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Department of Management

**A multi-participative competency model for the hotel  
management industry stakeholders**

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Thesis specially presented for the fulfillment of the degree of

Doctor in Tourism Management

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May, 2019

## Author's Declaration of Originality

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December 31<sup>st</sup> 2018

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## **Recognitions:**

This study is an important part of my life. And it is a fact that, because of it, important people in my life had to sacrifice their own lives to accommodate this project with my absence. To them, I give my first and biggest expression of gratitude and love: my wife Mariana and my sons Pedro and Henrique. It is to them that I dedicate this study, hoping it will inspire their future as well.

Secondly, I would like to thank my parents Eduarda and Ernest for incentivizing me towards always wanting to build my future, and my parents-in-law Eduarda and António for their unconditional support.

To my family and friends.

My teachers were always an inspiration that I must acknowledge, but most especially to Professor Diana Dias, my PhD supervisor and friend that incentivized me, held my hand and led me through what was to me the unknown path of writing a thesis, to whom I am grateful. To Professor Antónia Correia who first guided me to the theme.

A special thanks to my friend Mónica Oliveira, who first dared me to do my doctorate. Also, a very important incentive came from Cristina Oliveira and Paulo Vaz, with whom I worked together in achieving our individual goals.

Other people inspired and helped me and I would like to mention them: my doctorate colleagues and special friends Teresa Palrão, Arlindo Madeira and Sofia Lopes, my doctorate colleagues and companions; Filomena Lopes, Carla Lobo and Micaela Pinho, working colleagues. To Carlos Alexandre Santos, I extend my gratitude for his encouragement and enlightenment of my path.

To my students, for inspiring me to do better hoping I will inspire them.

To all, I express my gratitude.

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## Table of Contents

Abstract .....	1
Resumo .....	2
1 Introduction.....	3
2 Objectives .....	6
NOTE A – Aid Point for Study-Reading .....	8
3 Research Paradigm and Conceptual Model .....	9
3.1 Research Paradigm .....	9
3.2 Conceptual Model of the study .....	14
4 State of the Art.....	16
4.1 Contributing theories to the Conceptual Model.....	16
4.2 Competency Models .....	19
4.2.1 Competency Models – Previous studies .....	19
4.2.2 Competency Models – industry perspective .....	20
4.3 Specific Revision: Tourism Industry, Stakeholders, Hotel Industry, HEI and students ...	21
4.3.1 Tourism Industry.....	22
4.3.2 Stakeholders.....	24
4.3.3 Hotel Industry .....	26
4.3.4 HEI – High Education Institutions.....	30
4.3.5 Students.....	32
4.4 The Portuguese Higher Education System .....	33
4.4.1 The Higher Education System in general .....	33
4.4.2 Access to HEI Courses in the Hospitality and Hotel Industry areas.....	34
NOTE B - Aid Point for Study-Reading .....	37
5 Research Process.....	38

5.1	The first approach to the study .....	40
5.2	Revision of the Learning Outcomes of Portuguese HEI Hotel Management Courses .....	44
5.3	Revision of Curricular Units by Subjects of Portuguese HEI Hotel Management Courses .....	56
5.4	Interviews with stakeholders .....	61
5.4.1	Relevant Information retrieved from interview with Hotel Chain Administrator .....	61
5.4.2	Relevant Information retrieved from interview with Coordinating Director of Training of TdP.....	63
5.4.3	Relevant Information retrieved from interview with a Four-Star Hotel Manager .....	63
5.5	Survey Population Choice .....	65
5.6	Survey Construction .....	67
5.6.1	Profiling Responders – What to know .....	69
5.6.2	Internships – How important and in which area .....	70
5.6.3	Education – What to ask about it .....	71
5.6.4	Learning Outcomes – What to expect.....	72
5.7	Methodology and Survey application .....	72
5.7.1	Hotel Directors.....	73
5.7.2	HEI Course Directors.....	74
5.7.3	Last Year Students .....	74
	NOTE C - Aid Point for Study-Reading .....	76
6	Survey Results .....	77
6.1	Profiles - General Information about publics.....	78
6.1.1	Hotel Directors Profile.....	79
6.1.2	HEI Course Directors / Coordinators Profile .....	82
6.1.3	Last Year Students Profile .....	84
6.2	Internships importance and preferences per public.....	86
6.2.1	The importance of Internships for students’ education consolidation .....	87
6.2.2	Internships’ importance on CV for employment .....	89

6.2.3	Departments where internships <i>should</i> and <i>do/did</i> take place in hotels.....	90
6.2.4	Monitoring and evaluation of internships .....	94
6.2.5	Found Internship Matches and Gaps.....	95
6.3	Stakeholders’ articulation – HEI and Hotels .....	96
6.4	Employment expectancy areas in hotels .....	98
6.5	Summary Subject Units Survey Results .....	100
6.5.1	The SSUs division in categories .....	100
6.5.2	Ranking of the most voted SSUs .....	102
6.5.3	Total Ranking of the 35 most voted SSUs vs. CUs ranking of online curricula.....	106
6.5.4	SSUs unanimously voted within the first 35 positions of the ranking .....	107
6.5.5	SSUs voted within the 35 first positions <i>without</i> unanimous weight .....	118
6.5.6	The remaining 34 SSUs of the ranking.....	121
6.5.7	Found SSU Matches and Gaps .....	126
6.5.8	The impact of undergoing Internships on the SSU survey answers for LYSs.....	132
6.5.9	Students’ perception of theoretical and practical weight of SSUs value for career success 138	
6.6	Learning Outcomes Survey Results.....	139
6.6.1	LO Positioning survey results vs. HEI Program.....	143
6.6.2	Found LO Matches and Gaps .....	158
6.6.3	The impact of undergoing Internships on the LO survey answers for LYSs.....	162
6.7	Relevance of the balance of Stakeholders results .....	166
6.8	HEI Course Curricula CMHS components’ Results.....	168
6.8.1	SSUs components .....	168
6.8.2	LOs Components .....	170
6.8.3	Internship Components .....	170
6.8.4	Found Opportunity Gaps for Dominance Components .....	171
6.9	From a Course Curricula to a Competency Model .....	173
	NOTE D - Aid Point for Study-Reading.....	176

7	Proposed Competency Model.....	177
7.1	The Managerial Hard Skills .....	181
7.2	The Hotel Industry Hard Skills .....	181
7.3	The Soft Skills .....	181
7.4	Dominance Features .....	182
7.4.1	HBDI – Herrmann Brain Dominance Instrument .....	183
7.4.2	HBDI in Hotels .....	184
7.4.3	HBDI in HEIs .....	184
7.5	The Stakeholder’s Synergetic Model.....	185
7.5.1	Proposed Synergetic Model .....	185
8	Conclusions.....	192
References		203

## ANNEXES a

Annex I - Graduates in courses / cycles of studies that confer CITE level of higher education by nature of the educational establishment and type of education, establishment / organic unit, course, branch, area of education and training - detailed area, course / cycle of studies and sex in the school year 2015/16.....	a
Annex II – Subject Counting from HEI Hotel Management Courses online pages.....	b
Annex III – Summaries of Interviews made to Hotel Industry Stakeholders.....	d
1. Summary of the interview with Hotel Chain Administrator .....	d
2. Summary of the interview with Coordinating Director of Training of TdP .....	g
3. Summary of the interview to a Four Star Hotel Manager.....	j
Annex IV – Part 1 of the Questionnaire, administered to HEI – Course Directors/Coordinators.....	m
Annex V – Part 1 of the Questionnaire, administered to HGM - Hotel Managers .....	s
Annex VI – Part 1 of the Questionnaire, administered to LYS – Last Year Students .....	z
Annex VII – Part 2 of the Questionnaire, administered to all publics .....	ii
Annex VIII - Curricular Units Subjects Crossed with Learning Outcomes (with no relevant results) .....	aaa



## Tables:

Table 1 - Admission subjects to HEI Hotel Management courses.....	35
Table 2 - Total number of HEI Hotel Management courses by nature and type of Education.....	36
Table 3 - Comparison of average importance given to domains by university curriculum and industrial professionals .....	42
Table 4 - Definition and examples of the LO by category .....	46
Table 5 - List of Observed Learning Outcomes in Portuguese HEI Hotel Management Courses vs Global HEI study.....	50
Table 6 - Extract from table 5 - Outstanding references .....	52
Table 7 - Category of CUs with code identification .....	57
Table 8 - Frequency of subject fields in HEI Hotel Management courses' programs, ranked by popularity.....	58
Table 9 - Percentage of CUs and SSUs by category of Curricula Analysis and Summary List to apply in Survey .....	60
Table 10 - Percentage of frequency of subject fields in HEI Hotel Management courses' programs, ranked by category, compared with first 35 SSUs. ....	60
Table 11 - Contributions of Stakeholders interviews to study .....	65
Table 12 - Population and Responders of three publics.....	75
Table 13 - Publics Profiles (Academics level, Gender, Age, Experience, Career Path and Internship area) .....	78
Table 14 - Hotel General Managers Career path and internship undertaken, previous to present situation, by position.....	80
Table 15 - HEI CDCs' Career path and internship undertaken, previous to present situation, by position .....	83
Table 16 - HEI Last Year Students career path and internship undertaken, previous to present situation, by position.....	85
Table 17 - Departments where internships should and do/did take place in hotels, according to survey results .....	91
Table 18 - Newly Graduates Expected Positions .....	99

