, in particular, in view of the structures they had all grown historically, and socio economic for education, training and further education.

In the last decade, a system of courses based on business cooperation had grown alongside typical school education. The motive for such cooperation was to have a better prepared workforce. Although general interest had been expressed in the German dual system of workforce education, the discussion made it clear that an isolated transfer of one of the three systems from the industrialized nations to those in the process of industrialization did not seem feasible in view of the complex mixture of systems in each country. The classification, according to function rather than the customary descriptive differentiation of learning institution, met with good response of responsibility practiced in institutions was becoming more confused due to new technologies and transformations in labor organization. The formulation of basic systems of workforce education could only be accepted as a first step to highlight the trend of the analysis. Further work should aid the development of comparative criteria based on this.

Most education systems were directly managed by central or state governments, which put a great deal of effort into dealing with such issues as teacher salary negotiations, school construction programs, and curriculum reforms. This central

management, extending even to instructional inputs and the classroom environment, allows little room for the flexibility that led to effective learning. After reviewing other systems, the researcher will now focus on Lebanon and its educational system.

The review of literature provided a general overview of the major industrialized world systems of workforce education. It also described mostly, what application third world countries had done to improve workforce applications and practices in their countries. Lebanon has a very well educated population. The natural resources of Lebanon lie in its people and natural beauty. As mentioned above, several well-known experts expressed great potentials in Lebanon historical beauty and the potential of tourism development. Such development could play a major role in the continuous economical and social development of the country. Workforce education improvement could contribute greatly to success. As indicated in the literature, Lebanon seeks to improve their tourism industry. As described above, some countries had devised or were developing national skill standards as they sought the improvement of their workforce education and training systems. Traditionally, education and training had been for the young, the need for lifelong learning placed more pressure on the public sector and institutions. This section also examined the potential role of government, policy makers, and other interested bodies in workforce education. The proposed models and applications mentioned, was to enhance the thought process and to assist in the development of skills, knowledge and aptitudes of the tourism workforce and its planners. Educated workforce could participate in a productive work, either by means of self-employment or by working for someone else. Of all the categories of education, workforce education is the closest to the workplace and every effort must be made to

keep it so. This had too often not been the case in Lebanon, where this category of education had become distant from the hands-on experience of the workplace, alien from the everyday needs of production.

Most professions now require a high level of education and a longer period of education. Demand for traditional manual skills had declined and interest in the worker's social, communication and mental skills has risen. Workforce education needs to take account of changing patterns of demand. It was desirable for graduates of workforce education programs to have several broad-based skills that could be applied in multiple professional disciplines. They should be able to use their skills in new fields and take initiative in unconventional situations rather than remain confined to localized vocations and a narrow range of professions.

Standards of technical training should be adaptable to the needs of production. Workforce education should be linked to the labor market and the needs of development. Standards used to determine the required skills and knowledge should be continually monitored and revised. Business, specialized education centers and professional societies should take part in this process of continuous adaptation.

CHAPTER III

DESIGN AND PROCEDURE

Introduction

The primary purpose of the study was to develop an informed model for the Lebanese tourist industry to better identify and ultimately meet the country's workforce education needs. The primary research question was; what are the perceived workforce education training needs of guest service agents in the Lebanese tourist industry? This research study employed quantitative methodology with an emphasis on survey approach. This section of the study presents those methodologies and the reason for their usage. The study parameters included participants involved, surveys conducted sorted, coding and others.

Educational research enhanced the process in searching for the facts and information through the acquisition of knowledge. Researchers using personal experience, inductive or deductive reasoning, and studies used scientific methods could facilitate knowledge acquirement. According to Merriam and Associates (2002):

> Critical educational research, for example, queries the context where learning takes place, including the larger systems of society, the culture and institutions that shape educational practice, the structural and historical conditions framing practice. Questions are asked regarding whose interests are being served by the way the educational system is organized, who really has access to particular programs, who has the power to make changes, and what are the outcomes of the way in which education is structured. (p. 9-10).

Definition of Research

Research is a systematic study directed toward more complete scientific knowledge or understanding of the subject being studied. Gay (1981) defined research as "the formal, systematic application of the scientific method to the study of problems" (p. 435). He also mentioned two major types of educational research, basic and applied. In basic research, the objective was to gain knowledge or understanding of phenomena without specific applications in mind. In applied research, the objective was to gain knowledge or understanding necessary for meeting a specific need.

Educational research provides the option of using qualitative or quantitative methods to do an inquiry. Choosing which methods to use is decided by the nature of the question or the problem to be investigated. Glesene (1998) wrote, "Qualitative researchers depend on a variety of methods for gathering data, the use of multiple data-collection methods contributes to the trustworthiness of the data" (p. 31).

Types of Research

The most common two types of research methods are quantitative and qualitative approaches. Oxford English Dictionary defines the word quantitative as ". . .that is, or may be, considered with respect to the quantity or quantities involved; estimated or estimable by quantity, relating to, concerned with, quantity or its measurement; ascertaining or expressing quantity" (OXD).

Qualitative research means that, rather than reducing research findings to numbers, results are reported more in words, with a broader, more global look at a setting, situation. No firm hypothesis is used, nor are any statistics necessarily included.

In qualitative research, you look at the big picture rather than looking at isolated variables, setting, or groups of people. Glesene (1999) wrote that qualitative research is an inquiry-based practice with critical reflection that contributes to make our society better. Quantitative research generally reports findings in terms of numbers, and quantitative studies use hypothesis testing and statistical procedures to increase confidence in the findings. Keppel (1991) stated, "A research hypothesis is a fairly general statement about the assumed nature of the world that we translate unto an experiment. " He added, "A research hypothesis asserts that the treatments will produce and effect" (p. 25). In such studies, the researcher actually controls the variables, assigns subjects to groups, and determines cause and effect.

Qualitative Research

Qualitative research involves the collection of extensive data in order to gain insights into the subject of interest. It may include the study of many variables over an extended period in order to find out the way things are or were, and why they came to be that way. It is meant to conduct research to understand what, how, and why certain behavior performs. Denzin and Lincoln (1994) in their statement defined qualitative research as having the quality of ". . . multi-method in focus, involving and interpretive, and naturalistic approach to its subject matter." (p. 2).

To develop a better understanding about qualitative research, Denzin and Lincoln (1994) list several characteristics of the research paradigm. They related that it is based on the humanistic, phenomenological and existential philosophies. It embraces constructivist approach, design premises on hermeneutic dialectic, pattern matching, and case study. Qualitative research also involves conducting in-person interviews, focus

groups, thick description of events, and observational recording. Guba and Lincoln (1989) and Trochim (2000) proposed four criteria for judging qualitative research: credibility, transferability, dependability, and conformability.

The credibility factor involved the establishing of believable research from the eyes of the participant while transferability refers to the degree the results can be generalized. Dependability is based on the repeatability of the question. That is, would we get the same result if we do it again, and that is followed by the conformability criteria, which is very important in qualitative research and refers to the degree to which others agree to the results?

According to Carr & Kemmis (1986), qualitative method is applied research on soft or natural science, the reasons researchers conduct qualitative research is based on their inquisitive mind to understand a social situation from their perspective, or to describe events and people scientifically without using numerical data and/or to develop a theory. Maxwell (1996) listed five particular purposes for which qualitative studies are suited. They are;

- to understand the meaning of participant's perspective,

- to understand the particular context of which participant's action or behavior influences the context,

- to understand the unanticipated phenomena and how that generates new thoughts or theories,

- to understand the process by which things or action occurred.

Glesene (1998) mentioned that there are three data-gathering techniques in qualitative inquiry, participant's observation, interviewing, and document collection

"Within each technique, a wide variety of practices can be carried out, some more common than others" (p. 31). Trochim (2002) stated that "all quantitative data is based upon qualitative judgments: and all qualitative data can be described and manipulated numerically." He added, "All qualitative information can be easily converted into quantitative, and there are many times when doing so would add considerable value to your research".

In another article, Trichom (2002) stated that qualitative data could be assigned meaningful numerical values and the purpose of assigning numerical value was to achieve greater insight into the meaning of the data. In this study, the rationale behind the use of quantitative research was to gain insights into how things have to be and how people feel and believe various activities. To answer the research question of this study and develop a future-oriented approach, quantitative study was conducted through information collection via a survey. The survey of industry-validated competency was constructed to identify the importance of competencies to be included in the curriculum in the form of an industry validation.

<div align="center">Quantitative Research</div>

Quantitative research is a plan or a strategy for conducting the research. It tends to be specific to the type of research, e.g. experimental, quasi-experimental, and more. As described by Sniderman and Grob (1996), the goal of a good research design was to provide an answer or answers to specific research question or questions and the most obvious function of research was the documenting of results. Results must be achieved in such a way as to have internal validity if the results were to have any meaning and/or provide any answer/s. Present study was a quantitative study using a survey approach.

Survey Research

This study was constructed using quantitative methodology an approach with a survey instrument application. Tanur (1982) defined a survey as a means of ". . . gathering information about the characteristics, actions, or opinions of a large group of people, referred to as a population." Survey research was one of the most important areas of measurement in applied social research. It encompassed any measurement procedures that involved asking questions of respondents. Kerlinger (1986) wrote that survey researchers were interested in accurate assessment. A "survey" could be anything from a short paper-and-pencil feedback form to an intensive document that the respondent completes. Most people thought that researchers constructed questionnaires to ask short closed or open-ended questions.

Questionnaires

In completing a survey, there were advantages and disadvantages. Advantages to using web sites or e-mail for surveying included the sizable task of mailing is eliminated and there could be literally no paperwork. Surveying electronically is also inexpensive. However, posting on a web site and inviting any surfers to take part in the survey means losing control over targeting. Certainly, e-mail can be targeted but the inherent technology brought several disadvantages, the biggest was that e-mail was not confidential (D'Onofrio, 1999). This study bypassed this method.

A second type was the group-administered questionnaire. A sample of respondents was brought together and asked to respond to a structured sequence of questions. Traditionally, questionnaires were administered in-group settings for

convenience and the researcher could give the questionnaire to those who were present thus assuring that there would be a high response rate. If the respondents were unclear about the meaning of a question, they could ask for clarification. Fowler (1993) mentioned a similar process. If a person wanted to survey students in a school or a population of an area, the following advantages of a group administration could be applied; There was a generally high cooperation rates, the chance to explain the study and answer questions about the questionnaire (in contrast with mail surveys), and generally low cost (p. 66).

When developing a survey, authors must be concerned with several issues. There were three areas involved in writing a question: determining the question content, scope and purpose; choosing the response format; collecting information from the respondent; and figuring out how to word the question to get at the issue of interest. Several studies were completed regarding the above points, and researchers agreed that all questions must be related to the topic of research. The approach of how to ask the questions was different. Some preferred open-ended questions while others preferred close-ended questions. Converse and Presser (1986) mentioned that open-ended questions allow people to use their own words and thoughts while Smith (1987) indicated that closed questions are more popular. Once the questions were written, there was the issue of how best to place them in your survey, and common sense was the best approach.

It was hard to compare the advantages and disadvantages of the major different survey types. Even though each type had some general advantages and disadvantages, there were exceptions to almost every rule. Dickson (1997) wrote in Journal of Market Research about Fowler and Mangione book that they both agreed on the following points

as being very important in writing a survey. All respondents must understand the questions in a steady way and the consistency in administration of questions was of great importance. Respondents must understand what was being asked, had access to the information, and be willing to answer the questions.

In written surveys, the author must be aware of several issues that could hinder the survey participation and outcome. A main concern could be population issue. For example, can the researcher get addresses for the population that must be polled? In this study, help was sought from Dr. Hamdan and his contacts in the Lebanese education and government system.

A further point of consideration was the population's education level and language literacy level. A questionnaire required that the participant could read and understand the question or questions. It might seem initially like a reasonable assumption, many people, for instance, cannot respond to what they can read and not comprehend to some degree. The questionnaire should not contain difficult or technical words that clearly, to some populations, would hinder the correct response. In this survey, all words used were common hotel industry terms.

Language was another issue of concern. Although we live in a multilingual world, virtually every society has members who speak something other than the predominant language. Some countries like Lebanon or Canada are officially multilingual and most of the population is bilingual. For these reasons, this research survey was translated into the Arabic language (Appendix G). Two versions, English and Arabic, was presented to each participant and an option given to choose the language he or she was most comfortable speaking.

Population cooperation was another important factor. In conducting research, one must ensure that the population was identified and the respondents were willing to cooperate. This could be said for any target group of the population. There was no geographic restriction in the study since all participants worked in the capital of Lebanon, Beirut. Beirut houses the offices of Lebanon Ministry of Tourism, Airline offices, Lebanon's University complex, a majority of travel agents offices, and major national and international hotels.

As was agreed by the committee, the response rate had to be 100 %. Fifty people were surveyed and all population groups were represented. The population groups consisted of employees in Lebanon Ministry of Tourism, Lebanese Educators, hotel representatives, travel agents, and independent sector. The number of participants in some groups was higher than the rest. None of the participants refused to respond to the survey, and some did not answer sub choices of a question.

To help reduce stress and possibilities of non-cooperation, each group of the population was contacted ahead of time. As Dillman (1987) stated, sponsorship could assist greatly in getting good response, especially when sponsored by universities and schools. He added respondents may return questionnaires to the researcher more readily because of psychological indebtedness or the prestige and legitimacy associated with the sponsor. Moreover, because of the sponsor, a supervisor may approve of a study and communicate that approval to the employees. In developing this study, prior approval to surveying was sought from each group director or manager. The hotel educators group, an approval was granted by the head of the Tourism department at the Lebanese

university, a director in the Lebanese ministry of tourism, and for all other groups, a supervisor or managers approved the participation.

Furthermore, all appointments were made and coordinated by telephone. A follow up was made to confirm appointments, number of participants, and contacts. A follow-up reminder by telephone is more effective than a mailed follow-up as stated by Herberlin and Baumgartner (1978). They justified that a follow-up by telephone underscored the importance of the study and made the respondents feel rewarded by the attention they received. Furthermore, Dillman and Moore (1983) suggested that follow-ups might also enhance the personalization aspect of the survey, which could increase response rates.

Another issue used in the data collection was the monetary incentive. Providing monetary incentives was a means of increasing participation. In this study, all participants were compensated equally. Each participant was paid ten dollars. Fox, Crask and Kim (1988) related that monetary incentives might not be appropriate with some type of surveying specifically business surveys since in that case the person who opened the envelope might pocket the cash and might not be the one you would like to complete the survey.

Another way to gain participation was to personalize a letter to the participants. A letter was written and given to each participant in this study, see appendix E. The purpose of the letter was to inform him or her about the researcher and the purpose of the study. Personalization as Carpenter (1974), Dillman and Frey (1974) claimed increased response rate especially in studies that were of interest to participants. In addition,

Andreasen (1970) indicated that personalization may interact with other characteristics of the survey, but most experienced survey researchers did not believe it hurts.

Sometimes the nature of what was wanted to be asked of the respondents would determine the type of survey selected. What types of questions could be asked? Were personal questions going to be asked? Were great amounts of detail in the responses going to be needed? Could reasonable closed questions develop anticipating the most frequent or important types of responses? How complex would the questions be? Sometimes research deals with a complex subject or topic. The questions needed to be asked, do they have multiple parts. One could need to branch to sub-questions. Would screen questions be needed? A screening question may be needed to determine whether the respondent was qualified to answer your question of interest. For instance, one would not want to ask someone their opinions about a specific issue that they had no experience or knowledge of or about. Sometimes, you had to screen several questions relating to variables such as, age, gender, and experience. Fowler (1993) wrote Cannell, Oksenberg, and Converse (1977) tried even stronger approach, requiring respondents to sign a form committing themselves to "try their best to give accurate and complete information" before they were "allowed" to be interviewed (p. 118).

For this, a great confidence was placed in the participants based on their place of employment and position. The assumption was that the participants would not be employed if they were not qualified to complete their employment tasks. The sequence of the questions in the study was controlled to keep participants interested and the questions were reasonable. There were no lengthy questions asked. Again, Fowler (1993) mentioned that the Federal Office of Management and Budget guideline states that

half an hour was the amount of time that should be spent on survey completion. In addition, if your subject matter was complicated, you might need to give the respondent some detailed background for a question. For this study, the amount of time spent was appropriate for each person and no complicated questions were asked.