Table 19 - Ranking of 35 most voted SSUs weighted to the 69 total SSUs, divided in categories .....	100
Table 20 - Ranking of 35 most voted SSUs weighted to the 35 SSUs, divided in categories .....	101
Table 21 - Weighting of the 35 most voted SSUs per category, against number of SSUs of each category.....	101
Table 22 - Ranking of the 35 most voted SSUs by group of responders .....	103
Table 23 - SSUs by order with averages and standard deviations .....	104
Table 24 - SSUs ranked by global order and standard deviation positions.....	105
Table 25 - Total ranking of the 35 most voted SSUs with percentage of Groups of Responders that included them in the list vs. CUs percentage of frequency in 25 Course Curricula (table 8) .....	106
Table 26 - List of the 34 SSUs not included in the most voted 35 SSUs vs. percentage of frequency in 25 Course Curricula (table 8) .....	121
Table 27 - Division of subjects from General Management Subject Category of the 34 less voted SSUs and CU mentions in HEI Hotel Management Courses percentage .	124
Table 28 - Found SSUs matches and gaps between Survey results and HEI Hotel Management course curricula .....	127
Table 29 - LYSs SSU choices: Global, LYS that did and did not undertake internship.....	133
Table 30 - LYSs answers divided by categories and Internship attendance, within top 35 SSUs .....	134
Table 31 - SSU priority shifting between LYSs that did and did not undertake internship..	135
Table 32 - Ranking of Learning Outcomes by publics and globally .....	140
Table 33 - LOs ranked by Average, with Standard Deviation (Global and publics) .....	141
Table 34 - Learning Outcomes list from HEI Courses ranked by popularity .....	142
Table 35 - Languages CUs ranking, extracted from table 14.....	144
Table 36 - Languages CUs Ranking, with averages and standard deviations, extracted from table 23 .....	144
Table 37 - LOs Matches and Gaps between Survey results and HEI curricula .....	159
Table 38 - LYSs LO choices: Global, LYS that did and did not undertake internship.....	163
Table 39 - LO priority shifting between LYSs that did and did not undertake internship....	164
Table 40 - Category percentage of CUs (table 10) and SSU percentage of CMHS .....	169

Table 41 - Synergetic contributions of CMHS.....	189
Table 42 - Findings and Conclusions for Hypothesis 1 .....	193
Table 43 - Findings and Conclusions for Hypothesis 2 .....	194
Table 44 - Findings and Conclusions for Hypothesis 3 .....	195
Table 45 - Findings and Conclusions for Hypothesis 4 .....	196
Table 46 - Findings and Conclusions for Hypothesis 5 .....	197

## **Figures:**

Figure 1 - Conceptual Model .....	15
Figure 2 - Research Path - phase 1 .....	38
Figure 3 - Conceptual map of learning outcomes (hard-skills).....	45
Figure 4 - Conceptual map of learning outcomes (soft-skills).....	45
Figure 5 - Research Path - phase 2 .....	68
Figure 6 - LYSs Department Choice for internship, divided by those that did and did not undertake internship.....	93
Figure 7 - Research Path - phase 3 .....	174
Figure 8 - Conceptual Map of the CMHS .....	177
Figure 9 - Competency Model Layout .....	180
Figure 10 - Whole Brain Model .....	183
Figure 12 - Research Path - phase 4 .....	186
Figure 11 - "The reinvention of the relationship between producers and consumers of knowledge" .....	188

## **Abbreviations:**

A3ES – Agência de Avaliação e Acreditação do Ensino Superior - Agency for Assessment and Accreditation of Higher Education

AHP – Associação de Hotéis de Portugal

CMHS – Competency Model for Hotel Stakeholders

CU – Curricular Unit

EC – Essential Competencies

ECTS – European Credit Transfer System

F&B – Food and Beverage

HBDI - Herrmann Brain Dominance Instrument

HEI – Higher Education Institution

HEI CDC – Higher Education Institutions Course Director / Coordinator

HGM – Hotel General Manager

KSAs - Knowledge, Skills and Abilities

KPI – Key Performance Indicator

L - Languages

LO – Learning Outcome

LYS – Last Year Student

MK – Management Knowledge

NPL – Neuro-Linguistic Programming

SKHI – Specific Knowledge – Hotel Industry

SS – Soft-Kills

SSU - Subject Summary Unit

TdP- Turismo de Portugal

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## **Abstract**

The Hotel Management positions in Portugal are mainly occupied by hotel management graduates from Turismo de Portugal Schools and High Education Institutions, these last ones more directed to preparing newly graduates towards management positions. To provide a higher consistency in the hotel industry from school to business and producing better prepared newly graduates for the market, course curricula were assessed and compared with the results of a survey that asked the Hotel General Managers, High Education Institutions Course Directors / Coordinators and Last Year Students their opinion of Curricular Units that should be taught, Learning Outcomes that should be expected and Internship components.

The encountered gaps led to the suggestion of the components of an efficient Course Curricula and to a multi-participative Competency Model for the Hotel Management Industry. The study further refers important guidelines towards contributing positively to a clearer definition of the “ingredients” of a dynamic benchmarking system that could facilitate integration of newly-graduates as well as promoting students’ personal and professional growth. Also, it contributes to Higher Education Institution’s ranking of best employable students, and could reduce post-integrations costs that hotels may have by providing additional training to the newly graduates.

The research gathers information by Literature review, online documentation analysis and a questionnaire applied for data collection on a convenient sample among three different publics and specifically targeted for each one of the publics.

## **Research Words**

Competency Model, High Education Institutions, Hospitality, Hotel Industry, Hotel Management, Learning Outcomes, Stakeholders.

## Resumo

Os cargos de Gestão Hoteleira em Portugal são ocupados maioritariamente por formados em Gestão Hoteleira das Escolas do Turismo de Portugal e das Instituições de Ensino Superior, estes últimos mais vocacionados para a preparação de recém-licenciados para cargos de gestão. Para fornecer uma maior consistência na indústria hoteleira, da escola à empresa, e produzir recém-formados mais bem preparados para o mercado, os currículos dos cursos foram avaliados e comparados com os resultados de uma pesquisa que perguntou aos Diretores Gerais de Hotéis, Diretores / Coordenadores de Cursos de Instituições de Ensino Superior e os Alunos do Último Ano a sua opinião sobre as Unidades Curriculares que devem ser ministradas, Resultados de Aprendizagem que devem ser esperados e Componentes do Estágio.

As lacunas encontradas levaram à sugestão dos componentes de um Currículo de Curso eficiente e de um Modelo de Competências multi-participativo para a Indústria Hoteleira. O estudo ainda se refere a diretrizes importantes para contribuir positivamente para uma definição mais clara dos "ingredientes" de um sistema de *benchmarking* dinâmico que poderia facilitar a integração de recém-formados, bem como promover o crescimento pessoal e profissional dos alunos. Além disso, contribui para o *ranking* dos melhores alunos empregáveis das Instituições de Ensino Superior e pode reduzir os custos pós-integração que os hotéis possam ter, fornecendo formação adicional para os recém-formados.

A pesquisa reúne informações através da revisão de literatura, análise de documentação online e aplicação de questionário para recolha de dados em amostra de conveniência dentre três públicos diferentes e direcionada especificamente para cada um dos públicos.

## Palavras-chave

Modelo de Competências, Instituições de Ensino Superior, Hospitalidade, Hotelaria, Gestão Hoteleira, Resultados de Aprendizagem, *Stakeholders*.

## 1 Introduction

General Management positions in the Portuguese hotel industry are majorly occupied by former graduate students in hotel management courses proveniente from three types of Educational Institutions: **Tourism of Portugal (TdP)** Schools – not holders of higher-level courses; Polytechnic Institutions and Universities – holders of higher-level courses.

Foreign **Hotel General Managers (HGM)**, or more precisely, foreign hotels will not be considered in this study, as their studies are pursued mostly abroad. For this reason, only Portuguese hotels were contacted.

As, in this area of studies, the majority of the educational institutions comply mostly with the theoretical aspect, the practical experience of Higher Education is achieved through internships that are negotiated with hotels in basically 2 areas – Food & Beverage department and Front-office department. These experiences only allow the minimum background for these two areas, and are not sufficient to prepare students to undertake managerial positions within at least the following 7 years in Portugal, as well as in European countries, the average of years of promotion to management positions is of 2,65 years (not necessarily hotel director), and in Asian countries it slows down to 4.35 years and in Ireland adds up to 3.95 years (Garavan, O'Brien and O'Hanlon, 2006).

Furthermore, although **High Education Institutions (HEI)** curricula are balanced in order to allow students a broader education in transversal areas, the HGMs and hotel industry in general may not be sufficiently consulted on whether the curricula contents are appropriate or answer the HGM's position competences. A hotel manager and a teacher in HEIs for hotel management courses can observe a gap in areas as relevant as personnel management, team leadership and soft skills in general, among others. This reality gap, in the opinion of this researcher, has as consequence a slower growth in the HGM career, as students lack practical matters and managerial internship opportunities. When newly graduate students are recruited to start working in a hotel, they are likely to endure a longer learning and acculturation process and therefore experience slower career paths. On the other hand, hotels must pay higher costs in preparing newly graduates for future managerial positions, and meantime lose competitive advantage by investing in less prepared professionals.



The gap itself, should be characterized, described and pinpointed by listening to the Hotel Industry stakeholders, both on the side of who recruits and on the side of who prepares and is prepared. In other words, listen to the demand and analyze the offer and check matching and mismatching points. Several authors have studied this matching between HEI Hotel Management courses and HGMs, and others asked alumni students to give opinions on the built courses, but administering the same questions to all publics contributes to the originality of the study. In the present situation, contacting alumni became impossible as the confidentiality of this information does not allow their identification, and therefore LYSs characterized as the closest profile.

The perfect HEI Hotel Management course curricula should tend to prepare students to become active participants in the hotel industry, and guide them to achieve knowledge and experience to occupy in the future HGM positions. The ideal profile of the HGM should be built with information gathered from the most important sources: firstly, the HGMs themselves take this role. The profile should be built partly based on their opinion on the subjects that should be studied in HEI Hotel Management courses, and should overlap HEIs study subjects that give substance to this profile. As these are chosen by the faculty that researched and gathered opinions from the hotel industry stakeholders and experts in order to choose the actual study subjects, HEIs should be the second source. Their input should comply with the requisites of the authorities that certify HEI courses in Portugal – **A3ES<sup>1</sup>**, the **Agency for the Evaluation and Accreditation of Higher Education** that gives the necessary credibility to the course in the market. Lastly, **Last Year Students (LYS)** expectations, the final “client” of the HEI, should be the third choice.

In order to better acknowledge what has been studied throughout the years, the Literature review gives an insight of the actors of the issue, or to say, stakeholders: hotels (HGMs and assistant managers in career progression) and management boards, **High Education Institution Course Directors and Coordinator (HEI CDC)** and LYSs. It is orientated by the stakeholder’s theory, the cooperation theory and the competence skills theory, explained below in section 4.1.

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<sup>1</sup> Agência de Avaliação e Acreditação do Ensino Superior

The proposed research will take place in Portugal, among Portuguese HGMs, HEIs, or to say, private and public Polytechnic Institutions and Universities, among their course directors /coordinators and HEI Hotel Management Courses LYSSs.

The research should lead to diagnosing whether there is an actual gap between (i) what HGMs require from newly graduates either for positions in the hotels, either to groom them towards management positions; (ii) what HEIs determine as the course curricula to fulfill the HGMs and Hotel Industry's needs and expectations, and also (iii) fulfill the LYSSs expectations of the course and the Hotel Industry in a broader perspective.

The final goal of the study is, in order to better adequate the higher studies courses curricula that prepare hotel managers, is to determine *the ideal interaction competency model that satisfies all hotel industry, polytechnic institutions and universities, which will contribute to the creation of realistic and consistent curricula that deliver better skilled and competitive to-be hotel managers*. This is the proposed Investigation Problem, and will allow seeking for a common profile in this model.

The expected outcomes of this study, by taking a “snapshot” of the actual situation, may contribute to future curriculum construction and synergetic joint actions to the creation of a multi-participative competency model for the hotel industry stakeholders, where all parties benefit.

As a final approach, it seems logical that measures should be taken by each stakeholder in order to make the competency model show dynamic performance and be relevant to prepare students for the Hotel Industry.

## 2 Objectives

As referred above, the primary goal of the study is:

*In order to better adequate the higher studies education curricula to prepare better skilled newly graduates for hotel management positions, which is the ideal interaction competency model that satisfies both hotel industry and HEI?*

The Investigation Problem will focus on the components of this ideal Competency Model.

In order to better acknowledge what has been studied throughout the years, the Literature review gives an insight of the actors of the issue, or to say, stakeholders: hotels (managers and staff) and management boards, universities and students.

Some Research Questions will appear with this goal:

- (1) Considering the opinions of the Hotel Industry stakeholders, which are the evident gaps identified by each one of the three publics – HGMs, HEI CDCs and LYSs?
- (2) As gaps are identified by each public, whose opinion should prevail?
- (3) Which of the stakeholders is responsible for each identified gap?
- (4) How could these gaps be monitored in order to be reduced or eliminated, and consequently satisfy all stakeholders?
- (5) How can academia contribute in order to reduce the gaps?
- (6) How can the Hotel Industry contribute in order to reduce the gaps?
- (7) Which are the **Learning Outcomes (LO)** that simultaneously fulfill both hotel industry and HEI's needs and expectations through a dynamic two-way synergy learning model?

These questions become relevant after conclusions are drawn from the study, and must be addressed in the final part.

The specific objectives of this study are pointed to the analysis of all HEI courses in the hotel management area, and the identification of gaps that can constitute growth opportunities to stride either changes in the curricula building, or by identifying the “speakers” for the hotel industry stakeholders and involving all from the teaching perspective to the tutorial activity.

The challenge is also how to transform a competency model into a dynamic instrument that serves and is nourished by all stakeholders.

In order to guide the reader through the study, 4 Study-Reading Organization Notes are introduced in the study.

## **NOTE A – Aid Point for Study-Reading**

The study throughout Section 3 and 4 goes through the following steps:

Section 3.1. - Definition of the Research Paradigm and establishing the hypothesis that are intended to be proved with this study.

Section 3.2. - Definition of the Research Model that based the study, considering the theories that contribute to it, further explained in Section 4.1, with the State of Art of the contributing theories to the Research Model.

Section 4.2.- Research of State of the Art on Competency Models in previous studies as well as the Industry perspective.

Section 4.3.1- Research of State of the Art on Tourism as the umbrella that supports Hotel Management.

Sections 4.3.2 to 4.3.5. - Principal goal-publics of the study: Stakeholders, Hotel Industry, HEIs and Students.

## **3 Research Paradigm and Conceptual Model**

### **3.1 Research Paradigm**

“The only source of knowledge is experience.”

Albert Einstein

Hotel management careers were, for many years, conquered mainly by experience, and working up the ladder was the main way to build a career. The first Hotel Management School in the world was launched October 15<sup>th</sup> 1893 in the Hotel d’Angleterre in Ouchy, Lausanne - Switzerland with 27 participants, and is what now is called École Hôtelière de Lausanne (EHL, 2018). In spite of the big number of Hotel Management Schools that were opened throughout the world, and the qualified professionals they produced and delivered to the market, in order to complete the education they received in school, many hotel chains set up internal career projects and academies, as they identified among employees those with most ambition and potential, and held their hand in educating them technically, within the chain’s philosophy and group spirit. The outcome was a group of highly motivated and chain driven hotel managers, that were constantly seduced by other competitor hotel chains.

With the creation of specific courses to prepare students to become hotel managers, several management courses were included as essential to the training of future Hotel Managers. A hospitality diploma or a degree assists career progression, but industry experience as part of a qualification is considered most valuable (Harkison, Poulston & Kim, 2011). According to Chi and Gursoy, (2009) internships of a degree are the most important feature of student’s education, followed by the teaching staff’s industry experience. It became vital to include working experiences in the courses’ curricula to allow theoretical knowledge application transfer to practical application, while learning industrial skills, (Harkison et al, 2011) as it is difficult to simulate in a classroom problem-solving examples that clearly prepare students to face real life situations. Some universities take a step further by operating cooperative programs in which students are guided through projects, and the common feature is the opportunity for students to discover by themselves how industry operates and what skills should be acquired or developed (Harkison et al, 2011). Within the skills that are most referred as those to be acquired, and according to Willks and Hemsworth (2011), soft skills are best taught through role modeling rather than academic instruction, therefore in internship situations.

Weber, Crawford, Lee and Dennison (2013) consider that the incorporation of soft skills competencies in entry-level initial training for entry-level managers to be vital for their success and increase their stay in the company, thus justifying this investment and mentoring. If these identified soft skills were to be transmitted at the HEI level, it could serve the Hotel Industry from an earlier point.

The question that can be asked is whether, in the absence of a course integrated internship, could these same soft skills be better transmitted in HEI if taught by professionals that lived through similar situations and were prepared to tackle problems delivering practical solutions? If HEI in Portugal do not carry in their faculty enough PhD teachers that have had these experiences, they cannot be transmitters of this knowledge. As possibilities, we may consider: (i) the emersion of students in the working environment, (ii) the emersion of professionals in the faculty (either with or without PhDs) or (iii) the emersion of the study situation in a profession environment.