The content of the survey included that the respondents knew and understood the questions. Some had different perspective, understanding, or impact of each question than others based on which group they belonged. The respondents had stakes to keep current with the news of Lebanon's tourism business, its implications on the country's economy, and workforce education.

There was no bias issue in this study. The survey did not include any code or questions that identified the respondents' age, gender, religious affiliation, or social status. In addition, none of the questions had an embarrassing notion or false positioning in questions.

Steps of Survey Research

All research follows the same process and it was characterized by the inclusion of five basic steps: identifying the problem, reviewing the relevant literature, collecting the data, analyzing the data, and drawing summary and conclusions/implications (Gay, 1981). It was the nature of research to be valid and reliable in all its various forms. This process was true of the quantitative research methodology. For the purpose of this study, a survey of tourism industry individuals were asked to prioritize guest service agent's competences tasks, and to validate the importance of these competencies that must remain in curriculum and training programs to Lebanese individuals interested in hotel industry careers.

Data Collection and Sample Size

In quantitative research, there are two ways to select test respondents: probability samples (randomly selected samples) and non-probability samples. With probability sampling, as Gay (1981) described, each test respondent sample had an equal chance of being selected for testing, he added, "Random sampling is the best single way to obtain a representative sample" (p. 101). This meant that test results had a better chance of being representative of the entire target population. In the non-probability sampling technique, the population might not be general. For example, outside a computer store, it might be biased by including too many students, businessmen, single vs. married people, depending upon the location of the store, day of the week, and time of day. Non-probability sampling could be biased in such cases and Gay (1981) provided several similar examples and wrote, ". . . two major sources of bias are the use of volunteer and the use of available groups" (p. 102).

Quantitative research, in most cases, the sample size for the number of respondents one would test was determined by the available budget and by the confidence levels that one desired or could accept. The larger the sample size, the greater degree of accuracy, not only for predictions to the total population behavior but also for the degree of variation in that behavior. Gay (1981) also added that "minimum acceptable sample sizes depend on the type of research: descriptive research – 10 % of the population; co-relational research – 30 % of the subjects; causal comparative research – 30 subjects per group; and experimental research – 15 subject per group" (p. 102). Furthermore, Gay (1981) stated, "A test is a means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group" (p. 137). He added, "Validity

is the best important quality of any test." Validity was the best available approximation to the truth of a given proposition, inference, or conclusion. This study involved fifty individuals that represented five segments of tourist related agencies or business in Lebanon.

Reliability has to do with the quality of measurement. Reliability is the consistency or repeatability of your measures and in the end, it was important to have the idea of reliability with the other major criteria for the quality of measurement, validity, and develop an understanding of the relationships between reliability and validity in measurement. Fowler (1993) wrote that several issues could affect reliability of a survey and provided several examples such as inadequate wording, optional wording, poor wording and others. He also added that three implications could destroy a survey:

- In designing a survey data collection, the researcher-self consciously takes into account trade-offs between costs and methodological rigor in all aspects of the survey design process. Investments in error reduction in one aspect of the survey are not made when other aspects of the survey do not warrant that kind of investment;

- In evaluating the quality of data, researchers ask questions about how all of the decisions affecting data quality were made and carried out and

- In reporting the details of a survey, a researcher will report relevant details of all aspects of the data collection effort that impinge on the error level of the data. (p. 142)

Gay (1981) provided a procedure called test-retest. One could test the appropriate group, wait for a week or so, conduct the same test, and then correlate the two scores. If

the result was the same or higher than you had a high reliability. There were other forms of reliability testing than could be conducted, and it was all dependent on the research approach.

Additional issues were considered in this research, e.g. legal and ethical considerations. Oklahoma State University, like other universities, required prior approval from the Institutional Review Board (IRB), (Appendix J). The purpose of such a process was to check and evaluate the research about to be conducted from legal points of view. The rights of human subjects and to what extent, and more important, by whether the researcher was putting the research and/or the institution at legal harm. Trochim (2002) mentioned the following points to be aware of in research: voluntary participation principle, informed consent requirement, risk of harm clause, confidentiality of answers, and anonymity of participants. Participation in this study, an informed consent was documented for participants and acknowledged by their signature. All participants' identities and answers remained confidential and anonymous.

Procedure

The purpose of this study was to develop an informed model for the Lebanese tourist industry to better identify and ultimately meet the country's workforce education needs. The methodology used and the data to conduct this study was collected during the 2002 spring semester. The primary research questions that guided this study were:

What were the perceived workforce education training needs of guest service agents in Lebanese tourist industry? To be more specific, what workforce education model would reflects the identified training needs by tourism industry stakeholders.

For the purpose of this study, a questionnaire (Appendix D) was written detailing the important tasks of the jobs identified in the guest service cluster of hotel industry. The survey was mailed by electronic means, along with a letter of solicitation to participate in the study (Appendix E) to Dr. Hamdan in Lebanon. As documented by the letter to Hamdan, the original suggested instrument for the study was the Delphi approach. That was changed after consultation with the committee adviser and other members. The obstacle for the Delphi approach was the time span and extra time and cost associated with it. Dr. Hamdan is owner and director of a private research center in Lebanon. Also a letter of understanding was mailed to Dr. Hamdan (Appendix F) confirming our correspondence. Dr. Hamdan's office was to solicit a pool of participation. An outside contractor was hired by the researcher to conduct the study in Lebanon. Prior to mailing the survey, the dissertation advisor and another committee member reviewed the questions for contents and validity. By electronic means, all committee members agreed that 50 individuals must participate with a minimum of eight people from each of several groups. The pool representation came from the Lebanese ministry of tourism, Lebanese travel agents, Lebanese hospitality educators, Lebanese hotel owners and/or managers, and independent individuals who are interested in or are affected by the tourism business. Consequently, 100 % of the surveys were completed and returned. The result included the participation of 12 independent individuals, 11 hotel owners and/or managers, eight educators, nine travel agents, and ten employees from the Lebanese ministry of tourism.

Surveys are often structured as information gathering tools that contained written questions designed to identify needs, problems, and other issues. The proper use of

surveys was to confirm possible solutions to issues or points that were already defined. Surveys were often improperly used to avoid responsibility of in-depth analysis for the whole picture of issues and points. Surveys were only one of a number of information gathering tools used in problem identification and analysis. To be useful, survey responses must be obtained from a large number of people or acceptable qualified number of people. The following procedure was followed prior to the beginning of the study.

1. By E-mail, contact was made with several of the Lebanese government officials and study centers to ask for assistance in collecting data and identify participants for the study. The time frame was in 2000 and 2001.

2. The E-mail was followed by a phone conversation with Dr. Kamal Hamdan who agreed to supervise the process of collecting the data. Dr. Hamdan is a consultant for the Lebanese government and other national and international agencies.

3. The instrument was developed, reviewed and examined by the adviser and a committee member prior to a full committee review.

4. E-mails were sent to all committee members to verify the pool of participant mix and acceptable number of each pool. Approval was confirmed by e-mail in March 2002. The total number of 50 participants was approved.

5. A meeting occurred with Dr. Carol Olson in March 2002 to confirm the need for Oklahoma State University IRB approval. Dr. Carol Olson confirmed that there was no need for IRB approval since the purpose of the study is to build a model and the model was not being tested as part of this study. The decision was verified in October 2002 (Appendix J).

6. In the same month, all committee members were informed of Dr. Olson's decision and they all approved.

7. The instrument was e-mailed to Lebanon to Dr. Hamdan's. The instrument was written in the English language. The instrument was translated to the Arabic language to facilitate the participation of some individuals who do not speak English (Appendix G).

8. Contact was made on behalf of Dr. Hamdan with the head of the tourism industry department at Lebanon National University. A meeting occurred and approval was granted to conduct the study and to hire an upper division university student to assist in identifying, contacting, setting up appointments with participants to conduct the study.

9. The upper division university student made all contacts and met with the participants. He gave them the survey, waited for them to fill it out and took it back with the participants' responses. The result was that 11 people represented hotel owners and management, eight people represented Tourism educators, nine people represented travel agents, 10 people represented Lebanese tourism ministry, and twelve people represented independent agencies. That was a total of 50 people.

10. The participants were chosen by either Dr. Hamdan and Lebanese National University faculty or upper division student. Appointments were made with each group, confirmed and survey administered and result collected. The Upper division student waited for participants to complete the survey and collect them.

11. The survey results was analyzed and coded.

12. A model was developed based on the results.

13. Future practice and research recommended.

The study covered the opinion of participants into four job categories of guest service agent clusters. The jobs were concierge, front desk employee, reservation specialist and first level management in the hotel industry. Every participant was asked to rate each task in every job category. The rating ranged from essential to not necessary and each participant was given the opportunity to comment and indicate suggestions for each job category.

Instrumentation

A survey instrument (Appendix D) was developed addressing the research questions. The survey focused on determining the needs skills, knowledge and personnel attributes (attitude) for the four jobs of the guest service cluster in the Lebanese tourism industry. The tasks in each job were developed from job descriptions samples provided in (MAVCC) guest service agent publication and researcher educational back ground and work experience (Appendix C). The dissertation adviser and the outside committee member reviewed the survey for content and construct validity. This survey research population was small, 50 people, but were representative of five different groups who were interested in the accurate assessment of the Lebanese tourism workforce educational needs.

Theoretical Framework and Statistical Procedures

Workforce education requires encompassing three basic skills. They are basic knowledge of the job, skills to carry out job tasks, and personal attributes (attitudes). The

development of a model in workforce education requires basic skills. The skills were basic knowledge of the job, skills to carry out job tasks, and personal attributes (attitudes). Wilson, Miles, Baker, and Schoenberger (2000) identified the eight categories of core skills:

1. Communication skills (reading, writing, speaking, listening);

2. Computation skills (understanding and applying mathematical concepts and reasoning, analyzing and using numerical data);

3. Community skills (citizenship; diversity/pluralism; local, community, global, environmental awareness);

4. Critical thinking and problem solving skills (analysis, synthesis, evaluation, decision making, creative thinking);

5. Information management skills (collecting, analyzing, and organizing information from a variety of sources);

6. Interpersonal skills (teamwork, relationship management, conflict resolution, workplace skills);

7. Personal skills (ability to understand and manage self, management of change, learning to learn, personal responsibility, aesthetic responsiveness, wellness);

8. Technology skills described (computer literacy, Internet skills, retrieving and managing information via technology) (p. 15).

The representatives of Lebanon's tourism industry have preliminary knowledge, skills and attitudes that appeared to be necessary for successful participation in the guest services cluster of the hotel industry. This researcher developed and revised the

questions with dissertation committee approval. Although, some points seemed redundant and basic, they were valuable and provided emphasis for each job category.

After receiving the result of the study, a mean was derived for each job category and scores were calculated. The calculation was based on assigning the following rating: essential (four points), important (three points), and desirable (two points), not necessary (one point). The mean rating was calculated for each individual task in all four-job levels by adding the total of raw scores and dividing by the number of respondents for each individual task. No score was given to tasks that were left blank by the participants and the participants were not counted for the mean calculation of that particular task. After the mean was calculated for each group, the average mean was calculated for each task in every job category.

Analysis

Participants in this study represented different sectors of the Lebanese tourism industry. The groups were employees in the Lebanese Ministry of tourism, instructors and educators, hotel managers, airlines employees, and independent people such as travel agents. All participants in each group were asked to rate the same tasks and jobs. During the information tabulation, a cross comparison was made of each job cluster task in each of the identified group. The compared results produced an assessment of each task and job criterion. The criteria encompassed in the data were interpreted using the following cut off scores. Average mean score of 3.5 or higher was "essential," average mean score of 3.0 to 3.49 was "important," and average mean score of 2.5 to 2.99 was "desirable" or "elective". No task in the data was considered needed in the development of the model if

the average mean of the task fell below 2.5. The analysis of the data and categorization of the results in tables and model figures was reviewed and approved by the dissertation adviser.

Findings

Reporting the findings for each job task resulted in identifying skills, knowledge, and personnel attributes (attitudes) that were needed for each job in the Lebanese guest service cluster of the hospitality industry. Findings were reported in a perspective that led to a quantitative image of conclusions and recommendations. The findings were presented in a set of wheels that divided each job of the guest services cluster into concentrations containing occupational needs that were representative of each concentration. The basis for determining what belong to each concentration of knowledge, skills, and personnel attributes (attitude) was approved by the dissertation adviser. These wheels were meant to be suggestive in nature and do not include all possible needs in the job cluster. They were presented as a model for interested parties to use in developing their curriculum for the tourism workforce education. The result led to model development and construction. The category could be expanded on or merged in a variety of ways.

Summary

Constructing a survey instrument was an art in itself. There were numerous small decisions that must be made about content, wording, format, and placement which could have important consequences for your entire study. While there was no one perfect way

to accomplish this job, these thoughts might increase the chances of developing a better final product. Clearly, as indicated in chapter three, there were many issues to consider when selecting which type of survey you wish to use in your study. In addition, there was no clear and easy way to make this decision in many contexts. Clearly, there might not be one single approach. One may have to consider the advantages and disadvantages of each and there was judgment involved by the researcher and expert help. Two expert researchers may select, for the very same problem or issue, entirely different survey methods. However, if one selected a method that was not appropriate or does not fit the context, one can doom such study before even beginning designing the instruments or questions themselves. The greatest help a researcher could get would be from previous studies, adviser/s and committee members.

CHAPTER IV

FINDINGS

Introduction

This chapter presents data that were collected that resulted in this study's

findings. The primary purpose of the study was to develop an informed model for the

Lebanese tourist industry to better identify and ultimately meet the country's tourism

workforce education needs. This quantitative study used a survey approach in collecting,

tabulating and analyzing the data. The primary question of this study was:

What are the potential workforce education training needs of guest service agents

in the Lebanese tourist industry?

A review of the literature was concluded to describe Lebanon's workforce, known

international workforce education systems, and other successful workforce education

experiments from the world. The information sought was gleaned from 50 participants'

answers. These people had great interest in Lebanon's workforce education tourism

industry. The respondents' pool consisted of representatives of five different groups of

the tourism sector.

Analysis

The data of the four jobs in the guest service cluster were analyzed and grouped into three main groups. The groups were knowledge, skills, and personnel attributes (attitudes). Figure1 below illustrates the relationship between survey, skills, and guest service cluster. Original survey questions were sorted, clustered and then categorized by specific job titles.
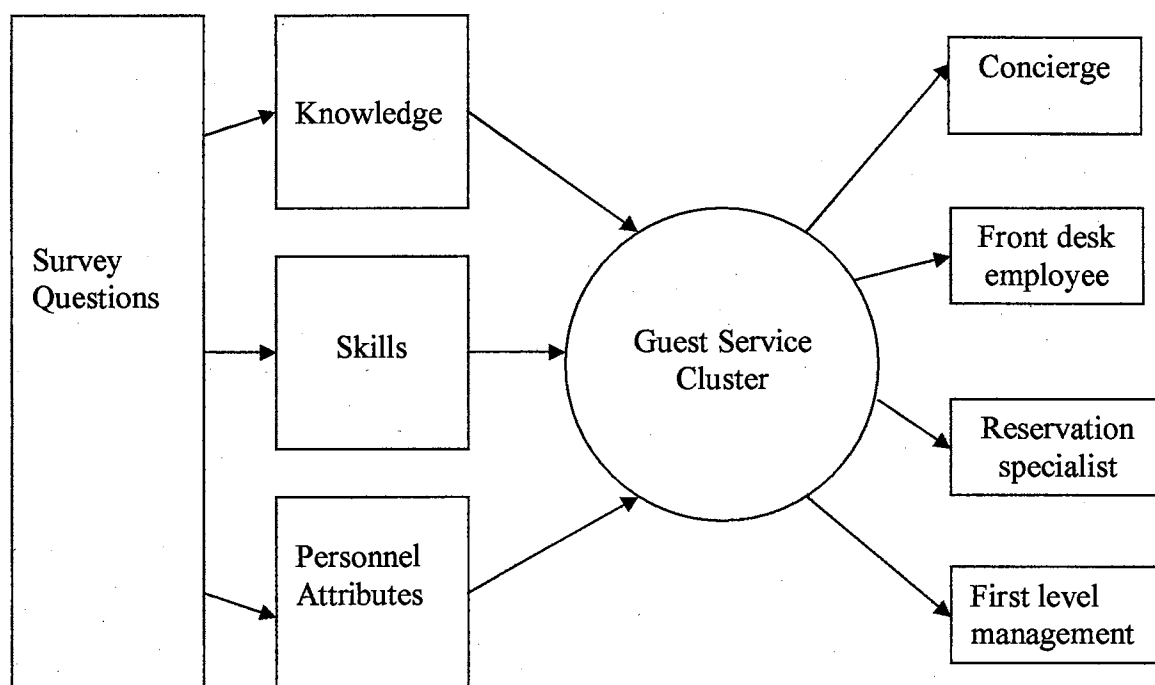
Figure 1. Data Framework Diagram

Coding

The researcher used Wilson, Miles, Baker and Schoenberger's (2000) study as the principle guide as mentioned in Chapter 3. Skills were defined as citizenship, speaking and understanding, and good environmental awareness. Knowledge was distinct with

reading, writing and learning steps and process. Personnel attributes were defined as teamwork, work relationship and evaluation judgment.