The problem arouses some study hypothesis:

### *Hypothesis 1*

When considering the relationship between HEI hotel management courses and their contribution to career development in the hotel industry, Chung (2000) concludes that subjects like Finance/Accounting and fundamentals of management courses did not prove to be associated to career success. On the other side, subjects like engineering and room division management prove to be inevitably associated to career success. Furthermore, the managerial competencies perceived as being the most important by hotel managers are “leadership”, “industry knowledge” and “communication” (Cheung, Law & He, 2010), which is consistent with other conclusions, that refer that findings consider “leadership”, “industry knowledge” and “communication” as the most important competencies (Chung-Herrera, Enz & Lankay, 2003). Nevertheless, when observing the weight of CUs dedicated to technical management areas, Hypothesis 1 can be presented:

*HGMs value more “Soft skills” and “Specific Knowledge – Hotel Industry” over “Management Knowledge” area related CUs.*

## *Hypothesis 2*

As a Hotel Management courses curriculum is reviewed in HEI, and main competencies are identified from industry, students and faculty, the desired outcomes should match the course contents.

The following step is the adaptation of the faculty to the courses, and this faculty of HEI should transversally participate in the teaching process, which means that business course-related faculty would have to teach hospitality management. However, some resistance arouses when the business-related courses are to be taught by hospitality management faculty (Dopson & Tas, 2004). There is therefore reluctance from HEI in accepting that specific area related courses be taught by non-directly related faculty. Phelan, Mejia & Hertzman (2013) refer that Cornell University faculty member's opinion regarding the importance of experience prior to teaching drives the present administration to worry as they anticipate the mass experienced faculty exit that will take place with faculty retirement within the next ten years. Chi & Gursov (2009) identified the industry experience of hospitality school faculty as the second most important factor for the success of student's careers. They are more likely to provide better learning experience for students than those with no or little experience.

In Portugal, there are few hotel management faculty members with PhD and do not have enough field professional experience (Salgado, 2007), and experienced faculty do not have a PhD in Hotel Management, as there are no HEIs that hold such Doctorate programs in their offer. In order to fulfill A3ES's<sup>2</sup> requirements for faculty, that states a minimum number of faculty members with PhD<sup>3</sup>, either non-directly related faculty should teach technical areas, or technical experienced teachers would have to obtain PhDs. As the latter is not the tendency, it is the first that prevails, which brings up Hypothesis 2:

<sup>2</sup> See: [http://www.a3es.pt/sites/default/files/criterios\\_acreditacao\\_v1.1.pdf](http://www.a3es.pt/sites/default/files/criterios_acreditacao_v1.1.pdf)

<sup>3</sup> When HEI have Specialized staff, there should be a minimum of 50% of faculty that have "specialist" title and 30% with PhDs as "Teaching Staff", and of which 60% is in a "Full-time Regime". Please note:

- "Teaching staff" means all teachers who, regardless of their contract, is teaching full-time in the study cycle (article 3, letter k) of the Decree-Law No. 74/2006, amended by Decree-Law 115/2013, of 7 August).
- "Full-time regime" means the regime for the exercise of teaching in which make teaching and research their exclusive or predominant professional activity, and cannot be considered as such in more than one higher education institution (article 3, paragraph 1) of Decree-Law No. 74/2006, as amended by Decree-Law 115/2013 of 7 August).



*Despite Portuguese HEIs struggle against the lack of PhDs in the hospitality area, the publics consider that the faculty of Hotel Management courses have suitable qualifications and adequate professional background.*

### *Hypothesis 3*

HEI Hotel management student's first experiences are mainly operational for the first 12 to 18 months, mainly because of manager's lack of tertiary education experience and poor understanding of graduate's real strength (Raybould & Wilkins, 2005). Their working and intellectual potential as well as their ability to perform more complex tasks may not be fully understood by hotels, and therefore they are not asked to perform more demanding tasks. Very little literature refers to how highly students value hotel management internships opportunities, and these skills are assessed only when they have the opportunity to exercise them. The experience that they expected to be given is mainly operational, but is, nevertheless, equally important for their career. This brings up hypothesis 3:

*Students believe that in-HEI taught soft-skills and experience are important for their careers, and value the practical weight of their studies over the theoretical.*

### *Hypothesis 4*

Tracey, Sturman & Tews (2007) noted it to be common for employees to be selected based on personality over training, as the latter can be obtained after in areas as technical skills, mental ability and conscientiousness. Harkison et al, (2011) conclude that experience can only be obtained really through industry, and that this requirement is outside universities educators domain. They suggest that industry may consider vocational education to be a waste of time, but that it may be realised otherwise once positions in management are filled with graduates, and that theoretical education may prove to be an asset. Petrillose, Montgomery & Montgomery (1997) stress out that Hospitality Industry recruiters refer that eighty percent of recruiters

participating in their study<sup>4</sup> believe that internships were an important component of a student's educational experience, and that these students will have greater success in managerial training programs. They furthermore conclude in this study that internships allow Faculty involvement that create bridges to career opportunities after graduation, although fifty percent strongly believed and only twenty six percent moderately agreed that their internship program is well respected by industry. On the other side, concerning specialized subjects, Chung (2000) considers that interneship courses were underestimated by both universities and the hotel industry due to their own ineffective implementation or execution of intership program. Internships are reported to have a duration between 3 to 6 months mostly at the end of the course, but mainly Walo's (2001) key findings refer that internships prove to be an effective contribution towards students management competencies, complementing coursework managerial competencies aquired in classroom. Intership requirement was considered by industry professionals as being the most important factor for career success, as they provide oportunity to practice classrooms knowledge (Chi & Gursoy, 2009).Therefore, Hypothesis 4 questions if:

*Although Internships take place mostly in the operational areas such as front-office, restaurant and kitchen, all publics believe that internships should be given more importance and be held in more management areas and in a more structured method.*

### *Hypothesis 5*

The initial thrive of the study is the analysis of the curricula of the HEI hotel management courses in Portugal. Many authors dedicate studies to find whether the HEI Course Curricula are adapted to Hotel Industry. Alexander (2007) considers that balancing a curriculum for HEI Hotel Managements course constitutes a challenge as the Hotel Industry will demand a strengthening of co-operation between both HEI and Industry. Lashley (2004) considers that the traditional model of HEIs curricula tend to develop irrelevant and outdated skills, not fit for the Hotel Industry. The author further identifies some skills that are appreciated and important for the hotel industry, and that should be addressed by HEI, such as people management skills,

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<sup>4</sup> "An exploratory study of Internship Practices in Hospitality Education and Industry's Perception of the Importance of Internships in Hospitality Curriculum"

business acumen, commercial awareness, as these are transferable skills that HEI students influence with, as they arrive at the industry.

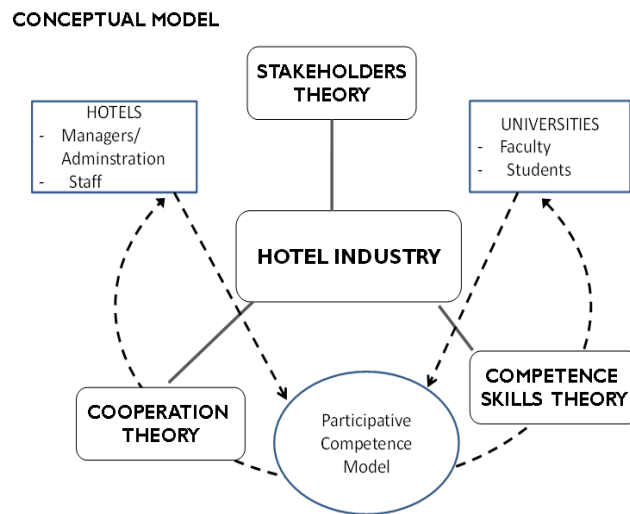
Hospitality management in higher education offers a unique product, and curricula should offer HEI students the opportunity to develop skills at both a practical and theoretical level (Alexander, 2007). This balance is difficult to obtain and demands asking the dominant stakeholders of the Hotel Industry. Therefore, hypothesis 5 should be proposed:

*Portuguese HEI Hotel Management courses do not have curricula and Learning Outcomes that match the stakeholders needs or expectations for future hotel managers.*

### **3.2 Conceptual Model of the study**

The concept is based on the research performed on competency models in the hotel industry, either as support to employee selection or career development, and the combination of the principles that inspire the stakeholder's theory, the cooperation theory and the competency skills theory, further explained in section 4.1. It becomes necessary to consult all stakeholders, assessing opinions on vital knowledge and skills to fill in successfully the positions in the hotel industry that can, ultimately lead to positions of HGM. It also is important to increase from an early stage of education access to real solutions and problem-solving strategies that will better equip students for professional performance and decision-making. Finally, HEIs must take upon themselves the responsibility of involving the hotel industry in the teaching process by enhancing the economic and qualitative advantages better formed students represent for the industry. The synergy produced among these stakeholders in the pursuit of a “down-to-earth” realistic group of skills that embody the ideal assortment to lead the industry towards success will have its final result in the construction of a competency model for the industry. The conceptual framework is reduced to a model presented in figure 1.

Figure 1 - Conceptual Model



Source: Own production

Gunn (1991) states that Tourism is a multi-disciplinary field. The author further recognizes that in order to provide products and services for travelers' satisfaction, the industry looks out to understand the behavioral pattern of tourists, and disciplines such as geography, psychology, sociology, history and marketing are necessary in the education of students. Lodging and food services, side by side with other hospitality services, are influenced by a multiplicity of stakeholders, policies and practices. The author also refers that, to understand facilities and services pertinent to tourism, it is important to apply disciplines such as business management, hotel and food administration and accounting, among others. Pine (1992) refers that successful technology transfer in the hotel industry is related to the provision of adequate education, training, development and promotional opportunities. These factors are important to raise the state of competitiveness of a destination through its quality of services and organizations (Tsai, Song and Wong, 2009)

A multidisciplinary approach, considering that hotels relate to tourism and all hospitality areas, requires the inputs from several areas of expertise and knowledge, theoretical and practical, which are listed among the study areas in schools and universities that are part of the competency model that this study pursues. Based on this, the study aims to build a multi-participative competency model for the hotel industry stakeholders, or, in a short designation, **CMHS – Competency Model for Hotel Stakeholders**.

## 4 State of the Art

A multi-participative competency model suggests participation and cooperation between several parties or stakeholders, in order to establish what the expected competencies are of those who are to be called upon to take responsibility of directing an enterprise. The three theories that are inspiration to this competency model have been discussed throughout the years.

### 4.1 Contributing theories to the Conceptual Model

Freeman (1994) discusses how the *Stakeholder theory* takes a different interpretation when academics separate business and ethics, and that by keeping them together, the stakeholder concept can create more fine-grained analysis when combining them. He further states that the Strategic Interpretation says that managing stakeholders is a mean towards the achievement of both stockholder and managerial ends. This level of discussion considers mainly two stakeholders: shareholders and management, or "The Principle of Who and What Really Counts". In the subsequent analysis of this concept, Freeman calls on the Stakeholder Enabling principle, which reasons that corporations are to be managed in the interest of their stakeholders, and defines them as being employees, customers, financiers, and communities.

Theodoulidis, Diaz, Crotto and Rancati (2017) further refer that managers and other stakeholders of tourism-related industries, should be aware of the role of the social and environmental activities of firms as well as the extent in which these activities related to the stakeholders create value for the firms. The broader the scope of the stakeholder's activities, the more implicated all parties will be. Falck, and Heblich (2007) believe that a long-term strategic practice of Corporate Social Responsibility will involve long term shareholders implying a long-term view of profit maximization. These authors also refer that stakeholders should be led to create more long-term strategies, as these will benefit all other stakeholders. According to Theodoulidis et al. (2017), a service sector such as tourism shows a much higher capital intensity explained mostly by the large investments in fixed assets, such as airplanes and buildings (hotels, restaurants, casinos) the industry must expect. Considering the importance of these investments and the weight that tourism bears in the economy of countries such as Portugal, it would be reasonable to say that in a service-oriented industry, universities that

prepare students for this industry are also an interested part in the long term strategy of the industry, and therefore a stakeholder by all means. Furthermore, these universities can invest more accurately in preparing students in fields that serve better the industry's interests, as some corporate universities do. Patruco, Pellizzonni and Buganza (2017) have this same approach in their study on the design process of corporate universities in a stakeholders approach, where they agree that among several and different organizational capabilities, education and skills enhancement are seen as some of the tools that more potential show that can be a growing point for the firms.

In this perspective, the main stakeholders are identified, and in agreement with the stakeholder's theory, all are interested parties in the consistent relation that universities may have with the hotel industry. Freeman, Wicks and Parmar (2004) state that Management theory needs to concentrate back in management, or to say that it understands how value is created and traded. Freeman (1994) further refers to the directors' responsibility towards the definition and direction of affairs that, if badly conducted may bring an action for failure of duty performance.

Therefore, management is directly related to competencies and skills. By definition, competency is *an important skill that is needed to do a job* (Cambridge Advanced Learner's Dictionary, 1995). Competencies may incorporate a skill yet they are more than that, as they include abilities and behaviors as well as knowledge, that are fundamental to the use of a skill.

Based on the *Competency theory*, that has its strongest thrust in the 90's<sup>5</sup>, *competency* trumps over the conventional *qualification*, when stressing the kind of knowledge, abilities and attitudes expected in the flexible production process (Invernizzi, 2012). Gross (2005) states that according to the Competency theory, in the school environment, individuals with low-level information literacy skills are unlikely to seize opportunities to attain the skills they lack. The author further refers that these low-level skilled individuals would make poor decisions, and that self-skills-assessment helps them to pursue provision of literacy instruction. To increase students' skill level, teachers' intervention proves to be important to increase the ability to self-assess their own performances, and therefore grow into a position that leads to better decision-making. According to Invernizzi (2012), the use of *competency* in the corporative environment increases with corporate labor policies development towards flexibility and organizational

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<sup>5</sup> Although having been more stressed upon in the 90's, Hyland (1994) mentions its origins to 1960's American movement called "Pedagogy based on performance".

changes as well as human resources management shifting. These changes happen in a scenario of technological and information management change. The ability to correct one's self and acquire more skills is therefore driven by corporate pressure and the individual need of maintaining a job and being promoted. Therefore, individual competency leads to more competitive interventions in the corporate scenario, and to higher performances both individually and when representing a firm.

The better it works, the bigger the gain for all parties. This logic was the base of Robert Owen's activity in the 18<sup>th</sup> and 19<sup>th</sup> century. Considered the "Father of English Socialism", this Welsh philanthropist rejected the competitive business system upon which he had made his fortune, shifting the merit to a cooperative system in which "one man's gain" would not be "another man's loss", and applied this in his villages of co-operation after the war in 1815, where work was carried out collectively. Although his *Cooperation theory* was not proven effective there and then in his own economic activities, his ideas were accepted later and pursued.<sup>6</sup> Robotka (1948) compares these views with modern application, and refers how cooperative activity is restricted to meet particular needs through specialized business units, promotes benefits not only to community, but in proportion to participation in the organizations activities, with cooperators own capital administrated on a democratic basis. The *cooperation theory* is applied in Japan between Industry and Universities. Hu (2012) considers it to be one of the key approaches to scientific and technological innovation in Japan, as they work together in research, and achievements are directly transformed into technology and products by the enterprises. This line of thought is consistent with Patruco et al.'s (2017) point of view on the interest to all stakeholders of the creation of corporate universities, referred above.

Considering the specificity of the hotel industry, and the fact that hotel managers have different viewpoints about the demands of the hotel industry, it could qualify as being a study area that could gain by combining efforts from all its stakeholders. Furthermore, the hotel educators and the industry hotel managers do not know exactly what they need and want from each other (Harkison, 2004). There is, therefore, a need to cooperate, strategize and look into the business together, starting from hotel management schools and universities. Hotel educators teach hotel knowledge and skills to students so their expectations and assumptions of needs and

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<sup>6</sup> International Encyclopedia of the Social Sciences | 1968 COPYRIGHT 2008 Thomson Gale.



requirements of the industry might come from their education (Jaykumar, Fukeya and Balasubramanianb, 2014).

With the contribution of the three above theories, the building of competencies supported by the industry stakeholders, that will indirectly gain by preparing tomorrow's professionals, and that will help to produce more efficient company players and leaders while cooperating with the same schools with their gained expertise fall in line to layout the conceptual model presented in figure 1. The result of this concept will be materialized in a competency model that will be fed and feed the hotel industry with knowledge and capable people to perform accordingly.

## **4.2 Competency Models**

### **4.2.1 Competency Models – Previous studies**

Lucia and Lepsinger (1999) define competency models as “a cluster of related knowledge, skills, and attitudes that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.”

More simplified, Kozhevnikov, Bolobanova and Kozhevnikova (2018) describe a Competency Model as:

“a list of competencies describing an employee's qualities in terms of knowledge, skills, behavior and experience he or she requires to work efficiently.”

The above definitions establish a correlation of knowledge and skills with performance that is consistent with Chung-Herrera, Henz and Landau's (2003) findings, as they state that the advantage of Competency Models is that they provide a common language to discuss capabilities and performance that help to provide guidance for Human Resources practices in a consistent way. Chapman and Lovell (2006) identify key skills as those that “underpin the capacity to apply learned skills in different settings” and are used in training and education frameworks in schools. Although they are less observable, they should be given more enhancement and recognition, as they reflect the “art” as well as the “science” of hospitality.



The competencies that Weber, Finley, Crawford and Rivera (2009) identified in their study on soft skills needed in entry-level hospitality management positions, relate soft skills as vital for business. The main competencies considered were (i) working effectively with employees and customers, (ii) setting positive examples, (iii) displaying honesty / commitment and (iv) developing creative solutions to problems. The same authors (2010) state that the study of soft skills becomes essential as businesses can (i) improve selection process, (ii) enhance initial training process, (iii) improve internal development program, (iv) give structure to performance evaluation and (v) reduce turnover and consequently costs.

Weber *et al* (2013) categorized as the most important categories of soft skills: (a) performance and (b) leadership. The study, that compares a five factors structure as a tool to apply on studies on soft-skills, identifies as the main factors: (i) team developer, (ii) coach, (iii) destroyer, (iv) problem handler, and (v) influencer. As one of the conclusions, the creation of an assessment tools on soft skills can help to identify vital competences for successful entry-level managers. The study compares these factors with those considered in other studies <sup>7</sup> and Interpersonal and Leadership are identified as common to all. Up to what point these are considered in HEI curricula, and to what extent considered relevant as an outcome, is to be analyzed further in the present study. Several authors have performed comparative studies to both hotel industry and higher education curricula.