The scale used in this quantitative study was essential, important, and desirable/elective. The total number of participants was 50 Lebanese people. Ten were employees in the Lebanese ministry of Tourism, eight educators, 11 hotel management staff, eight airline employees, and 12 independent people. As stated in the earlier chapter, the criteria encompassed in the data were interpreted using the following cut off scores. This was based on the results, the categories were reduced to .50 rating, real limits absolute was chosen to limit data. So a logical basis based on reduced categories, expert factor and methodology, average mean score of 3.5 or higher was "essential," average score of 3.0 to 3.49 was "important," and average score of 2.5 to 2.99 was "desirable" or "elective." Findings for language preferences of front-desk report section were presented in separate tables to highlight the consensus of choice and importance of each section of those particular questions.

Data Analysis

The purpose of soliciting responses from 50 people that were representative of five market stakeholder in Lebanon's' tourism industry was to gather as much information from as many as possible sources to answer the research question of the study. Fortunately, every group was represented. The findings presented attempted to identify the needed knowledge, skills and personnel attributes (attitude) for each job in the guest service cluster to construct a better informed model for the Lebanese tourism industry. Such information was necessary to meet the challenge of workforce

development in the tourism field. The consolidated data of each was presented in a form of a table. There are shown is tables 1 - 17. Each table represented each job and each skill, knowledge and personnel attribute (attitude) in the guest service cluster of tourism industry. They were presented in the order of importance.

The research used quantitative analysis procedures on the survey data. The sums were calculated and the analysis led to the determination of what should be considered essential, important, and desirable to each category (Appendix H). The information collected from the surveys focused on their perceptions and clearly answered the research question that guided this study. Skills, knowledge and personnel attributes (attitude) for each job was rated and identified.

TABLE 1

CONCIERGE, SKILLS CATEGORIES

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Greets guest properly	4	4	3.63	4	3.6	3.84	Essential
Handles baggage properly	4	4	3.63	4	3.6	3.84	Essential
Trained on the job site	3.55	3.37	3.18	3.41	3.7	3.44	Important
Maintains organized work area	3.55	3.25	3.45	3.41	3.3	3.39	Important
Knows how to provide directions for guests	3	3.75	3.09	3.58	3.3	3.34	Important
Handles guest Messages	3.55	3.12	2.81	2	2.9	2.87	Desirable

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Maintains limousine and van records	2.88	3.28	2.7	2.41	2.6	2.77	Desirable
Handles mail	3.33	2.62	2.72	2.08	2.6	2.67	Desirable

For the skills category of the concierge profession, the following two skills were established as essential: Handles baggage properly and greets guests properly. Three skills were ranked as important. They were: to know how to provide directions for guest, maintain organized work area, and trained on the job site. Maintains limousine and van records, handles guest messages and handles mail were three skills considered desirable.

TABLE 2

CONCIERGE, KNOWLEDGE CATEGORIES

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Aware of safety and security of the hotel	3.12	3.62	3.72	3.91	3.4	3.55	Essential
Understands hotel daily activities	3	3.5	3.4	3.58	3.9	3.47	Important
Well spoken voice	3.11	3.62	3.45	3.25	3.3	3.34	Important
Provides information to guests	2.88	3.5	2.63	3	3.3	3.06	Important
Completed Brevet degree	3.88	2.87	2.45	2.58	3.4	3.03	Important
Inform hotel guests of activities in town	2.55	3.25	2.45	2.41	2.9	2.71	Desirable
Resolves problems for guest services	2.66	3.12	3	2	2.7	2.69	Desirable

TABLE 3

CONCIERGE, KNOWLEDGE (LANGUAGE)

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Speaks other language beside Arabic:							
English	3.87	3.5	3.11	3.58	3.3	3.47	Important
French	3.75	3.42	3.16	3.1	3.5	3.38	Important
Others	2.16	4	2	2.2	2.1	2.49	Desirable
German	2.12	1.83	2.66	1.57	2.2	2.07	Desirable

In the knowledge category, only one area was rated essential: aware of safety and security of the hotel. Six elements were ranked important. They were: understand hotel daily activities, well spoken voice, provide information to guests, completed Brevet degree, and know English and/or French as a language. Four areas were rated as desirable. They were, inform hotel guests of activities in town, resolve problems for guest services, and know German as a language and/or another. A separate table was made for the language section of knowledge.

TABLE 4

CONCIERGE, PERSONNEL ATTRIBUTES (ATTITUDE)

Personnel Attributes	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Adheres to hotel rules	3.66	4	3.72	3.91	3.9	3.83	Essential
Wear a uniform	3.88	3.85	3.9	3.91	3.6	3.82	Essential
Punctual and on time	3.66	3.87	3.54	3.75	3.5	3.66	Essential
Hospitable attitude	3.55	3.62	3.63	3.91	3.6	3.66	Essential
Effective use of work time	3.77	3.37	3.27	3.5	4	3.58	Essential
Reports physical problems of lobby and elevator to manager	3.66	3.37	3.72	3.5	3.5	3.55	Essential
Address guests by their last names (Dr./Mr./Mrs./Ms.)	3.33	3.62	3.36	3.58	3.7	3.51	Essential

TABLE 4

CONCIERGE, PERSONNEL ATTRIBUTES (ATTITUDE)

Personnel Attributes	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Assists guests in information requests	3.33	3.37	3.36	3.58	3.4	3.4	Important
Pleasant personality	3.22	3.5	3.09	3.58	3.5	3.37	Important
Willing to act on special guest requests or projects	3.55	3.5	2.45	3.25	3.6	3.27	Important
Good relations with other employees	3.11	3.25	3.09	3.5	3.3	3.25	Important
Gains guests trust.	3.22	3.25	2.9	3.58	2.6	3.11	Important

In the personnel attribute (attitude) category, seven elements were found essential. They were: adheres to hotel rules, wear a uniform, punctual and on time, hospitable attitude, effective use of work time, reports physical problems of lobby and elevator to manager, address guest by their last names by (Dr. Mr., Mrs. ...). The following five elements were considered important: assists guest in information requests, pleasant personality, willing to act on special guest requests or projects, good relations with other employees and gains guest trust. There was no element rated as desirable in this category.

TABLE 5

FRONT DESK EMPLOYEE, SKILLS

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Greets guest in a friendly manner	3.77	4	3.81	4	3.8	3.87	Essential
Verifies payment method and credit amount	3.88	3.87	3.81	3.91	3.9	3.87	Essential
Verifies guest registration and obtain signature	3.88	4	3.81	3.75	3.7	3.82	Essential
Assigns and confirm room number at check in	3.88	3.62	3.81	3.81	3.5	3.72	Essential
Updates registration records	3.77	3.62	3.63	3.75	3.5	3.65	Essential
Receive and post guest charges and payments	3.77	3.5	3.72	3.66	3.5	3.63	Essential

CONTINUE TABLE 5

FRONT DESK EMPLOYEE, SKILLS

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Accounts for cash, checks, and credit cards	3.66	3.37	3.54	4	3.4	3.59	Essential
Understands seasonal rate structure	3.66	3.42	3.45	3.91	3.4	3.56	Essential
Prepares departure and arrival list of guests	3.66	3	3.63	3.6	3.8	3.53	Essential
Handles guest messages	3.88	3.25	3.81	3.5	3.2	3.52	Essential
Handles room changes for guest	3.55	3.62	3.54	3.33	3.5	3.5	Essential
Attaches coupon/ Voucher to registration card	3.88	3.5	3.36	3.33	3.11	3.43	Important
Audits room key inventory	3.66	3.25	3.18	3.83	3.4	3.41	Important

CONTINUE TABLE 5

FRONT DESK EMPLOYEE, SKILLS

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Balance shift reports	3.55	2.85	3.36	3.5	3.4	3.33	Important
Understands hotel electronic communication system	3.44	3.5	2.81	3.41	2.9	3.21	Important
Obtain picture Identification	1.66	2.5	3.4	3.41	3.4	2.87	Desirable

TABLE 6

FRONT DESK EMPLOYEE, SKILL (PHONE)

Phone:	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Know hotel extensions	3.77	3.87	3.77	3.75	3.88	3.79	Essential
Operates paging system	3.66	4	3.77	3.66	3.8	3.77	Essential
Transfer calls	3.55	4	3.72	3.75	3.8	3.76	Essential
Handles wake up calls	3.77	3.66	3.77	3.83	3.8	3.76	Essential
Explains charges to guests	3.66	3.83	3.77	3.83	3.7	3.75	Essential
Proper phone etiquette	3.75	3.33	3.77	3.83	3.8	3.69	Essential

TABLE 7

FRONT DESK EMPLOYEE, SKILL (REPORTS)

Extract Reports	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Room availability	4	3.87	3.71	3.91	4	3.89	Essential
Reservation listing	4	3.83	3.71	3.91	4	3.89	Essential
Folio/credit Balances	4	3.83	3.71	3.75	4	3.85	Essential
Room status	4	3.83	2.81	3.9	4	3.71	Essential

For the front desk employee, eleven skills were determined essential, four important and one desirable. Phone skills were presented in a separate table and all six's were essential and so was the ability to generate front desk reports, all four's was viewed essential. The essential skills were: greets guests in a friendly manner, verifies payment method and credit amount, verifies guest registration and obtain signature, assigns and confirm room number at check in, updates registration records, receive and post guest charges and payments, accounts for cash, checks, and credit cards, understands seasonal rate, prepares departure and arrival list of

guest, handles guest messages, and handles room changes for guest. Four skills were found important: they were understands hotel electronic communication system, balance shift reports, audits room key inventory, attaches coupon/voucher to registration card. Only one skill was considered as desirable, obtain picture identification.

TABLE 8

FRONT DESK EMPLOYEE, KNOWLEDGE CATEGORIES

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Understands VIP special services	3.66	3.62	3.54	3.75	3.8	3.67	Essential
Capable of performing duties in case of fire	3.77	3.37	3.54	3.66	3.7	3.7	Essential
Understands basic computer functions	3.77	3.62	3.45	3.58	3.1	3.5	Essential
Familiarize guests with hotel, services and amenities	3.55	3.25	3.45	3.58	3.4	3.44	Important
Familiar with hotel emergency procedures	3.66	3.25	3.36	3.5	3.4	3.43	Important
Understands basic accounting functions	3.55	3.37	2.9	3.33	2.6	3.15	Important

In the knowledge categories, three areas were essential, and three were important and no elements rated desirable. The three essential areas were: understand VIP special services, capable of performing duties in case of fire, and understand basic computer functions. The three important areas were: familiarize guest with hotel services and amenities, familiar with hotel emergency procedures, and understands basic accounting functions.

TABLE 9

FRONT DESK EMPLOYEE, PERSONNEL ATTRIBUTES (ATTITUDES)

Personnel Attributes	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Wears a uniform and a tie	3.44	3.62	3.9	3.5	3.9	3.67	Essential
Display professional character	3.44	3.37	3.63	3.91	3.8	3.63	Essential
Provides direction to guests	3.55	3.5	3.72	3.83	3.3	3.58	Essential
Handles guest complaints	3.33	3.5	3.72	3.5	3.4	3.49	Important
Supportive of management and owner philosophy	3.22	3.25	3.18	3.45	3.2	3.26	Important

In the personnel attribute (attitude) category, three elements were rated essential. They were: provides direction to guests, display professional character and wears a uniform and a tie. Two elements were important: handles guest complaints and supportive of management and owner philosophy.

TABLE 10

RESERVATION SPECIALIST, SKILLS CATEGORIES

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Verifies room availability	4	3.87	3.63	3.91	3.8	3.84	Essential
Verifies billing address accuracy	3.88	3.87	3.36	3.75	3.8	3.73	Essential
Ability to answer the phone within 2-3 rings	3.44	3.87	3.63	4	3.7	3.72	Essential
Provides confirmation number	4	3.87	3.54	3.83	3.4	3.72	Essential
Ability to follow sequence steps of the reservation	4	3.75	3.45	3.91	3.4	3.7	Essential
Obtain, repeats, and confirms, information to the caller	3.88	3.85	3.45	3.66	3.5	3.66	Essential

CONTINUE TABLE 10

RESERVATION SPECIALIST, SKILLS CATEGORIES

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Encourages up-selling and quote rate	3.88	3.62	3.63	3.58	3.5	3.64	Essential
Address caller by Mr., Mrs. OR Ms. Mr. during the call	3.66	3.37	3.63	3.66	3.6	3.58	Essential
Monitor central reservation system	3.66	3.75	3.09	3.66	3.8	3.55	Essential
Prepares forecast sales reports	3.88	3.37	3.45	3.16	3.5	3.47	Important
Processes advance deposit	3.55	3	3.09	3.08	3.4	3.22	Important
Avoids Overbooking	2.62	3.25	3	3.41	3.5	3.15	Important

The tables shown that with respect to reservation specialist skills, nine skills were considered essential. They were: monitor central reservation system, verifies room availability, address caller by (Mr., Mrs.…), verifies billing address accuracy, ability to answer the phone within 2-3 rings, provides confirmation number, ability to follow sequence steps of the reservation, obtains repeats, and confirms information to the caller, and encourages up-selling and quote rate. Three skills were rated important. They were prepares forecast sales reports, processes advance deposit, and avoid overbooking.

TABLE 11

RESERVATION SPECIALIST, KNOWLEDGE CATEGORIES

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Transmit information accurately	4	3.87	3.72	3.75	3.8	3.82	Essential
Provides appropriate greeting	3.44	3.75	3.54	3.75	3.7	3.63	Essential
Speaks clearly	3.55	3.75	3.63	3.83	3.4	3.63	Essential
Ability to resolve reservation problems	3.44	3.75	3.54	3.75	3.5	3.59	Essential
Coordinates with travel agents and tour groups	3.44	3.62	3.63	3.72	3.4	3.56	Essential
End the call with appropriate remarks	3.66	3.62	3.45	3.75	2.9	3.47	Important

RESERVATION SPECIALIST, KNOWLEDGE CATEGORIES

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Verifies billing for guest with valid hotel account	3.88	3.62	2.72	3.25	3.3	3.35	Important
Possess basic computer skills	3.77	3.37	3.18	3.5	2.9	3.34	Important
Familiar with the city and area locations	3.33	3.12	3.45	3.66	3.1	3.33	Important
Understands basic accounting	3.55	3	2.54	3.16	3.1	3.07	Important
Asks if the guest stayed in the hotel before.	3.22	3.25	3.2	3	2.4	3.01	Important

TABLE 12

RESERVATION SPECIALIST, KNOWLEDGE (LANGUAGE)

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Speaks other language beside Arabic:							
English	4	3.57	3.62	3.91	4	3.82	Essential
French	3.87	3.71	3.33	3.36	3.5	3.55	Essential
Others	3.5		3	3	2.3	2.95	Desirable
German	2.57	1	3.5	2.11	2.1	2.25	

In the knowledge portion, five areas were essential. They were: transmit information accurately, provides appropriate greeting, speaks clearly, ability to resolve reservation problems, coordinates with travel agents and tour groups, and speaks English and/or French. Six were rated important. They were asks if the guest stayed in the hotel before, familiar with the city and area locations, understands basic accounting, verifies billing for guest with valid hotel account, possess basic computer skills, and ends the call with appropriate remarks. Only one area was considered as desirable: knowing other language beside English and French. Again,

Language section (knowledge) table was presented as a separate table. It had two essential (English and French) and one desirable (others).