#### 4.2.2 Competency Models – industry perspective

Companies have for some time developed Competency Models as an aid to select the right human resources for certain jobs, and Mansfield (1996) considers 3 types of approaches: (i) the single-job competency model approach, (ii) the “one-size-fits-all” competency model approach and the (iii) multiple-job approach to developing competency models. Although the author considers that each model is designed for different publics, Chung-Herrera *et.al* (2003) consider that the development of a competency model can provide a common language for discussing capabilities and performance, and help human resources teams to recruit and select personnel, train and develop teams, guide performance appraisals, set lines to coach, counsel and mentor staff, and further on to help companies to apply reward systems, develop careers and create

<sup>7</sup> Sandwith 1993 and Stevens & Campion 1994, 1999

lines for succession planning or change management. These models are normally internally used and specific for the company.

Nevertheless, considering that it is redundant for each company to develop their own model, an industry approach of a Competency Model could be considered an asset. According to Chung-Herrera *et. al* (2003) having an industry-wide model is important as it is informative for students and employees on the expectations for future leaders as identified by senior-level managers. They furthermore refer how an industry-wide model reveals the critical skills needed by the entire industry, thereby assisting senior managers in hotel organizations as they recruit, select and develop employees. References or best-practices could be established.

In several Competency Models observed, competences are divided by levels, according to the area they are conceived for. Mikusova and Copikova (2016) in a study for a competency model for Crisis Managers divide the competencies in three groups: Managerial, Social and Functional, whereas Kozhevnikov, Bolobanova and Kozhevnikova (2018) in a study for a competency model for science and technology personnel for the iron and steel industry divide competencies in four groups: Instrumental, interpersonal, system and special. Krajcovicova, Caganova and Cambal (2012), in a study for key managerial competencies and Competency Models in industrial enterprises, divide competencies in three groups: general managerial competencies (for general management positions), specific management competencies (for particular management positions) and key management competencies (to which managers give increased importance and enhance employee performance). Suhairom, Musta'amal, Amin and Johari (2014) narrow down saying that for a specific job, a competency models represents types of people who will be effective and competent in the organization, and therefore it will provide fundamental guide lines for employees' actions. All of the studies infer the existence of social, interpersonal or key managerial competences, which are mainly soft skills. By combining these authors divisions in the hotel business, a proposal of the division is made in section 5.

### **4.3 Specific Revision: Tourism Industry, Stakeholders, Hotel Industry, HEI and students**

In order to have a comprehensive view of the market, and to assess the different points of view of the interest participants in the market as well as in the teaching process, the literature was

reviewed pointing to four main areas discussed in the sections below: (4.3.1) Tourism Industry, (4.3.2) Stakeholders, (4.3.3) Hotel Industry, (4.3.4) HEI CDC and (4.3.5) HEI Students.

#### **4.3.1 Tourism Industry**

It is possible to observe how Portugal developed tourism in the last 15 years, leaving behind the traditional tourism product it lived by since the decade of 1960: the 3 S tourism – Sun, Sea and Sand (Daniel, 2010). The Portuguese Government created in 2006 the National Strategic Tourism Plan (PENT) and enhanced the development and consolidation of 10 strategic tourism products – Sun and Sea, Cultural and Landscape Touring, City Break, Business Tourism, Tourism of Nature, Nautical Tourism (which includes Cruises), Health and Wellness, Golf, Integrated Resorts and Residential Tourism, and Gastronomy and Wines (Ministério do Turismo e da Inovação, 2007). The update for 2027 of this plan that aims includes among other training and education in tourism and hotel management to enhance people as Portugal's main asset (Turismo de Portugal, 2017).

Tourism and hotel industry will become one of the largest world industries, without boundaries and open to all changes and improvements, while emphasizing and affecting the particularities and attractions of regional tourism through localization (Holjevac, 2003). There is a clear and close relation between hotels and tourism. Ozdemir *et al.* (2012)'s findings show that the most voted attribute when considering satisfaction of a destination (together with local transportation services) are the accommodation facilities. Tourism and hotel industry mutually support each other, are partially dependent of each other and serve each other's needs. It could be said that the two are partners lining up on common indicators and seeking for the same clients, as well as aiming to satisfy them. The most important sharing points are summarized below.

##### **(i) Location**

The origin of the denomination of Portugal as a Touristic destination in the 20<sup>th</sup> century is directly related to the development of some locations with infrastructures and activities settled in an organized way, viewing to attract people. The first references are the thermal destination that included playgrounds, pedestrian itineraries, spas, casinos and hotels belonging to the same company (Cunha, L., 2010).

According to Shoval, McKercher, Ng and Birenboim (2011) hotel location has a profound impact on tourist movements, and tourists spend a large portion of time in the immediate vicinity of the hotel. So, it seems logic to infer that the location of the hotel will count towards positive or negative comments on the touristic destination. So it levels the type of tourism that is expected in each destination.

(ii) Client / traveller segmentation and tourism performance indicators

Economical investment policies issued by governments that wish to develop tourism capacity and upgrade the level of the incoming tourist is crucial to allow changes and development in tourism destinations. It allows international hotels to provide continuous supply of rooms, as well as upgrading the tourism facilities (Mok and Lam, 1997), which ultimately changes or diversifies the tourist and hotel segments. This makes believe that quality of destination is intimately related to Holjevac's (2003) view of tourism quality, which determines that it is everything that the tourist requires and expects from a destination.

The above mentioned PENT led to the development of tourism segments that apply to many different products and regions, such as enotourism, golf, city breaks, business tourism among others, that are also used in hotels and lodging firms as client segments (Turismo de Portugal, 2017).

According to Huerta-Muñoz, Ríos-Mercado and Ruiz (2017) segments can be identified by a number of different features and that one of the main reasons for creating market segments is to know more about the customers in order to create different strategies to obtain greater customer satisfaction and consequently increase profits. The segment-specific helps to reveal the destination attributes which show to be critical to ensure a pleasant experience for each segment (Lee & Back, 2010). In the same way, for hotels, Jiang, Dev, & Rao (2002) refer that customers often make decisions about hotels based on their perception of a specific hotel's brand name. It can be said therefore that segments help both destinations and hotels to satisfy travelers by driving towards their expectations. Furthermore, when establishing the importance of TrypAdvisor on tourists' choices, Miguéns, Baggio and Costa (2008) indicate that the reviews on destinations, hotels, tourists guides and restaurants come together as to complete the discussion trend when people

choose a tourism destination. The competitiveness of a tourism destination is defined by its capacity to attract and satisfy potential tourists. This competitiveness affects the number of visitors, their expenditures and indirectly all tourism related businesses, as are hotels and retail industries (Tsai *et al.*, 2009).

When analysing the attributes of a segment, a number of indicators embody the profile of the final clients that represent that segment. Indicators such as Occupancy rates, average tourist expenditures and average length of stay are regularly used when tourism industry destinations measure the economic results (Campo & Garau, 2008). Also, tourist activities actualize using these same indicators, among which can be included number of visitors' arrivals to destination and demand for rooms, the latter being specifically associated with the hospitality industry (Yang, Pan, and Song, 2013).

By accessing Statistic reports on Tourism<sup>8</sup>, it is visible that the tourism benchmarking that is done domestically use main indicators similar to those used in hotel management, such as RevPar – Revenue per available room, ALOS – average length of stay, traveller nationality and RevPac – Revenue per available customer. Hotels analyse their ComptSet and market penetration index, whereas tourism authorities assess lodging capacity of a destination per categories and analyse the average expenditure per tourist.

It becomes evident how Tourism is an umbrella under which one of the most important elements is the hotel industry. Location, traveller segment and tourism performance indicators not only characterize the Tourism type also embody the profile of the hotel client.

### 4.3.2 Stakeholders

The Stakeholder concept was originally defined as “those groups without whose support the organization would cease to exist”. The list of stakeholders originally included shareowners, employees, customers, suppliers, lender and society (Freeman, 1994).

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<sup>8</sup> In Portugal statistics that are provided by INE – Instituto Nacional de Estatística ([www.ine.pt](http://www.ine.pt)) are also available in more detail by Turismo de Portugal- TravelBI ([www.turismodeportugal.pt](http://www.turismodeportugal.pt))

In a revision on the concept, Mitchell, Agle and Wood (1997) argue that, even though some authors state that an entity cannot be a stakeholder without being in actual relationship with a firm, the potential relationship can be as relevant as the entity that is in a relationship with the firm.

The issue of *who are the stakeholders* has motivated many studies, many of which addressed the question of which groups are to be considered stakeholders, and the most frequent shortcoming is that many do not sufficiently specify who is not a stakeholder (Tullberg 2013).