TABLE 13

RESERVATION SPECIALIST, PERSONNEL ATTRIBUTES (ATTITUDES)

Personnel Attributes	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Works closely with front office employees	3.33	3.87	3.54	3.66	3.6	3.6	Essential
Pleasant and confident tone of voice	3.11	3.5	3.54	3.91	3.8	3.57	Essential
Has patience	3.33	3.37	3.36	4	3.7	3.55	Essential
Able to use work time effectively	3.88	3.25	3.18	3.66	3.6	3.51	Essential
Has positive attitude	3.22	3.37	3.54	3.66	3.4	3.43	Important
Works closely with sales and marketing staff	3.11	3.62	3.54	3.41	3.3	3.39	Important
Behaves in a business like manner	3.22	3.37	3.18	3.33	3.4	3.3	Important

The data from the personnel attributes (attitude) table showed that there were four elements ranked as essential. They were: work closely with front office employees, pleasant and confident tone of voice, has patience, and able to use work time effectively. Three elements were important. They were: works closely with sales and marketing staff, has positive attitude, and behaves in a business like manner.

TABLE 14

FIRST LEVEL MANAGEMENT, SKILLS CATAGORIES

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Interviews front desk employees and train new staff	3.88	4	3.36	3.91	3.8	3.79	Essential
Supervises and review desk work	3.77	3.87	3.72	3.83	3.7	3.77	Essential
Evaluates staff performance	4	3.87	3.63	3.75	3.6	3.77	Essential
Ability to generate management reports	4	4	3.18	3.91	3.8	3.77	Essential
Prepares reports and memos as needed	3.88	3.85	3.63	3.75	3.4	3.7	Essential
Assigns and schedule employees	4	3.25	3.6	3.83	3.8	3.69	Essential

FIRST LEVEL MANAGEMENT, SKILLS

Skills	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Responsible to approve guest credit line	4	3.62	3.63	3.83	3.3	3.67	Essential
Monitors reservation room status	4	3.75	3.54	3.41	3.2	3.58	Essential
Purchase and maintain supplies for the desk operation	3	2.62	3.09	3.5	2.8	3	Important
Can use a two way radio system	2.11	2	1.9	2.75	2.2	2.19	

Table 14 revealed that the first level management skills, eight skills were considered essential. They were: monitors

reservation room status , responsible to approve guest credit line, assigns and schedule employees, prepares reports and memos as

needed, ability to generate management reports, evaluate staff performance, supervises and review desk work, and interviews front desk employees and train new staff. Only one skill was rated as important, purchase and maintains supplies for the desk operation. There was no skill rated as desirable.

TABLE 15

FIRST LEVEL MANAGEMENT, KNOWLEDGE CATEGORIES

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Checks for customer satisfaction	4	4	3.81	3.66	3.6	3.81	Essential
Resolves complaints as needed	4	4	3.72	3.83	3.5	3.81	Essential
Ability to handle guest needs	4	3.75	3.63	3.66	3.5	3.7	Essential
Knowledge in hotel computer system	4	3.87	3.63	3.58	3.3	3.67	Essential
Knowledge in hotel accounting	4	3.75	3.36	3.83	3.3	3.64	Essential
Aware of safety and health rules	3.88	3.5	3.36	3.75	3.6	3.61	Essential
Supervises VIP check in and requests	3.77	3.87	3.54	3.75	3.3	3.6	Essential

FIRST LEVEL MANAGEMENT, KNOWLEDGE CATEGORIES

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Knowledge of all hotel services in general	3.44	3.5	3.63	3.83	3.3	3.54	Essential
Adhere to hotel and owner policies	3.44	3.75	3.36	4	3.1	3.53	Essential
Knowledge of hotel services and surrounding area	3.5	3.5	3.81	3.58	3	3.47	Important
Provide information in general	3.55	3.5	3.09	3.5	3.3	3.38	Important
Able to understand other cultures	3.11	3.5	3.09	3.5	3.2	3.28	Important

TABLE 16

FIRST LEVEL MANAGEMENT, KNOWLEDGE (LANGUAGE)

Knowledge	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Speaks other language beside Arabic:							
English	4	3	3.87	4	4	3.77	Essential
French	3.87	3.71	3.71	3.54	3.5	3.66	Essential
Others	3		3	3.66	1.7	2.84	Desirable
German	3.2	2.2	3.6	2.55	2.1	2.73	Desirable

In the knowledge category, the first level management, ten areas were rated as essential. They were: checks for customer satisfaction, resolve complaints as needed, ability to handle guest needs, knowledge in hotel computer system, knowledge in hotel accounting aware of safety and health rules, supervise VIP check in and requests, knowledge of all hotel services in general, adhere to hotel and owner policies, and knows English and/or French languages. Three areas were important: able to understand other cultures,

provide information in general, and knowledge of hotel services and surrounding areas. The language portion had two languages considered essential English and French and two desirable, German and others.

TABLE 17

FIRST LEVEL MANAGEMENT, PERSONNEL ATTRIBUTES (ATTITUDES)

Personnel Attributes	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Represent the hotel in a professional manner	4	4	3.72	3.91	3.7	3.86	Essential
Motivates employees	3.88	3.87	3.63	3.75	3.7	3.76	Essential
Honest person	3.88	3.5	3.63	4	3.7	3.74	Essential
Work well under stress	3.66	3.62	3.9	3.75	3.8	3.74	Essential
Team player with other staff	3.88	3.75	3.7	3.66	3.4	3.67	Essential
Takes pride in work	3.66	3.5	3.09	3.83	3.6	3.53	Essential
Avoids political discussion with hotel guests	4	3.62	3.09	3.58	3.4	3.53	Essential

FIRST LEVEL MANAGEMENT, PERSONNEL ATTRIBUTES (ATTITUDES)

Personnel Attributes	Travel Agents	Educators	Hotel Management	Independent	Tourism Ministry	Grand Mean	Consensus
Empathy for guest problems, hotel related or otherwise	3.77	3.62	2.81	3.75	3.6	3.51	Essential
Wears a uniform	4	2.75	2.63	3.91	4	3.45	Important
Always visible and available for hotel guests	4	3.62	2.8	3.5	3.3	3.44	Important
Has a great memory	3.44	3.37	2.9	3.83	3.5	3.4	Important
Dependable Person	3.77	3.75	2.81	3.5	3	3.36	Important

Personnel attributes (attitudes) for the first level management had eight elements rated essential. They were: represent the

hotel in a professional manner, motivates employees, honest person, work well under stress, team player with other staff, takes pride

in work, avoids political discussion with hotel guest, and empathy for guest problems hotel related or other wise. Four elements were rated important. They were: wear a uniform, always visible and available for hotel guests, have a great memory, and a dependable person.

Corroboration

The researcher collaborated with the dissertation adviser to substantiate the

findings of the study and ensure validity of each category of the questions in the guest

service cluster. The results were cross-checked for consistency of information derived

and different perspectives of the participants. All participants' answers were taken into

account. The conceptualization was built in the form of an expanding wheel.

Connecting the Review of Literature

So, what do the descriptions about different workforce education have to do to

with Lebanon? Not a single country mentioned previously above was the same size as

Lebanon, or 100 % compatible with Lebanon. However, each one had an experience that

from it, Lebanon could benefit and learn. Lebanon could create an excellent national

framework with standards and policies that were consistent throughout the country. The

framework should consider career objectives and motivate the workers to grow. Lebanon

had different religious and cultural groups. As stated in Chapter 2 and cited from the

Center for Workforce Development (1997), China was able to build on such diversity and

used it to improve the life of the youth and had a broad sector of small free economy in a

communist country. Egypt, a Muslim country with a great surplus of public employees

just like Lebanon, was able to re-train them by being responsive to the local needs and

their philosophy. Malaysia went high tech with its plan. Lebanon could do the same for

the Middle East. Ghana used workforce education to improve economic circumstances

and the country infrastructure. Similarly, most regions in Lebanon need improved

economical growth.

As further explained in the Center for Workforce Development (1997), an example of labor cooperation and initiative was mentioned in South Africa Workers College workforce education program. Labor unions took the lead and created a partnership with a university to improve their quality of life. Brazil used the television to educate its people and provided a workforce education for its remote population. Miami-Dade offered the courses for the skilled workforce to continue their education and pursue higher degrees. Chile provided incentives to have private sector market for education and training. Germany was considered by some to be the best workforce education program in the world had a system where all the stakeholders had equal share and influence. Poland developed its workforce in a partnership among government and labor. Ukraine re-trained military for civilian life by offering training for job placements, health and psychological services.

So, what were the common issues between these countries and Lebanon? Lebanon is a country that had a civil war and consists off different religions and diverse sects in each religion. No infrastructure remained after the war. High unemployment existed and ex-army and militia need training. Rural life was very different from urban life and a diverse culture existed from region to region. Therefore, different services were needed for each corner of the country. The common issue that should be summarized is not what other countries had done, but how, and what process they went through to reach a valuable solution to the crisis of their workforce education. Each had partners and interested parties that covered all aspects of the society workforce and decision-makers of the country. These countries had the ability to detail each factor and to design a demand driven concept. Private and public partnerships with sustainable

financing of programs occurred so the economic and social impact would be more positive.

Each workforce system needs to be regularly engaged in visionary short term and long-term planning. Leaders of the stakeholders need to be sure that plans were based on informed discussions and decisions. To deal with issues, trends needs to be studied and analyzed and when the plan was in develop. It is important to engage everyone of the stakeholders in its implementation. The world was changing at a rapid speed. Workforce education schools could lead that change as they educated their students and communities to create an exciting and even more hopeful future.

Summary

In order to develop an informed strategy for Lebanon's tourism, guest service, workforce education so it could contribute to the effort of meeting the country's economic welfare, the researcher conducted research to identify the characteristics of skills need for such a venture. The findings resulted from a qualitative study using a quantitative approach. The findings, which resulted from the survey, allowed the research question to be answered. The findings were logical of Lebanon current needs regarding education and training. By highlighting the needs, the intent was to generate thoughts and make a case to implement educational planning for current and future Lebanese tourism education system.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

The summary, conclusion, and recommendations in this section were based on the

review of literature and analyzed survey information. The focus of this research was on

tourism workforce education in the Republic of Lebanon. Lebanon was a country located

in the Middle East region of the world. It was a great pleasure for this researcher to write

about one of his birth country's assets and its natural beauty. Lebanon came out from a

long and brutal civil war that destroyed the country's entire infrastructure, which

included the government structure, its services, and the economic and financial sector. In

addition, because of the war, Lebanon's biggest loss, besides the loss of life, was the loss

of its experienced skilled workforce who migrated to other countries, and the demise of

its education system during that period (Fatfat, 1999). Lebanon was on its way to

recovery, but at a pace slower than snail speed. The burden of debts that the country had

to carry in order rebuild the basic need of society was huge. Debts continued to add up

until Lebanon's workforce remained in the country (Country Economic Information,

2002).

Summary

Lebanon historically had a phenomenal education system in that part of the world. The workforce education system was known for its skilled workers who provided quality products and services. The government attempted after the end of the civil war, in 1993, to place great emphasis on workforce education by creating a separate ministry for workforce education, but unfortunately, that did not last long. The ministry was deleted a few years later due to the governmental budget cuts (Vocation and Technical Education, 2001). The government funding for the total education system, in general, had stayed the same over the last few years. According to the Ministry of Finance in Lebanon, Lebanon spent approximately 728 billion Lebanese pounds in 2001 and 727 billion Lebanese pound in 2002.

The purpose of this study was to develop a model for the workforce education in the tourism sector in Lebanon. The research and the data available on workforce education were minimal when compared to developing countries. The problem was that public policy makers continued to make decisions based on political interests more than on educational needs for better socio-economic conditions of the country.

The review of literature showed, different workforce education models in several developing countries. It also addressed cases of workforce education development in countries that had problems that Lebanon could share with or ideas that could be developed in Lebanon to enhance the workforce education. All the different models presented had a common interest between them, and the interest was government involvement in each country's workforce education. Lebanon's economic growth has been below what was necessary for meeting the country's needs. Lebanon's tourism

business, prior to the war, made a great impact on the socio-economic life of Lebanon's population. The tourism industry contributed directly, and indirectly, to the country's economy.

The study included the input of participants who had a vast interest in the welfare of Lebanon's tourism business. The survey instrument was designed to gather data on the subject of guest service agent cluster in the hospitality business. The survey was mailed in March 2002 and returned June 2002, by 50 people who represented five different groups of the tourism sector in the study. The response rate was 100%.

The study findings were grouped into three major categories that were essential to identifying the competencies of any workforce education system. These categories were skills, knowledge and personnel attributes of a professional worker.

Conclusions

Education was a key factor in today's knowledge intensive world. As education stimulated a critical outlook and creative skills, it simultaneously accelerated the pace of change, development and progress. Education and progress should therefore be mutually reinforcing. To help to achieve this goal, this section proposes a revision of workforce education models in the Lebanese hospitality industry so it could move into the twenty-first century, meet Lebanon tourism industry needs, and improve the economic status of the country. The research question of this study was to identify the perceived workforce education training needs of guest service agents in the Lebanese tourist industry. Based on the data collected, and the analysis done by the researcher, the training needs for guest

services cluster jobs were described. It should be noted that the conclusions below should not reflect the entire tourism industry; such services differed from one establishment to another depending on size, location, and services. Also, the tasks were listed and rated in order from essential to desirable.

Concierge
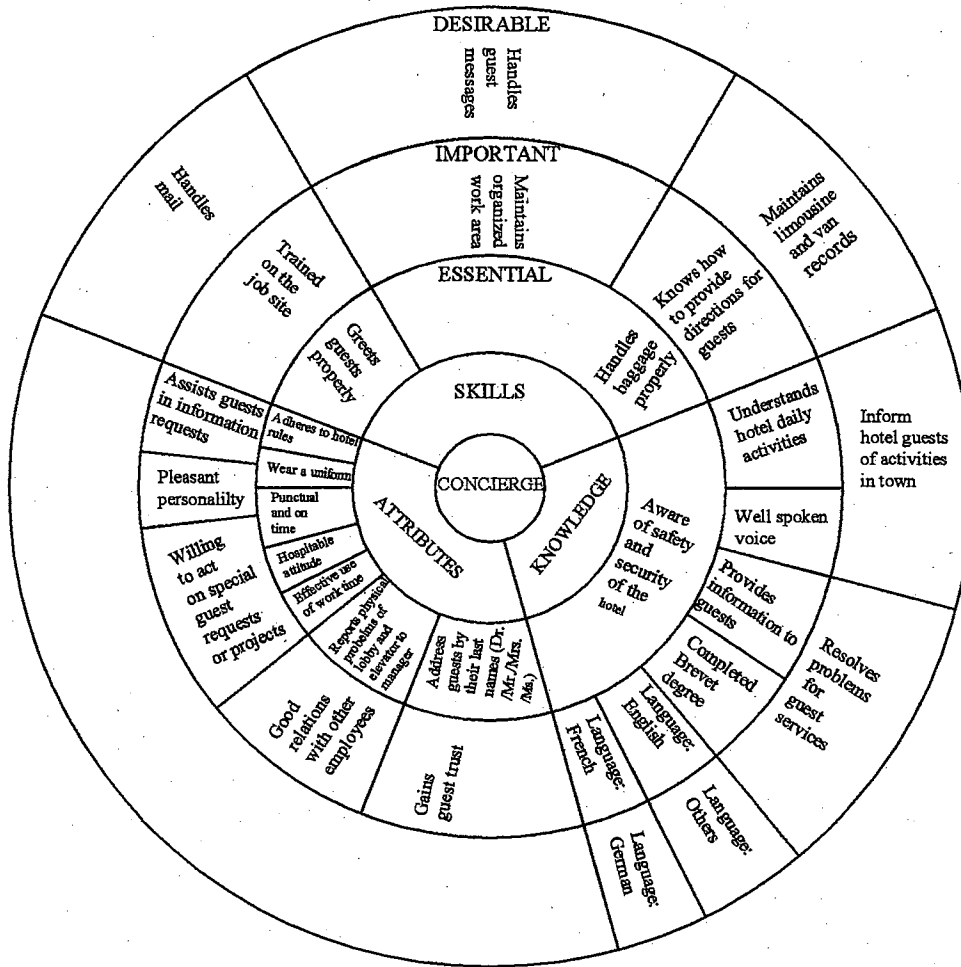
Concierge; From Introspective model to Task Analysis Model

For individuals who were interested in the concierge position, the workforce education and training should include the following:

- Handles baggage properly;
- Greets guests properly;
- Aware of safety and security of the hotel;
- Adheres to hotel rules;
- Wear a uniform;
- Punctual and on time;
- Hospitable attitude;
- Effective use of work time;
- Reports physical problems of the lobby and elevator to manager;
- Address guests by their last names (Dr. Mr. Mrs...);
- Trained on the job site;
- Maintain organized work area;
- Know how to provide directions for guests;
- Understands hotel daily activities;
- Well spoken voice;
- Provides information to guests;
- Completed Brevet degree;
- Knows at least one language beside the native Arabic language;
- Gains guest trust;
- Good relations with other employees;
- Willing to act on special guest requests or projects;
- Pleasant personality;
- Assists guest in information requests;
- Handles mail;
- Handle guest messages;
- Maintains limousine and van records;
- Inform hotel guests of activities in town and
- Resolves problems for guest services.

Front Desk Employees
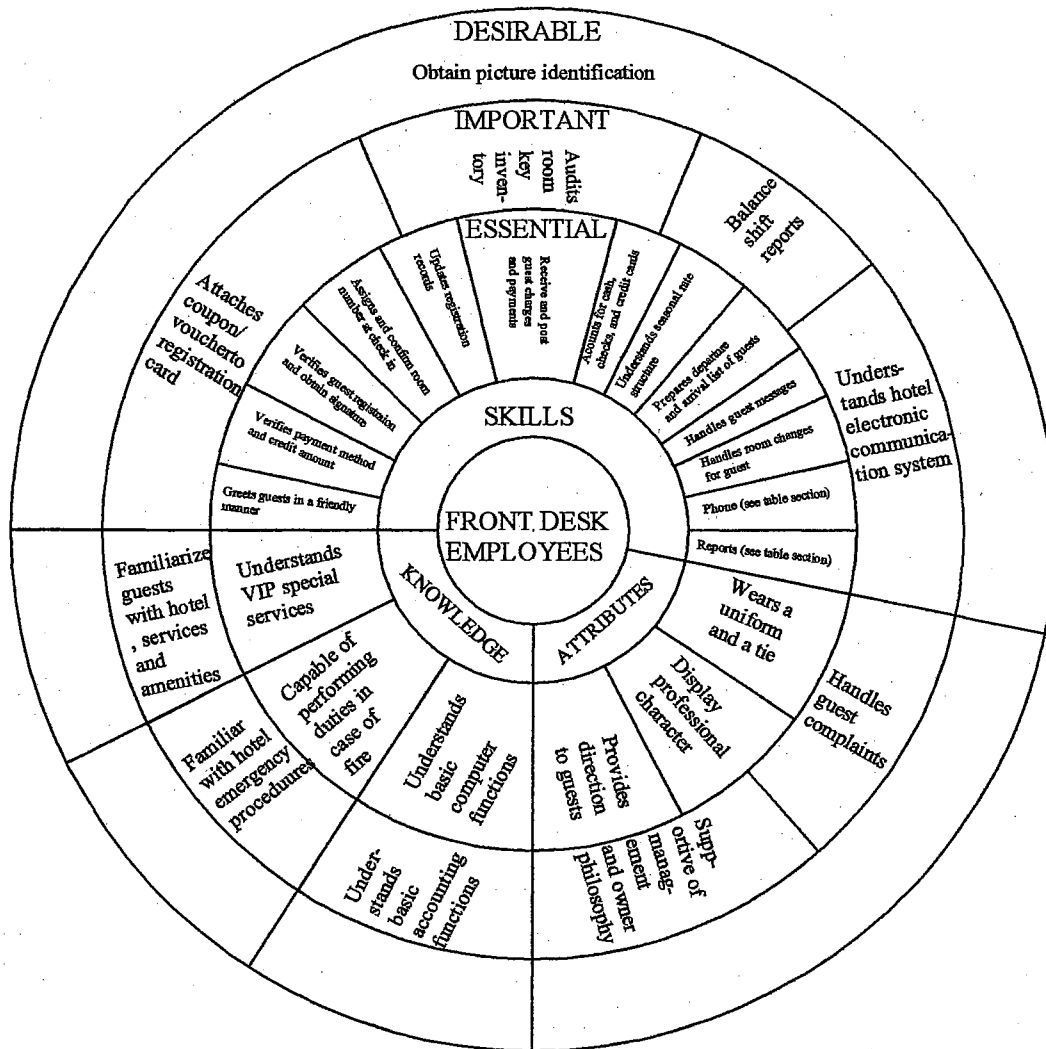
Front Desk; From Introspective model to Task Analysis Model

To prepare qualified front desk employees in the Lebanese tourism industry, a workforce education center should include the following:

- Greeting guests in a friendly manner;
- Verifies payment method and credit amount;
- Verifies guest registration and obtain signature;
- Assigns and confirm room number at check in;
- Updates registration records;
- Receive and post guest charges and payments;
- Accounts for cash, checks, and credit cards;
- Understands seasonal rate structure;
- Prepares departure and arrival list of guests;
- Handles guest messages;
- Handles room changes for guest;
- Operate available phone system;
- Develop operational reports;
- Wears a uniform;
- Display professional character;
- Provides direction to guests;
- Handles guest complaints;
- Supportive of management and owner philosophy;
- Understand hotel electronic communication system;
- Balance shift reports;
- Audits room key inventory;
- Attaches coupon/voucher to registration card;
- Familiarize guests with hotel services and amenities;
- Familiar with hotel emergency procedure;
- Understand basic accounting functions and
- Obtain picture identification of guest.

DESIRABLE

IMPORTANT

ESSENTIAL

SKILLS

KNOWLEDGE

ATTRIBUTES

RESERVATION
SPECIALIST

Prepares forecast sales reports

Processes advance deposit

Verifies billing address accuracy

Address caller by Ms., Mrs. OR Mr. during the call

Ability to answer the phone within 2-3 rings

Provides confirmation number

Ability to follow sequence steps of the reservation

Verifies room availability

Obtains, repeats, and confirms information to the caller

Avoids overbooking

Monitors central reservation system

Encourages upselling and quote rate

Ends the call with appropriate remarks

Transmit information accurately

Works closely with front office employees

Works closely with sales and marketing staff

Possess basic computer skills

Provides appropriate greeting

Pleasant and Confident tone of voice

Has patience

Verifies billing for guest with valid hotel account

Speaks clearly

Language: English, French

Ability to resolve reservation problems

Able to use work time effectively

Has positive attitude

Language: Others

Understands basic accounting

Familiar with the city and area locations

Coordinates with travel agents and tour groups

Asks if the guest stayed in the hotel before

Behaves in a business like manner

Reservation Specialist; From Introspective model to Task Analysis Model

Individuals who were interested in being a Reservation Specialist in the Lebanese tourism industry must learn and be trained in the following:

- Transmit information accurately;
- Provides appropriate greeting;
- Speaks clearly;
- Knows another language that the native Arabic language, preferably English or French;
- Ability to resolve reservation problems;
- Coordinates with travel agents and tour groups;
- Adhere to use work time effectively;
- Has patience;
- Pleasant and confident tome of voice;
- Works closely with front office employees;
- Encourages up-selling and quote rate;
- Obtains, repeats, and confirms information to the caller;
- Ability to follow sequence steps of the reservation;
- Provides confirmation numbers;
- Ability to answer the phone within 2-3 rings;
- Verifies billing address accuracy;
- Address caller by (Mr. Mrs....) during the cal;
- Verifies room availability;
- Monitors central reservation system;
- Ends the call with appropriate remarks;
- Possess basic computer skills;
- Verifies billing for guest with valid hotel account;
- Understands basic accounting;
- Familiar with the city and area locations;
- Asks if the guest stayed in the hotel before;
- Behaves in a business like manner;
- Has positive attitude;
- Works closely with sales and marketing staff;
- Avoids overbooking;
- Processes advance deposit and
- Prepares forecast sales reports.

First Level Management

DESIRABLE

IMPORTANT

ESSENTIAL

SKILLS

KNOWLEDGE

FIRST LEVEL MANAGEMENT

ATTRIBUTES

Evaluate staff performance

Purchase & maintain supplies for the desk operation

Supervises and review desk work

Interviews front desk employees and train new staff

Checks for customer satisfaction

Resolves complaints as needed

Ability to handle guest needs

Knowledge of hotel services and surrounding area

Knowledge in hotel computer system

Knowledge in hotel accounting

Aware of safety and health rules

Provide information in general

Supervises VIP check in and requests

Knowledge of all hotel services in general

Adhere to hotel and owner policies

Language: English, Others

Able to understand other cultures

Dependable Person

Empathy for guest problem hotel related or otherwise

Avoids political discussion with hotel guest

Takes pride in work

Has a great memory

Work well under stress

Team player with other staff

Honest person

Motivates employees

Represent the hotel in a professional manner

Monitors reservation room status

Responsible to approve guest credit line

Assigns and schedule employees

Prepared reports and memos as needed

Ability to generate management reports

Always visible & available for hotel guests

Wears a uniform

Language: German, Others

First Level Management; From Introspective model to Task Analysis Model

Those who were attracted to work in a First Level Management position in the

Lebanese tourism industry should be trained on the subsequent:

- Checks for customer satisfaction;
- Resolves complaints as needed;
- Ability to handle guest needs;
- Knowledge in hotel computer system;
- Knowledge in hotel accounting;
- Aware of safety and health rules;
- Supervises VIP check in and requests;
- Knowledge of all hotel services in general;
- Adhere to hotel and owner policies;
- Knows another language that the native Arabic language, preferably English or French;
- Empathy for guest problems, hotel related or otherwise;
- Avoids political discussion with hotel guest;
- Takes pride in work;
- Team player with other staff;
- Work well under stress;
- Honest person;
- Motivates employees;
- Represent the hotel in a professional manner;
- Monitors reservation room status;
- Responsible to approve guest credit line;
- Assigns and schedule employees;
- Prepares reports and memos as needed;
- Ability to generate management reports;
- Evaluate staff performance;
- Supervises and review desk work;
- Interviews front desk employees and train new staff;
- Checks for customer satisfaction;
- Resolves complaints as needed;
- Ability to handle guest needs;
- Knowledge in hotel computer system;
- Knowledge in hotel accounting;
- Aware of safety and health rules;
- Supervises VIP check in and requests;
- Knowledge of all hotel services in general;
- Adheres to hotel and owner policies;
- Knowledge of hotel services and surrounding area;
- Provide information in general;
- Able to understand other cultures;
- Purchase and maintain supplies for the desk operation;

- Wears a uniform;
- Always visible and available for hotel guests;
- Has a great memory and
- Dependable person.

With the above competencies in mind, this researcher offered the following recommendations for further pratice based on the review of the literature and the findings and conclusions of this study.

Recommendations

This study was to develop a new workforce education model to help the needs in the Lebanese tourism industry guest services job cluster. It yielded data that provoked the following recommendations for practice.

1. In a joint effort between government, business, and school system, a campaign should be implemented to strengthen workforce education in the Lebanese tourism industry. This campaign should include curriculum design and implementation, placement of work education trainees, career guidance and increased emphasis on adult education. The result of such effort will likely result in quality students with solid educational abilities. Such an effort must have a follow-up to evaluate persons completing various training programs. This effort must be continuous in planning and implementation.

2. Tourism programs must include classes in real-life work concepts related to both industry and students' expectations. Exposing students to wide varieties of job related knowledge and activities enhance their education and improve workforce skills with good earning potentials. Employers would benefit by having workers

who were trained and/or cross-trained that possessed excellent work skills and ethics. The employees will likely be willing to do more than expected, have solid abilities to communicate and finally, yet importantly, be good citizens.

3. Workforce education schools should participate in organized processes for forecasting skills and demand needs in order to teach students marketable skills. This is very important especially with the continuous change in technology. Schools must adjust the curriculum to meet local business needs and priorities. They must periodically survey business communities in the hospitality industry and correspond with their needs. Establishment of measurable goals and objectives with set priorities can define what was needed to be collected, tabulated and analyzed to better serve Lebanese tourism and its related businesses.

4. The government should set standards, supporting inputs known to improve achievement, adopting flexible strategies for the acquisition and use of inputs, and monitor performance. Learning requires the student's capacity and motivation to become skilled at the subject to be learned, a teacher who knows the subject and can teach it, devotes time for learning, and has the tools for teaching and evaluation.

5. The Lebanese Education Ministry that is in-charge of workforce education must also have an evaluation team in place to implement an evaluation model. This model will help in shaping the effectiveness of programs and recommend any adjustment that should be needed. Continuous assessment will assist in program evaluation and comprehensive planning for local tourism areas and throughout the

country. This recommendation must be supported by funding, personnel, and equipment where it is needed.

6. The Tourism industry should build a close collaborative relationship with workforce education centers, labor associations, and chambers of commerce. Continuing contact will keep workforce education in Lebanon relevant and closer to the country's need for building labor force skills. Sharing information and analyzing workforce data will help forecast future labor needs and requirements for each part of the tourism industry throughout Lebanon by determining labor-training skills needed for job opportunities.

7. Furthermore a number of scholarships, grants and other financial resources should be made available to Lebanese workforce education students. A futuristic approach should be considered for students to take night classes and obtain cost sharing tuition with employers and/or the government. Such programs should be available specifically for poor areas with greatest eco-tourism industry potentials. Such a program will allow for more graduates to have more earning power, which in the end betters the local community and the country infrastructure. Paid work based training programs should be provided in public schools that have a high poverty ratio. Such programs will guide this population to develop and improve the community economy, job opportunity, social status and compensation.

8. Curriculum should include and stress self-development and communications. The Tourism industry is greatly dependent on a workforce that is able to communicate with guests both orally and/or written.

9. Workforce education should include content that teaches other countries' cultures' and traditions beyond the basic reading and writing of math and other languages. This is important to minimize miscommunications and clashes of culture.

10. Successful guest speakers that represent all aspect of the Lebanese tourism industry should be utilized to lecture about future workforce education personnel. Such guests can provide encouragement and aspiration to future professionals.

11. Individualized competency-based instruction should be considered within limits and better teaching aids and equipment must be accessible within either the school or local tourism industry. Such process will likely increase access to and enhancement of individual learning and training.

12. Regional Lebanese tourism centers must be formed to establish needs of each region and define the workforce training requirements. Such entities would likely gather more accurate local data from which policies and practices could be more effectively developed.

13. With the help of Lebanon's tourism industry, a career ladder path should be put in place to assist in articulating the future individual career paths. Such paths should include the possibility of career advancement and advanced college and university education degrees.

14. Coordination on all levels is needed to help eliminate duplication of programs in small regions. Coordination between workforce education centers and the public school system is required to improve and prevent basic curriculum material duplication.

15. Lebanese workforce education teachers should receive a salary structure based on their education and technical workforce education experience. Workforce educators should have the support to increase educational qualifications and professional certification. Such programs will likely add to the teacher's ability and greatly enhance students' workforce education that will likely result in a better social and economical society.

16. Application of the same model development process in all other areas of Lebanon's workforce education could be implemented.

Discussion

For the body of knowledge, this represents a great deal of work by a relatively small number of qualified individuals. The record in actuality speaks for itself. Most respondents felt that hospitality attentiveness and understanding to visitor needs were very important. Knowing the English language received high marks from all groups and safety and familiarity with emergency procedures were deemed quite important. Many activities of each job required more on-the-job training with the approval of the industry management. Positive attitude, good interpersonal skills, and honesty were regarded as essential. Furthermore, being reliable and dependable was perceived as highly favorable. Handling guest complaints was a valued point. Misunderstandings and disagreements should be settled as quickly as possible. To do this, employers must be willing to empower employees at all levels to resolve complaints. Interpersonal skills were more highly valued than making the correct change or knowing all the establishment rules,

policies and regulations. Since the customer was always right in the hospitality industry, one had to like people and deal with them effectively to do well in the hotel business.

Lebanon could have an overall effective workforce education system and help improve the social and economic life of the country. This researcher presents the following 10 principles to define the philosophy underlying a new education structure that put people at the center of the learning process.

1. The individual should be central to the learning process with indifferences to the society and the dignity of the individual should be respected.

2. Modern knowledge is power. The critical faculties of Lebanon's youth should be encouraged as a guide to better society's structure.