Throughout the 1980 and 1990, Freeman and other scholars, based on the “stakeholder” concept, addressed three interconnected business-related problems: (i) how value is created and traded; (ii) connecting ethics and capitalism; (iii) managerial mindset. Stakeholder theory suggests that if we adopt as a unit of analysis the relationships between a business and the groups and individuals who can affect or are affected by it, then we have a better chance to deal effectively with these three problems (Parmar, Freeman, Wicks, Purnell & de Colle, 2010).

Greenwood and Van Buren III, (2010) add to the study of organization-stakeholders relationship the concept of trust and trustworthiness. The authors consider that the stakeholders without power rely on the trustworthiness of the organizations to satisfy fairness obligations that are due to them. Tullberg (2013) considers that a reasonable demand for being a stakeholder is to have a stake in the company, understood as making a significant input to the company as well as being a part of its output. Reciprocity is essential. The stakeholder theory is to address the problem of cooperation between crucial partners, where a conflict is likely to cause the company serious harm and a smooth cooperation is of vital interest to all parties.

As a rule for clearness, defining who is included and who is excluded is essential. The non-stakeholders are often an unspecified category, but from a long list of potentially included, a selective membership is suggested, and managers are added to this short-list of stakeholders (Tullberg 2013).

Mitchell, Agle and Wood (1997) “propose that classes of stakeholders can be identified by their possession or attributed possession of one, two, or all three of the following attributes: (i) the stakeholder's power to influence the firm, (ii) the legitimacy of the stakeholder's relationship with the firm, and (iii) the urgency of the stakeholder's claim on the firm”, and summarizes that stakeholders are the entities to whom managers should direct their attention. Considering that

HEI “produce” future professionals for the hotel industry, this thinking stream suggests that, even though many students may not become an employee-stakeholder of Hotel X, the better they are prepared, the more effective they will become in preparing potential employees for the market as they interact with others throughout their career, and potentially “produce” more competitive employees for Hotel X and others.

Mitchell, Agle and Wood (1997) further identify one of the stakeholders as the *Discretionary* Stakeholder, that could include HEI and students, as they are absent of power and urgent claims towards hotels, and to which hotel managers have no pressure to engage with in an active relationship, but can choose to do so. Within the Hotel Industry, we can therefore suggest that HGMs are *Dominant* Stakeholders, as they have power and legitimacy to force HEI to comply with the Hotel Industry to prepare students according to their directions, or better, to the industry’s trends and needs.

In the case of the synergies revealed between HEI and Hotel Industry, Burukina and Yandovsky (2012) believe that the applied HEI that train specialists for hospitality industry should not separate HEI from industry, as together the integrative preparation of qualified graduates feeds the market with highly qualified professionals for a market as demanding as this industry. The authors further refer that Yang, P.C. identifies as the three major reasons that motivate industry to become and increase interaction with HEI: (i) access to manpower, (ii) access to upfront research and (iii) solutions to specific problems, which can be proposed as class projects to become studied solutions. In this case, internships in the teaching process become even more relevant. Cho (2006) agrees that in the internship process, stakeholders (HEIs, students and employers) are important elements for the success of internships.

### 4.3.3 Hotel Industry

Hospitality, tourism and leisure services have a number of characteristics that distinguish them from physical goods, with implications for managing strategies: heterogeneity, consistency, perishability, ownership, benefits purchased, difficult quality control, evaluation process and most importantly intangibility and inseparability of production and consumption (Kandampully, Mok and Sparks, 2001). Therefore, the seller cannot be disassociated from the hospitality product. According to Christou (2002), it could be assumed that the server is a part



of the product. It seems reasonable to say that human resources hold key role and importance in the hospitality sector.

Hotel business relies, firstly, on several aspects of the infrastructure, that we may call *tangible* characteristics such as location, surroundings, environment, impact on natural resources, main activities of implementation area and investment directly related to the expected clients. Therefore, hotel design, materials used in construction and décor are chosen not only according to a budget, but also according to expected segment of clients that the project wants to attract, which according to Israel (2002) and Zeithamal (2006) can have a strong influence on clients' expectation, especially when star rating scheme is implemented. The same may be said about the size of the hotel, which according to Ariffin and Maghzi (2012) impacts on hospitality expectations. It can also be said about the existence of sports/health improvement facilities, which according to Markaryan (2015) improves the level and quality of services provided within the hospitality industry, namely hotels.

On the other side, hotel business relies also on the operations that take place within the hotel premises and involving areas, depending on personnel's performance towards service quality, characteristics that we may call *intangible*. As examples of these characteristics we may consider efficiency, complying with customer expectation, creating innovative services, and making a difference in a positive manner. So, according to Ariffin and Maghzi (2012), service quality in hospitality services such as hotels generally depend on the personalization of the service, warm welcoming the client, creating a special relationship with clients, natural behavior and promoting a feeling of comfort (not only in the tangible understanding of the word). This view is shared by Tekin (2017) that considers service to be deeply dependent of its provider's performance and thus one of the most important factors in perceived service quality.

Therefore, intangible characteristics involve personnel's performance and the ability to create a comfortable atmosphere. According to Lashley (2008) emotional value is developed by the hospitality setting as well as the quality of interaction between front-liners and guests, generating guest satisfaction through the quality of the emotions generated in these experiences. Emotions created by smiles and genuine behavior tend to increase service satisfaction.

We can consider, then, that service quality impacts greatly in client satisfaction and that for this to happen, staff's technical performances as well as attitude are essential elements of the "satisfaction formula". According to Spinelli and Canavos (2000) this attitude has a direct



relation with issues as commitment to guest's satisfaction. The authors further relate this attitude to staff involvement and empowerment, even though there may be belief of inadequate compensation.

Another factor that has to be considered is the education level of first-line staff. Tekin's (2017) findings relate education level of staff, especially male staff, with "the desire to have personalized relations", and therefore the higher the education level, the more empathetic and professionally services are rendered. Nevertheless, according to Gupta (2011) many studies indicate dissatisfaction related to competence level of tourism professionals, especially newly graduates of tourism areas. According to Tekin (2017), "it is crucial for hotel business managers, human resources departments in particular, to try to outreach service-oriented individuals in their employee selection."

In studies analyzed, several perspectives are considered to explain success in career path, leadership, employment opportunities, skills, education curricula, experience, personal qualities or others. Some correlations found by Kay and Moncarz (2007) between intrinsic attributes, personal character and strategic positioning, and Knowledge, Skills and Abilities (KSAs), show to be stronger than other correlations between academic achievements and KSAs.

Knowledge in financial management and other situational influencers were determined to contribute most to managers' career success. Also, strategic positioning was identified as a moderating variable between KSAs and monetary success (Kay and Moncarz, 2007). Managers in the hospitality industry, according to Ya-Ling and Chin-Tsai (2010) believed management skills to be more important than technical skills in the academic curriculum. An important outcome of the survey led out by Christou (2002) was the identification of what is considered the most important skill by the majority of the students for management trainees in Greece and of the hoteliers in Greece, Britain and the USA in the international hospitality industry: "the ability to manage guest problems with understanding and sensitivity", therefore soft skills. "Customer relations" was rated significantly higher by respondents that managed 100 or more employees (Kay and Russette 2000). Hotel managers argued that using initiative skills was the most important skill for an employee's career development (Jaykumar et. al 2014). A number of administrative competencies were identified as Essential Competencies by Kay and Russette (2000), for example, a working knowledge of operational budgets and financial reports for mid-

level F&B managers, whereas a working knowledge of forecasting, yield management, and property specific reports was desirable for mid-level front-desk managers.

This sureness on preferred skills is contradicted by Harkinson (2004) that considers that the hotel educators and the industry hotel managers do not know exactly what they need and want from each other. Christou (2002) argues that the Hotel management industry's most important expectation of education is the development of the students' transferable skills, and that these can be seen as indicators of appropriate adjustments of the studies programs and for the introduction of appropriate relevant teaching methods. More recently, Turismo de Portugal (TdP), the Portuguese Institute of Tourism performed a study named “Better Skills, Best Tourism”<sup>9</sup> that focuses on identifying skill needs and strategies to map relationships between qualifications and jobs in hotels, and soft skills are particularly underlined as important as they develop a training strategy for entrepreneurs and managers. In further studies cited by Stacey (2015) in the OECD study on Quality Jobs in Tourism, an American study<sup>10</sup> refers how many soft skills experienced in tourism are considered an added value by other sectors. Stacey (2015) refers how countries highlight the need for soft skills as being crucial for service delivery, and enhances language, customer service, cultural awareness and cross-cultural skills, service quality and communications skills; problem-solving skills are also referred as previously identified by Weber *et al.* (2013) as essential.

Another point not to be neglected is the importance of ongoing internal training within the hotel, as according to Ma and Chang (2013) training transfer is positively related to job performance and organizational commitment. The sharing of this information with HEI may sometimes not exist. Tekin (2017) as one of the conclusions of his study, believes that it would be helpful for human resources managers requesting support from HEI if they feel inadequacy in performance assessment, performance management of employees for service orientation and developing training modules for staff.