3. Without denigrating higher values and established creeds, intellectual and cultural heritage should not be immune to change in the face of scientific evidence. Dialogue should be valued as an indispensable process, one that is as likely to end in agreement as in creative disagreement.

4. A creative human effort lies at the heart of the progress. Workforce education system should be restructured to give precedence to creativity and the dignity of productive work.

5. The spirit of challenge should be stimulated in the Lebanese people, who should shape their future through creative responses to their natural and human surroundings.

6. Equal educational opportunities should be made available to all children. Disadvantaged groups should be able to participate in the various levels of the

education process in a manner commensurate with their abilities rather than the financial and social means of their parents.

7. Workforce education should aim at promoting, in a cohesive and harmonious manner, students' physical, emotional and societal well-being as well as their acquisition of knowledge.

8. Workforce education should help children and youth to understand themselves and their own culture, past and present, creatively and in the context of a world where cultures can flourish only through openness and dialogue.

9. The objectives of the workforce education process should be derived from the global vision of twentieth-century education.

10. Workforce education should help the young to cope with a future of uncertainty, acquire flexibility in the face of uncertainty and contribute to shaping the future.

Workforce education is very broad in nature. It should have greater importance in the country's development. The rationale for such thought was that general education and workforce education contributed greatly to the country economic development, both operational and conceptually. Hence, the researcher offered the following for further research based on the review of literature and the findings and the conclusions.

Implications for Future Research

The different approaches and models used in developing countries point toward the fact that there seems not to be a collective solution for workforce education in the world as a whole. Each country chooses to define its own model that may reflect on the

country's current and future needs and culture. This researcher recommends the following for future research based on the review of the literature and the findings and conclusion of this study.

1. Research should be conducted to more accurately describe the culture that exists in the Lebanese workforce.

2. Research should be conducted to examine workforce education curriculum regarding its relevancy and validity as related to skilled Lebanese workers.

3. Research should be conducted to examine what role the Lebanese government should have in the country's workforce education system.

4. Research should be conducted to identify what factors impact the marketing of workforce education in Lebanon?

5. Research should be conducted to identify Lebanon's future workforce needs.

6. Research should be conducted to identify if there were significant differences between each job category with regard to ratings for each group.

7. A study could be developed to validate the model presented in this study.

Workforce education in Lebanon should be concerned more about wholesome structured knowledge than with the mastery of learning tools operation. The process of learning to think is a lifelong one and can be enhanced by every human experience. In such a case, people's work becomes less habitual, and their thinking skills are continuously enhanced. Workforce education requires a great effort and cooperation from all of Lebanon's interested parties.

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APPENDIXES

APPENDIX A

LEBANESE UNIVERSITY DEAN LETTER

Lebanese University
Faculty Of Tourism
& Hospitality Management

Beirut, February 5, 2003

To whom it may concern

To the sure of our knowledge the contents of the curriculum which we run in our faculty is based on our own model (the faculty of Hospitality management and Tourism - Lebanese University) and they are the resultant of years of international and local experience and training in the field.

For the faculty DESS curriculum, it is the result of the partnership between our faculty and the faculty of Tourism & Sports at Perpignan university - France

Dean of the Faculty of Tourism
and Hospitality Management

Prof. M. SHAYYA

APPENDIX B

MAP OF LEBANON

El Mina

Tripoli   Hermel

Chekka

Batroûn   Qurnat as
Sauda

Mediterranean
Sea

Jbail

Joûnié   Baalbeck (Bekaa Valley)

BEIRUT   Antilyas

Zahlé   SYRIA

Sidon   Jazzin

Ez Zahrâni

Shab'a
Farms

Tyre   UNDOF
Zone

Golan Heights
(Israeli occupied)   0   10   20km

Naqoura   0   10   20m

ISRAEL

LEBANON   MOUNTAINS   ANTI-LEBANON

El Beqaa
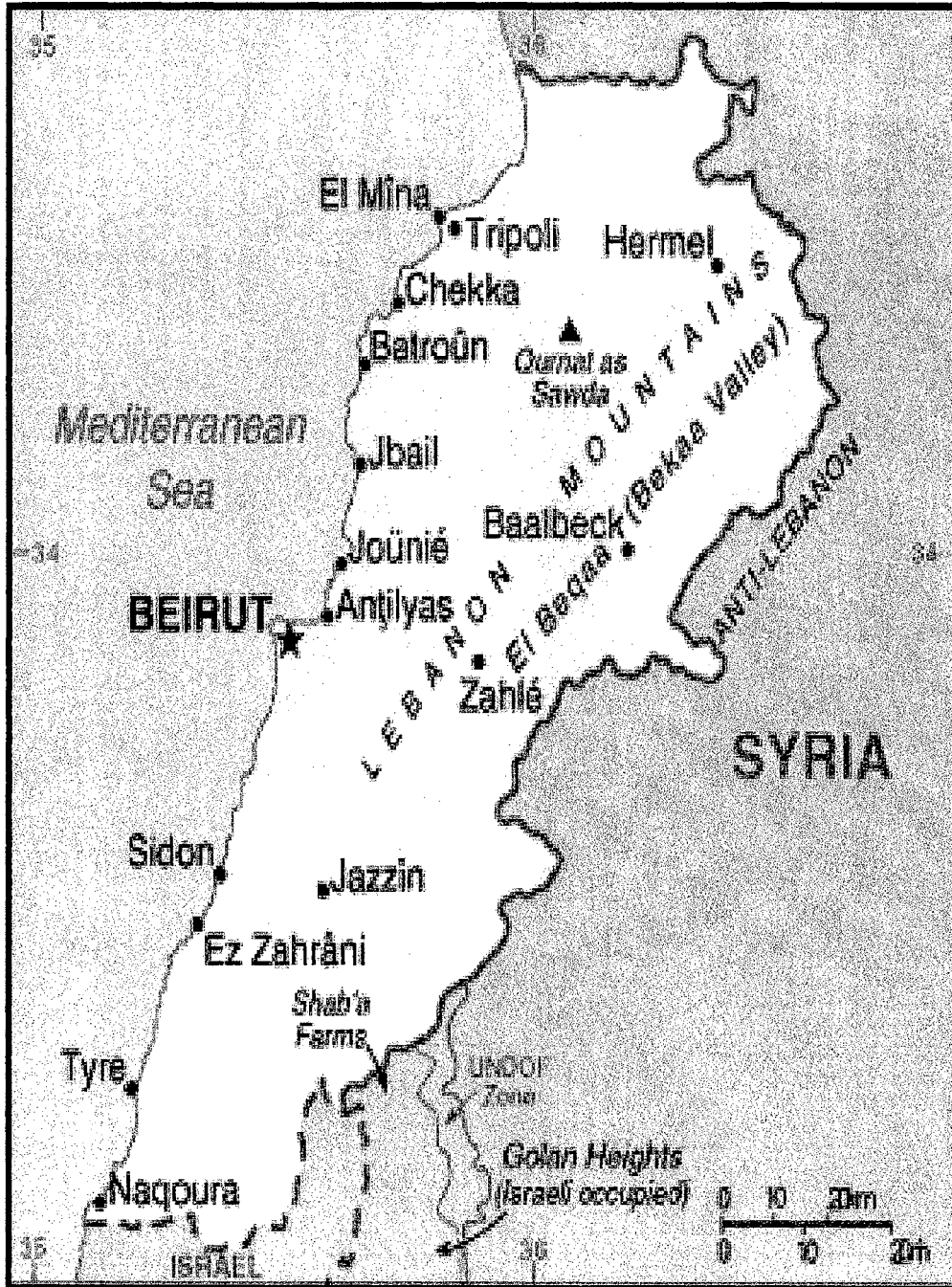
APPENDIX C

EXAMPLES OF JOB DESCRIPTION

FOR

THE GUEST SERVICE CLUSTER

JOB DESCRIPTION

1. NAME: _____   2. DATE: _____

3. JOB TITLE: Concierge   4. DEPARTMENT: Front office

5. LOCATION: _____

6. BASIC FUNCTION — Provides services for guests beyond what the hotel offers. Supervises uniformed-service employees delegated to guest-service division. Performs functions as related to guest. Acts as the information source for services related to city or town.

7. WORK PERFORMED —

    a. Provides information or directions to points of interest (restaurants, night clubs, plays, concerts).

    b. Provides special services to hotel guests (purchasing tickets for theater, plays, athletic events; making airline confirmation for tickets purchased).

    c. Resolves problems for guest services.

    d. Handles mail; takes guest's key each time guest leaves the hotel but has not checked out.

    e. Maintains a file that contains names, phone numbers, and addresses of individuals who offer a variety of services.

    f. Is able to gain the guest's trust.

Reviewed by _____   Approved by _____

DESK CLERK

BASIC FUNCTION

The job's basic function is to meet the guests' needs constantly and in an efficient and professional manner, including registration, reservations, and front-desk activities to ensure a quality guest experience, while adhering to hotel standards and regulations.

MAJOR RESPONSIBILITY AREAS

1. **Registration:** Check guest into the hotel in a professional, prompt, and courteous manner. Advise guest of checkout hour and hotel services. Verify room rate, guest name, address, and departure date with the guest and establish proper credit.

2. **Selling hotel services:** Inform guests of the different hotel services (restaurants, lounges, etc.), upselling guests to high-rated rooms and selling and introducing the different programs, i.e., SCI.

3. **Front-office cashiering:** Check out departing guests in a prompt and professional manner, verifying the guests' charges, correcting errors on guest accounts, explaining charges, requesting the room key prior to guest departure, and settling the guest account in adherence with hotel credit procedures. Balance cashier receipts and house bank and prepare cashier drop accurately.

4. **Reservations:** Process and assist in processing reservations. Courteously confirm or cancel existing reservations, both by phone and in person at the desk.

5. **Guest relations and services:** Provide prompt and professional service to all guests, carrying out the guest requests and needs to their satisfaction but within the parameters and standards set by the hotel. Handle and resolve guest problems and/or concerns in a courteous manner, and take the initiative to apply the proper range of authority and responsibility while on duty.

6. **Maintaining front-office area:** Ensure that the front office and front desk are clean, orderly, and organized to ensure smooth operation and transition of shifts.

7. **Attention to details in carrying out different functions consistently:** Assure the integrity and accuracy of the information in the data base obtained at reservation/registration time. Properly handle the delivery of guest messages/mail on regular basis. Communicate different incidents to fellow workers through the use of front-desk logs and computer system, and document and process any information to ensure smooth desk operations and quality guest service. Consistently promote and take an active part in maintaining and ensuring quality throughout the division.

Courtesy of the Sheraton Kensington Hotel, Tulsa, Oklahoma.

8. **Employee relations:** Closely interact with guest-service personnel and other departments to carry out different tasks to ensure smooth operations and quality guest service, and to communicate with other employees and supervisors in a business-like manner on work-related issues.

9. **Safety and security:** Assist in the safety and security of hotel guests and fellow employees through the maintenance and control of room keys and working closely with the security division.

10. **Special projects:** Use a positive attitude in completing or helping in completion of any special projects and/or assignments delegated from the management.

11. **Adherence to house rules:** Adhere to the house rules as stated in the employee handbook, i.e., arrive at work station promptly, inform the immediate supervisor in case of an emergency, be available in case of unexpected work loads.

12. **Effective use of work time:** Maximize productivity by working steadily, refraining from time-wasting activities, and being prompt in beginning workdays.

13. **Guest-satisfaction standard:** Every time you see a guest, smile and offer an appropriate hospitality comment. Speak to every guest in a friendly, enthusiastic, and courteous tone and manner. Answer guest questions and requests quickly and efficiently, or take personal responsibility to get the answers. Anticipate guest needs and resolve guest problems.

JOB DESCRIPTION

Front Office

Reservation Clerk

Duties and responsibilities:

Basic duties

1. Responsible for establishing good communications with guests in order to determine guest needs and to sell room types and rates of the hotel on an availability basis.

2. Responsible for entering all types of reservation requests (changes, cancellations, advanced deposits, individual and group reservations, and special billing information) into the IBM computer system and printing reports relative to the operation of all departments.

Basic responsibilities

1. Responsible for selling room types and rates appropriately (depending on individual or group requirements) on the basis of availability.

2. Responsible for correctly inputting reservation information into the computer system as requested by policy and procedure.

3. Responsible for printing confirmations and mailing daily.

4. Responsible for working closely with personnel in other departments and divisions (front-office, sales/catering, food and beverage, accounting, etc.).

5. Responsible for observing all hotel policies and procedures.

6. Responsible for knowing your product (the hotel) and being precise.

7. Responsible for being pleasant, friendly, and helpful to all hotel guests, co-workers, and persons calling for reservations. (Keep a smile in your voice.)

8. Responsible for never leaving the reservation department unattended.

9. Responsible for keeping lines of communication open between co-workers and supervisors by passing along pertinent information.

10. Responsible for processing registration cards daily and reviewing arrival report for accuracy in reservations.

Courtesy of the Cornhusker Hotel. Lincoln, Nebraska.

11. Responsible for processing Telex reservations and inputting data into the HIS system.

12. Responsible for compiling monthly review and making proper deletions from Guest History Duplicate Report.

13. Responsible for compiling weekly review of 10-day Rooms Forecast and Catering Forecast of incoming groups and functions in the hotel.

14. Responsible for completing other duties as assigned.

Accepted by: _____

Date: _____

Signature: _____

HOTEL/MOTEL MANAGER & ASSISTANT

Nature of the Occupation

Hotel and motel managers direct and coordinate the operation of hotels and motels to ensure their efficient operation and profit and to provide the best possible accommodations for guests.

Duties may include but are not limited to the following:
- Making decisions concerning personnel, administration, service, and room rates
- Resolving problems with guests
- Planning budgets and authorizing purchases
- Coordinating the activities of the front office, kitchen, dining room, and other areas
- Hiring personnel
- Participating in community affairs
- Delegating authority and assigning tasks to department heads

Occupation Specialties

(Dot codes in parenthesis)
Front Office Managers
(187.167-110) supervise the front office activities and take care of reservations, room assignments, unusual requests, inquiries, and guests' complaints.

Lodging Facilities Managers
(320.137-014) supervise and maintain temporary or permanent lodging facilities such as small apartment houses, hotels, trailer parks, tourist camps, and resorts.

Executive Housekeepers
(187.167-046) are responsible for ensuring that guest rooms, meeting and banquet rooms, and public areas are clean, orderly, and well-maintained.

Food and Beverage Managers
(187.167-106) direct the food services of hotels.

Convention Services Managers (187.167-078) coordinate the activities of large hotels' various departments for meetings, conventions, and other special events.

Working Conditions

Hotel and motel managers in large establishments supervise the various department managers who, in turn, supervise other employees of the hotel or motel. In smaller hotels and motels, the manager may supervise all employees directly. Managers spend much of their time working with other people.

Generally, surroundings are clean, comfortable, pleasant, and often luxurious. Although most business is conducted from an office or from a lobby, managers may be required to do considerable walking, standing, or moving about talking to department heads and observing hotel or motel operations.

Managers may have to work split shifts or nights in addition to regular work schedules. Managers are usually on call at all times. Resort hotel and motel managers may work as many as seven days a week during peak seasons.

Hotel and motel managers may belong to an association such as the American Hotel and Motel Association. Members may pay dues.

Tools, Equipment and Materials used may include:
- Rate Schedules
- Forms
- Manuals
- Computer Terminals
- Time Clocks
- Directives
- Contracts
- Typewriters
- Telephones

APPENDIX D

SURVEY QUESTIONAIRE

Concierge

	Essential	Important	Desirable	Not Necessary
Greets guests properly				
Handles baggage properly				
Assists guests in information requests				
Hospitable attitude				
Well spoken voice				
Good relations with other employees				
Aware of safety and security of the hotel				
Maintains organized work area				
Wear a uniform				
Speaks other languages beside Arabic: - French - English - German - Others:				
Punctual and on time				
Pleasant personality				
Knows how to provide directions for guests				
Maintains limousine and van records				
Addresses guests by their last name (Dr./Mr./Mrs./Ms.)				
Provides information to guests				
Resolves problems for guest services				
Handles mail				
Gains guests' trust				
Informs hotel guests of activities in town				
Completed Brevet degree				
Handles guest messages				
Trained on the job site				
Understands hotel daily activities				
Reports physical problems of lobby and elevator to manager				
Adheres to hotel rules				
Effective use of work time				
Willing to act on special guest requests or projects				
Comments and Suggestion related to the concierge that was not mentioned above.				

Front Desk Employee

	Essential	Important	Desirable	Not Necessary
Greets guests in a friendly manner				
Verifies guest registration and obtain signature				
Obtains picture identification				
Assigns and confirms room numbers at check in				
Familiarize guests with hotel, services and amenities				
Verifies payment method and credit amount				
Updates registration record				
Display professional character				
Wears a uniform and a tie				
Handles guest messages				
Receive and post guest charges and payments				
Understands basic computer functions				
Understands basic accounting functions				
Familiar with hotel emergency procedures				
Capable of performing duties in case of fire				
Understands VIP special services				
Extract reports: - Room availability - Room status - Reservation listing - Folio/credit balances				
Understands hotel electronic communication system				
Provides directions to guests				
Understands seasonal rate structure				
Phone: - Knows hotel extensions - Transfer calls - Operates paging system - Explains charges to guests - Handles wake up calls - Proper phone etiquette				
Prepares departure and arrival list of guests				
Attaches coupons/vouchers to registration card				
Handles guest complains				
Audits room key inventory				
Handles room change for guest				
Balances shift report				
Accounts for cash, checks, and credit card				
Supportive of management and owner philosophy				
Comments and Suggestion related to the Front Desk Employee that was not mentioned above.				

Reservation Specialist

	Essential	Important	Desirable	Not Necessary
Ability to answer the phone within 2-3 rings				
Pleasant and confident tone of voice				
Provides appropriate greeting				
Asks if guest stayed in the hotel before				
Ability to follow sequence steps of the reservation				
Addresses caller by Mr., Mrs. Or Ms. Dr. during the call				
Encourages up-selling and quote rate				
Obtains, repeats and confirms information to the caller				
Speaks clearly				
Possess basic computer skills				
Ends the call with appropriate remarks				
Familiar with the city and area locations				
Understands basic accounting				
Provides confirmation number				
Verifies billing address accuracy				
Monitors central reservation system				
Verifies room availability daily				
Coordinates with travel agents and tour groups				
Works closely with front office employees				
Speaks other languages beside Arabic: - French - English - German - Others, -----------------				
Works closely with sales and marketing staff				
Has positive attitude				
Behaves in a business likes manner				
Has patience				
Able to use work time effectively				
Processes advance deposits				
Prepares forecast sales reports				
Transmit information accurately				
Ability to resolve reservation problems				
Verifies billing for guest with valid hotel account				
Avoids overbooking				
Comments and Suggestion related to the Reservation specialist that was not mentioned above.				

First Level Management

	Essential	Important	Desirable	Not Necessary
Interviews front desk employees and trains new staff				
Assigns and schedule employees				
Supervises and review desk work				
Aware of safety and health rules				
Checks for customer satisfaction				
Resolves complaints as needed				
Evaluates staff performance				
Prepares reports and memos as needed				
Purchases and maintain supplies for the desk operation				
Motivates employees				
Dependable person				
Team player with other staff				
Honest person				
Takes pride in work				
Works well under stress				
Speaks other languages beside Arabic: - French - English - German - Others, -----------------				
Able to understand other cultures				
Knowledgeable of hotel service and surrounding area				
Provides information in general				
Avoids political discussion with hotel guests				
Represents the hotel in a professional manner				
Empathy for guest problems, hotel related or otherwise				
Ability to handle guest needs				
Knowledge in hotel accounting				
Knowledge in hotel computer system				
Responsible to approve guest credit line				
Monitors reservation room status				
Ability to generate management reports				
Wears a uniform				
Has a great memory				
Supervises VIP check in and requests				
Always visible and available for hotel guests				
Can use a two way radio system				
Adheres to hotel and owner policies				
Knowledge of all hotel services in general				
Comments and Suggestion related to the First level Management that was not mentioned above.				

APPENDIX E

LETTER OF SOLICITATION TO PARTICIPATE

April 12, 2002

Dear Sir or Madam:

I am a native of Lebanon and a student at Oklahoma State University School of Educational Studies. I am currently a doctoral candidate in Occupational Education Studies. I am conducting research to develop an informed model for the Lebanese tourist industry to better identify and ultimately meet the country's workforce education needs. I am using a modified Delphi technique, which will result in a futures-oriented study.

I would like to invite you to participate in this Delphi study. The Delphi method involves selective panel of experts. For the purpose of this research, the participants will be professionals and educators who have knowledge, impact and experience in Lebanon's tourism. Future studies, in Lebanon's government policy as a whole, in Lebanese government policies for education, and government policy for work force education and training. I have chosen Dr. Kamal Hamdan and his staff to assist in this study based on my brother Dr. Mazhar Al-Harake recommendation.

Your participation would involve completing a four page short questionnaire. This questionnaire addresses selected guest service positions in the hotel industry. I expect all probes to be completed no later than by May 30, 2002. The questionnaires are designed to take a minimal amount of your time and are allowed a great amount of freedom in your responses. Your responses will not be distributed other participants. The final results of the research will be shared with you upon request. In the reporting of the data, I will not associate your name directly with any of your answers on the questionnaires. I really appreciate your willingness to participate in this study. If you have any questions or prefer correspond with me, please contact me by phone, fax or email address. Thank you.

Sincerely,

Mounzer Al-Harake
Address: 240 Student Union, Oklahoma State University, Stillwater, OK 74078, USA
Phone (405) 744-9887, Fax (405) 744-7726
E-mail: sumah@okstate.edu

Each participant must complete this section and return this form with each answer.

Participant name and title: _____

Please indicate to whom you work for: _____ Government, _____ Hotel management/and or owner, _____ Educator, _____ Travel agent and/or airline company, _____ Independent... Labor union, Chamber of Commerce, retail business, etc...

APPENDIX F

LETTER OF UNDETSTANDING WITH DR. HAMDAN

Return Address:

Mounzer Al-Harake
240 Student Union
Oklahoma State University
Stillwater, OK 74078
United State of America

April 12, 2002

Dear Dr. Hamdan:

This letter is to confirm our recent e-mail telephone conversation. I am completing a
doctoral dissertation at Oklahoma State University entitled "Workforce Education for
Lebanon: Strategizing for future economic and work force development" I would like
your permission to reprint in my dissertation excerpts from the data you have collected on
my behalf.

This requested permission extend to any future revisions and editions of my dissertation,
including non-exclusive world rights in all languages, and to the prospective publication
of my dissertation. These rights will in no way restrict republication of all the material in
any other form by you or by others authorized by you.

If these arrangements meet with your approval, please sign this letter where indicated
below and return it to me by fax or mail as soon as possible. Thank you very much.

Sincerely,

Mounzer Al-Harake

PERMISSION GRANTED FOR THE
USE REQUESTED ABOVE:

Dr. Kamal Hamdan

Date: _____

APPENDIX G

QUESTIONAIRE IN ARABIC (TRANSLATED FROM ENGLISH)

مواصفات وأدوار "المعلم"

مرفق فرعي	مرفق	مهمة	السياسي
			تعزيز السلوك الإيجابي في الفصل
			تشجيع الطلاب على الانخراط في الحوار الصفي
			مراعاة الفروق الفردية في أساليب التعلم / التعليم
			نمو مهني مستمر
			يطبق معايير التقويم بشكل عادل وشفاف
			تقويم الطلاب
			الاجتماعية
			النفسية
			الإدراكية
			الحاجات الأخرى
			تنمية مهارات التفكير الناقد وحل المشكلات
			استخدام تكنولوجيا المعلومات والاتصالات في التعليم
			التعامل مع السلوكيات غير المرغوب فيها لدى الطلاب ، .....
			استخدام استراتيجيات تعليمية متنوعة
			تنمية مهارات التواصل اللفظي وغير اللفظي
			تعزيز مشاركة أولياء الأمور
			تنظيم الأنشطة اللاصفية
			التعامل مع التنوع الثقافي في الفصل الدراسي
			تطبيق مبادئ التعلم النشط
			توظيف التقويم التكويني والختامي
			ملاحظات:

مواصفات وادوار " موظف الاستقبال "

غير ضروري	مرغوب	مهم	اساسي	
				يرحب بالضيوف بطريقة ودية
				يتحقق من تسجيل الضيف ويحصل على توقيعه
				يحصل على تعريف بالصورة
				يحدد ويؤكد رقم الغرف عند التسجيل
				يعرف الضيوف بخدمات الفندق ومختلف اقسامه
				يتحقق من طريقة الدفع وقيمة الرصيد الدائن
				يجدد سجلات التسجيل
				يتصرف بطريقة محترفة
				يلبس بذلة وربطة عنق
				يهتم ببريد الضيوف
				يستلم ويدون تعريفات ومدفوعات الضيوف
				معرفة وفهم عمليات الكومبيوتر الاساسية
				معرفة وفهم عمليات المحاسبة الاساسية
				معرفة ودراية اجراءات الطوارئ في الفندق
				قادر على اداء واجباته في حال الحريق
				فهم الخدمات الخاصة بكبار المسؤولين المهمين(VIP)
				اخراج تقارير:
				- توفر الغرف
				- اوضاع الغرف
				- لائحة الحجز
				- تقارير الحسابات
				معرفة نظام الاتصال الالكتروني في الفندق
				اعطاء التوجهات للضيوف
				فهم تركيبة الاسعار الموسمية
				الهاتف:
				- معرفة ارقام المقسم
				- تحويل المكالمات
				- تشغيل نظام المناداة
				- شرح التعرفة للضيف
				- يتولى خدمة الايقاظ
				- ادبيات المحادثات الهاتفية
				تحضير لوائح وصول ومغادرة الضيوف
				ربط القصاصات/الايصالات ببطاقة التسجيل
				يتولى شكاوى الضيوف
				يراقب سجل مفاتيح الغرف
				يتولى تغيير الغرف للضيوف
				يوازن تقارير النوبات
				يحاسب نقداً، بواسطة شيكات، و بطاقات الاعتماد
				مساند لفلسفة عمل الادارة والمالكين
				ملاحظات او اقتراحات متعلقة بعمل موظف الاستقبال غير واردة اعلاه:

مواصفات وادوار " اختصاصي حجز "

غير ضروري	مرغوب	مهم	اساسي	
				القدرة على اجابة الهاتف خلال رنتين أو ثلاث رنات
				نبرة صوت ودية وواثقة
				تقديم التأهيل المناسب
				السؤال اذا كان الضيف قد اقام سابقاً في الفندق
				القدرة على اتباع سلسلة خطوات الحجز
				التوجه الى مكلمه بـ حضرة السيد او السيدة طوال المكالمة
				تشجيع وترويج البيع بالتعرفة
				استخراج واعادة وتأكيد المعلومات للمتصل
				التكلم بوضوح
				امتلاك المهارات الاساسية للعمل على الكومبيوتر
				انهاء المكالمة بالتعبيرات المناسبة
				لديه معرفة بالمدينة والمواقع فيها
				فهم اسس المحاسبة
				اعطاء رقم تأكيد الحجز
				التحقق من دقة عنوان الدفع
				مراقبة نظام الحجز المركزي
				التحقق من وفرة الغرف يومياً
				التنسيق مع وكالات السفر ومجموعات الرحلات
				العمل بقرب مع موظفي الاستقبال
				تكلم لغة اضافية الى جانب العربية:
				الانكليزية
				الفرنسية
				الالمانية
				لغات اخرى
				العمل على مقرية من موظفي البيع والتسويق
				لديه مواقف ايجابية
				يتصرف بطريقة عملانية مناسبة
				لديه صبر
				لديه القدرة على استخدام الوقت بطريقة فعالة
				يتولى مباشرة الدفع المسبق
				يحضر تقارير البيع المتوقع
				ينقل المعلومات بدقة
				القدرة على حل مشاكل الحجز
				يدقق فاتورة الضيف مع حساب صالح في الفندق
				يتجنب الزيادة في الحجز

ملاحظات او اقتراحات متعلقة بعمل اختصاصي الحجز غبر مذكورة اعلاه:

ادوار ومواصفات " اداري درجة اولى "

غير ضروري	مرغوب	مهم	اساسي	
				يجري المقابلات مع موظفي الاستقبال ويدرب الموظفين الجدد
				يحدد ويضع برامج الموظفين
				يشرف ويراجع العمل المكتبي
				معرفة قواعد الصحة والسلامة
				يتأكد من رضى الزبائن
				يحل الشكاوى بالطريقة المناسبة
				يقوم اداء الموظفين
				يحضر التقارير والمذكرات حسب الحاجة
				يطلب شراء ويعنى باحتياط المؤن/الاحتياجات لعمل المكتب
				يشجع ويحمس الموظفين
				شخص يتكل عليه
				واحد من ضمن فريق عمل
				شخص شريف وموثوق
				يتفاخر بالعمل
				يعمل جيداً تحت ظروف ضاغطة
				التكلم بلغة اضافية بجانب العربية:
				الانكليزية
				الفرنسية
				الالمانية
				لغات اخرى
				قادر على استيعاب ثقافات اخرى
				على دراية بخدمات الفندق والمنطقة المحيطة
				يقدم المعلومات بشكل عام
				يتجنب النقاشات السياسية مع نزلاء الفندق
				يمثل الفندق بطريقة مهنية محترفة
				يتعاطف مع مشاكل الضيوف
				القدرة على تلبية حاجات الضيوف
				معرفة نظام المحاسبة في الفندق
				المعرفة بنظام الكومبيوتر في الفندق
				مسؤول عن الموافقة عن حساب دين الزبائن
				يراقب وضعية غرفة الحجز
				القدرة على اصدار التقارير الادارية
				يلبس بدلة
				لديه ذاكرة كبيرة
				يشرف على تسجيل دخول كبار المسؤولين المهمين وطلباتهم
				دائما متواجد وحاضر لتلبية طلبات ضيوف الفندق
				يقدر ان يستخدم نظام/وسيلة تصال ثنائي
				يلتزم بسياسات الفندق والمالك
				المعرفة العامة بكل خدمات الفندق

ملاحظات او اقتراحات متعلقة بعمل اداري درجة اولى غير مذكورة اعلاه:
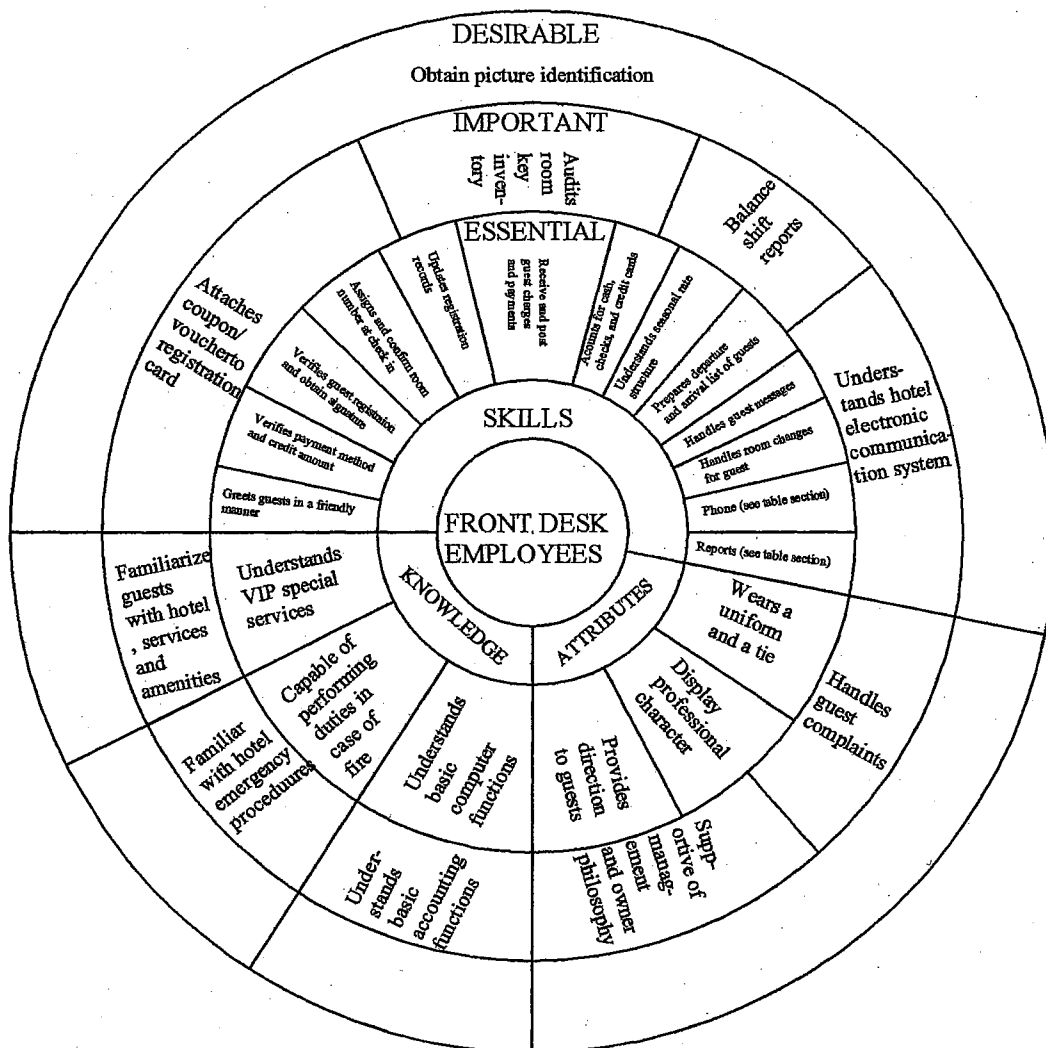
APPENDIX H

GUEST SERVICES CLUSTER

STANDARD SKILLS, KNOWLEDGE CONTENT AND ATTITUDE
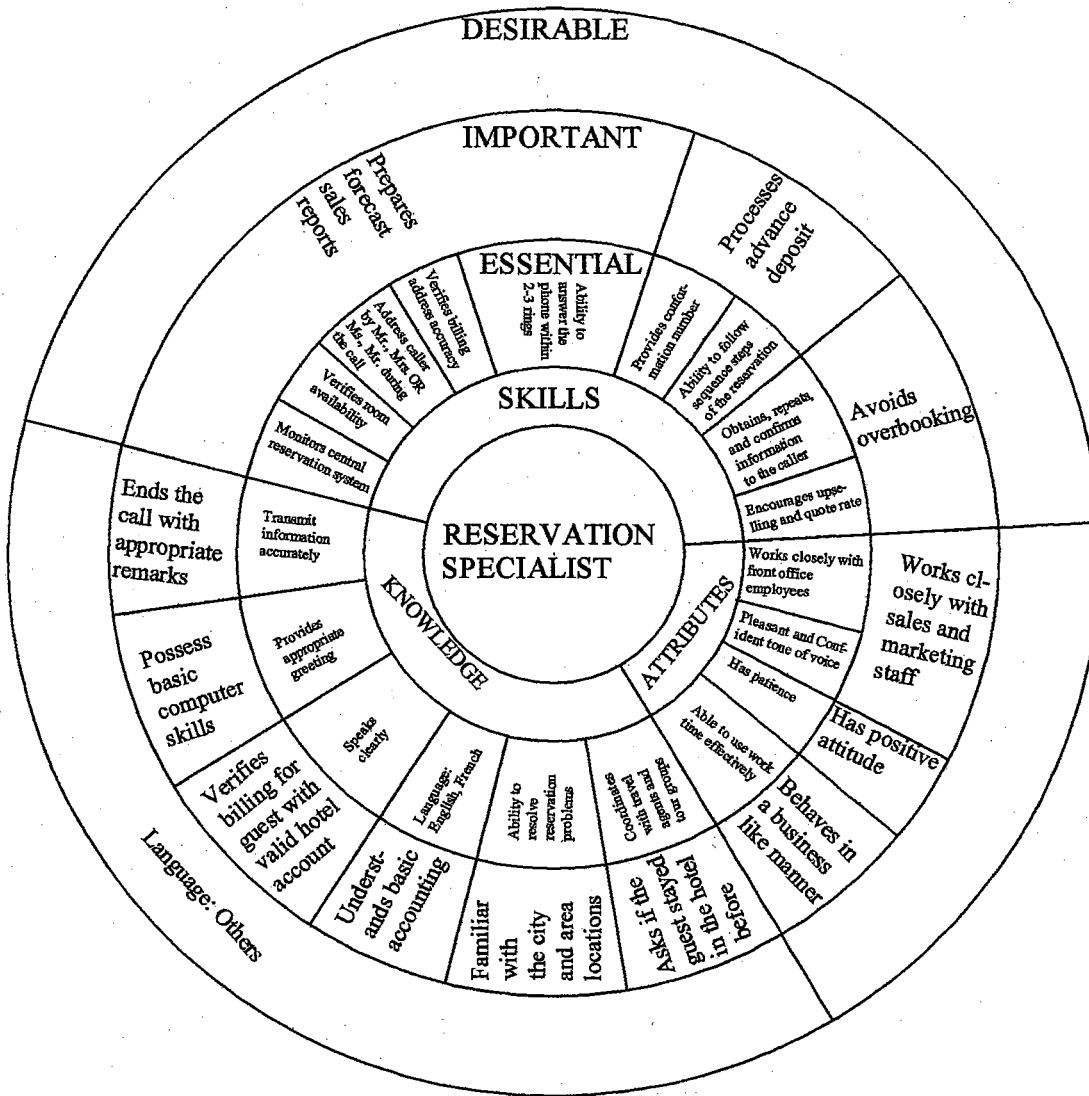
Concierge

Concierge; From Introspective model to Task Analysis Model
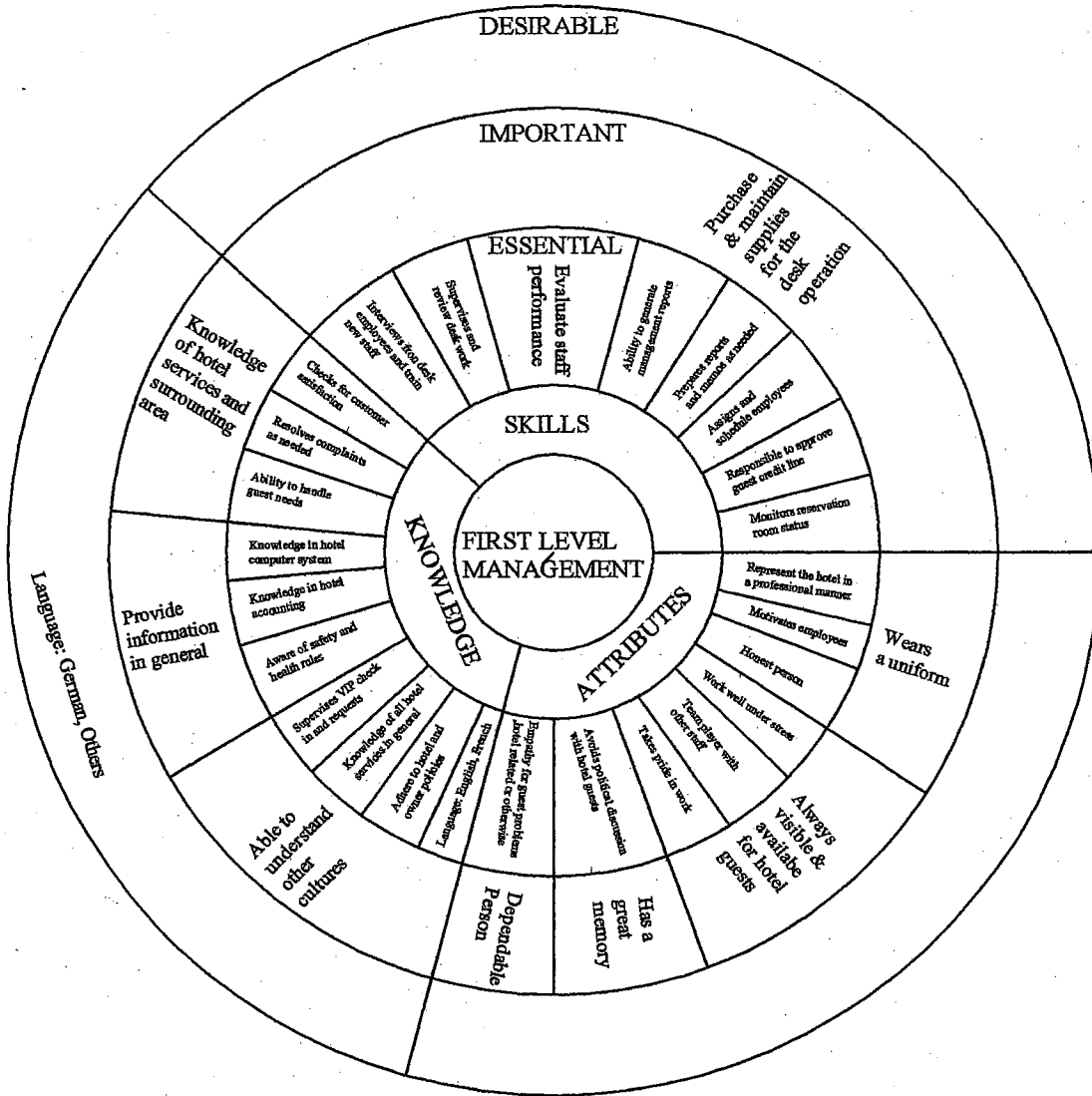
Front Desk Employees

Front Desk; From Introspective model to Task Analysis Model

Reservation Specialist

Reservation Specialist; From Introspective model to Task Analysis Model

First Level Management

DESIRABLE

IMPORTANT

ESSENTIAL

SKILLS

KNOWLEDGE

ATTRIBUTES

FIRST LEVEL MANAGEMENT

Knowledge of hotel services and surrounding area

Provide information in general

Able to understand other cultures

Language: German, Others

Purchase & maintain supplies for the desk operation

Evaluate staff performance

Supervises and reviews desk work

Interviews door desk employees and train new staff

Checks for customer satisfaction

Resolves complaints as needed

Ability to handle guest needs

Knowledge in hotel computer system

Knowledge in hotel accounting

Aware of safety and health rules

Supervises VIP check in and requests

Knowledge of all hotel services in general

Knowledge of hotel and owner policies

Adhere to hotel and owner policies

Language: English, Spanish

Empathy for guest problems hotel related or otherwise

Avoids political discussion with hotel guests

Takes pride in work

Team player with other staff

Work well under stress

Honest person

Motivates employees

Represent the hotel in a professional manner

Monitors reservation room status

Responsible to approve guest credit line

Assigns and schedule employees

Prepares reports and memos as needed

Ability to generate management reports

Wears a uniform

Always visible & available for hotel guests

Has a great memory

Dependable Person

First Level Management; From Introspective model to Task Analysis Model

APPENDIX I

STUDY FLOW CHART

Study

Decided to
conduct study

Narrowed focus to tourism industry in Lebanon, guest service agents

Identified four jobs into the cluster

Available resources to contact to complete study

Committee approved topic

Questions developed, stakeholder identified, refined literature

Identified methodology (quatitative study via survey method)

E-mailed Lebanese contacts

Confirmation of Dr. Kamal Hamdan assistance

Coding

Analysis

Presentation of findings

Conclusion, recommendations and further research

APPENDIX J

STUDY FLOW CHART

Carol M Olson
03/07/2002 10:53 AM

To:Mounzer Al-Harake/su/stusvc/Okstate@Okstate
cc:James P Key/aged/dasnr/Okstate@Okstate,
Joan Warren/cel/educ/Okstate@Okstate,
Reynaldo Martinez/cel/educ/Okstate@Okstate

Subject: My IRB

As long as you are developing a model using the standard (or modified) Delphi technique, that is not considered research with human subjects. However, IF you test the modified Delphi on HUMAN SUBJECTS, even as a Beta test, then you WILL need IRB approval.

Dr. Carol Olson
Director of Research Administration
and Research Compliance
Oklahoma State University
203 Whitehurst Hall
Stillwater, OK 74078-1020
405-744-6501
Fax 405-744-6244

Mounzer Al-Harake
03/05/2002 10:37 PM

To:Joan Warren/cel/educ/Okstate@Okstate,
Reynaldo Martinez/cel/educ/Okstate@Okstate,
James P Key/aged/dasnr/Okstate@Okstate
cc:Carol M Olson/res/Okstate@Okstate

Subject: My IRB

I visited with Dr. Olson today and shared with her my work and my tentative IRB request. Based on what she read and the approach I am currently taking in my research, Dr. Olson opinion is that there is no need for me to fill out an IRB request for human testing. Her judgment was based on the following: I will be doing a modified Delphi study and creating an instrument or a model with selected individuals and that will be like a Beta test. In the future, or if there is a need for me to validate the result of the beta study, then I will need to fill out an IRB for human testing.
I am coping this to Dr. Olson to make sure I am not misquoting or misinterpreted the result of our discussion. Please let me know if you all concur. If so, Dr. Martinez, I need to change the mark on my plan of study in regard to human testing to NO.
I would like for you all to provide me with your input regarding this matter as soon as possible.

Thank you

Manny

Carol M Olson

10/24/2002 01:35 PM

To: Mounzer Al-Harake/su/stusvc/Okstate@Okstate

cc: James P Key/aged/dasnr/Okstate@Okstate,
Joan Warren/cel/educ/Okstate@Okstate,
Lynna J Ausburn/cel/educ/Okstate@Okstate,
Reynaldo Martinez/cel/educ/Okstate@Okstate

Subject: Re:

manny has reconfirmed that he has only developed a model and has not eveen Beta tested it on humans. do no research using humans has been done

Dr. Carol Olson
Director of University Research Compliance
Oklahoma State University
415 Whitehurst Hall
Stillwater, OK 74078-1020
405-744-1676
Fax 405-744-4335

Mounzer Al-Harake

10/23/2002 09:11 PM

To: Joan Warren/cel/educ/Okstate@Okstate
cc:Reynaldo Martinez/cel/educ/Okstate@Okstate,
Lynna J Ausburn/cel/educ/Okstate@Okstate,
James P Key/aged/dasnr/Okstate@Okstate,
Carol M Olson/res/Okstate@Okstate

Subject:

Dr. Warren,

I met with Dr. Carol Olson (IRB office) today to re-confirm with her if there is a need for me to fill out an IRB form and seek IRB approval. I informed Dr. Olson that the purpose of the study has not changed, only the method approach. She affirmed that I still do not need an IRB approval. So her ruling and confirmation by e-mail dated March 7, 2002 still stand. I am copying this e-mail to Dr. Olson and all committee members for their information. I am also asking Dr. Olson to concur with this e-mail and copy it to all.

Thanks

Manny

#2

VITA

Mounzer Ahmed Al-Harake

Candidate for the Degree of

Doctor of Philosophy

Thesis: DEVELOPMENT OF WORKFORCE EDUCATION MODEL FOR THE
LEBANESE GUEST SERVICE AGENTS' CLSUSTER

Major Field: Education   Area of Emphasis: Occupational Education Studies

Biographical:

Education: Graduated from Sweifat Secondary High School, Sweifat, Lebanon,
in May 1971; received Bachelor of Science Degree in Aeronautical
Engineering from Academy of Technical Sciences in 1975; received
Bachelor of Science Degree in Hotel and Restaurant Administration
from Oklahoma State University in 1986; received Master of Science
degree at Oklahoma State University in May, 1990. Completed the
requirements for the Doctor of Philosophy degree at Oklahoma State
University, December 2002.

Professional Experience: Dishwasher, Cook, Food and Beverage Manager,
Holiday Inn of Stillwater, February, 1978, to December, 1981; Food and
Beverage Manager, Hotel General Manager, Ramada Inn of Stillwater,
April, 1982, to May, 1987; Student Union Hotel, Conference, and Parking
Manager, Oklahoma State University, June, 1987 to February, 1992.
Oklahoma State University, Student Union Assistant Director, Building
Operation & Guest Services March, 1992 to Present. Oklahoma State
University, School of Hotel and Restaurant Administration Teaching
Associate: August 1990 - December 1996. Instructor of Hotel - Motel
Front Office Procedure Course, HRAD 3363. The course describes
various jobs in the hotel-motel front office and guest services, and the
organization, duties and administration of the hotel in general. Instructor
of Executive Housekeeping Management Course, HRAD 2223. The
course describes Executive Housekeeping Management in hospitality
industry, its organization, labor control, material & equipment cost,
customer expectation of today's lodging, food service & institutional
housekeeping department.