Nevertheless, Chapman and Lovell (2006) believe that employers have little confidence in training certificates and often fall back on first superficial impression and previous employers’

<sup>9</sup> Portuguese Tourism Confederation (2013) [www.confederacaoturismoportugues.pt](http://www.confederacaoturismoportugues.pt) cited by Stacey, 2015, Supporting Quality Jobs in Tourism, OECD Tourism Papers 2015/2

<sup>10</sup> United States Travel Association (2012a, 2012b) [www.ustravel.org](http://www.ustravel.org) cited by Stacey, 2015, Supporting Quality Jobs in Tourism, OECD Tourism Papers 2015/2

information, when available, as they are recruiting. In a career-to-management focused hotel, this makes the job of investing in young newly-graduates even more difficult.

#### **4.3.4 HEI – High Education Institutions**

The adequate correspondence of curricula of Hotel Management students is a persistent worry of schools and universities that create and teach courses to prepare future hotel workers and hotel managers. There are several realities, and many variables that impact the syllabus of curricula in universities. For example, an independent (private) school may have more flexibility in curricular design than a program in a business or human ecology university (Bartlet, Upneja and Lubetkin, 1998). This is evidently constrained by different countries legal framework for education.

Hospitality degree's programs include housekeeping, restaurant and culinary skills, use of property management software and introduction to sales, marketing and human resources processes. Both theoretical and practical knowledge are evaluated and therefore necessary in these degrees. However, hotel industry employers seek employees with industry-ready skills in vocational education (what in Portugal is delivered in professional courses from high-school or Polytechnic Institutions, and University tends to deliver critical thinking skilled graduates (Harkison, Poulston & Kim, 2011). This may discredit universities on how students are prepared reality-wise. The flexibility of a university's general education policy will impact hospitality requirements, as will accreditation issues (Bartlet, et. al 1998). Therefore, the need of some complicity between the parties leads researchers to overlap needs and expectations of both industry and universities. As an example, a study on core competencies gap between managers and scholars, where Huang and Lin (2010) identify three main conclusions: (i) educational programs in hospitality management should focus more on specific skills (e.g., communication skills, language proficiency or diversity, and customer care) as well as general management knowledge (e.g., problem identification, solving, and management). The results show also that firms are likely to pay a premium for specifically-trained employees compared with those merely generally trained; (ii) leadership and interpersonal skills are essential for managerial success, as they are the highest-rated management skills recognized by hotel professionals; (iii) other potential facts affecting the core competencies of different employee levels should be studied. There should also be greater awareness and concern of the high labor turnover than other sectors within the tourism industry, as narrowing the gap between education and industry could reduce training costs, time and turnover.

Chung (1999) quotes Moreo (1998) on the solution to the fact of the 24 Korean Universities offering outdated programs: “The key will be to make certain that there is a convergence of expectations of program, its market, and its host institutions.” Christou (2002) suggests that the hospitality educators in the future may have to work on students’ abilities to manage guest problems with understanding and sensitivity.

Followed by many Universities and schools throughout the world, Swiss Hospitality education tend to use comprehensive teaching models, based on bottom-up knowledge necessary to manage a business effectively. The traditional model that was based on operations such as reception, food & beverage and housekeeping has evolved into a step-by-step competence-building management courses, that pursue the application of theoretical knowledge into practical application situations (Glion Institute of Higher Education, 2018).

Another aspect to take in consideration is the practical knowledge of the Faculty staff on the main study areas – Stutts (1995) identified the quality of teachers as a very important factor in hospitality education’s sustainability and development, and Feng (2010) indicated that, in Taiwan, 59.6% of HEI teachers were convenient from hospitality industry, having had significant experience in the area. In Portugal, for the purposes of accreditation of study programs, the Faculty staff must be constituted of full-time academic staff qualified in the area of the program of the course, of which at least fifty percent must hold a PhD degree (A3ES, 2012). Reality indicates that a small minority of teachers holds a PhD in the technical areas they worked within hotel Industry, and there are no HEI in Portugal that offers a PhD in Hotel Management. Wilks and Hemsworth (2011) refer that vocational subjects might be difficult to fulfill according to A3ES requirements, as there are up to the date few faculty members with professional experience and doctoral degrees teaching in the hospitality industry. These positions are guaranteed by holders of PhD in Tourism Management with previous experience of publications in Hotel Management. Also, some HEI recruit professionals with a “Specialist” degree. However, this title does not concur with A3ES quotas of PhD holders in Universities, and the title is mostly accepted as such by Polytechnic HEI.

Phelan and Meija (2015) gathered that the average amount of years students expected hospitality Faculty staff to work in the industry was 7.64 years with a comprehensive range of 0 to 30 years. Harkison, *et al.* (2011) further gathered that the majority of students (71.4%) expected Faculty staff to have experience at the manager, general manager, and corporate

levels. Stuart (2002) refers that the Hospitality and Tourism academy's trend is to distance them from the industry.

As one of the conclusions of his study, Tekin (2017) counts benefits for HEI in tourism if they were to develop training courses on strategic components of service orientation and give special importance on the subject in their curriculum.

#### **4.3.5 Students**

Student's expectations may be a consequence of what is "sold" to them, or rather if they have previous experience in the field. Purcel and Quinn (1995) gathered from their studies that Higher National Diploma students are more likely to cite previous experience in the hospitality industry as their main reason for taking their courses. In terms of course coverage and assessment, former students with a non-graduate diploma are more satisfied than graduates with their exposure to subjects which are directly connected to the hospitality industry. Purcell and Quinn (1996) refer that students have been criticized for not having realistic expectation on responsibilities and tasks they will undertake when entering hotel industry. As well, Phelan and Meija (2015) considered that, providing increased service quality in hospitality management could be achieved by meeting the expectations of students in terms of faculty industry experience.

When students are inquired over what subjects would appeal the most to them in the hotel industry, studies reveal all kind of directions. Kay and Russette, (2000) gathered that technical competencies were valued over interpersonal skills. In spite of this, there is still need to equip students with competencies in interpersonal skills such as listening, face-to-face and oral communication, and conflict resolution. On further studies Phelan et. al (2015) gathered that, given due importance to all other subjects, the decreasing ranking was: hotel operations, cost control, facilities management, food sanitation, travel and tourism, hospitality law, culinary operations, convention management, purchasing, beverage control management, marketing, human resources, casino operations, accounting, and nutrition.

Kay and Russette (2000) identified as the one competency in the conceptual-creative domain identified transversally through the board of all functional areas and both management levels was "adapting creativity to change". This strongly implies the importance of including this concept in any sort of hospitality-management curriculum." To get promoted, students thought they would have to become good communicators, but industry was more interested in initiative.

Industry's views suggest that managers value attitudinal attributes over skills, and are therefore prepared to help employees gain the skills needed for their roles (Harkison *at. al*, 2011).

Approximately two-thirds of Hotel and Catering Management graduates inquired did go into the industry and over 40% of them plan to be in it by the following year, which indicates that there is a role (and career satisfaction) for a significant proportion of those who have been educated to this level (Purcel and Quinn 1995).

From the results of their study, and not so optimistic, Jenkins (2001) concludes that a relatively high proportion of students undertaking Hospitality studies will “possibly” look for a job after graduation. Facing this result, the author questions if the hospitality industry may not have an image problem to worry about. The author further considers that students become less interested in choosing a hospitality career as first choice as they are exposed to the industry.

## **4.4 The Portuguese Higher Education System**

### **4.4.1 The Higher Education System in general**

The Portuguese Higher Education is structured in accordance with the principles of Bologna and is aimed for students who have successfully completed Secondary Education or who have a legally equivalent qualification. It is controlled by A3ES, an independent entity that is responsible for the evaluation and accreditation of higher education institutions and their study cycles, within the scope of the quality assurance system for higher education (EACEA National Policies Platform, 2018).

The Portuguese HEI system is organized in a binary system that integrates University Teaching and Polytechnic Education, and the organization model is in three cycles, leading to three degrees: 1st cycle leading to the degree of Graduate/Bachelor, 2nd cycle leading to the degree of Master and 3rd cycle leading to the degree of Doctor (EACEA National Policies Platform, 2018). The goals of universities and polytechnic institutes are different: (i) universities aim to the promotion an education based on research and knowledge creation in order to provide technical training leading to the development of design, innovation and critical analysis skills. (ii) polytechnic institutes focus on applied research and development aiming the understanding and solution of more concrete problems, leading to more technical training to develop applications aimed towards professional activities (David and Abreu, 2017).



To access public higher education, students may apply for a national competition or local competition (Madeira and Azores), after conducting and having combined results of the national exams and school performance grades to the subjects that each educational institution elects as a prerequisite for each course and area of study. In order to access private higher education, they may apply in parallel to their application to public higher education, applying with the combined results of the national exams and school performance grades to the subjects that each educational institution elects as a prerequisite for each course and area of study, or for specific proof that the institution decides and that is in accordance with the law (DGES, 2018).

Furthermore, to access both public and private higher education, there are other possibilities for students who apply through: (i) special competition for people over 23 years old, (ii) special competition for holders of diplomas of technical superiors courses, (iii) special competition for holders of diplomas of higher technical professional courses and (iv), special competition for holders of other higher education courses (DGES, 2018). The situations referred in (ii) and (iii) are courses from post-secondary education (not higher education), which is organized in Technological Specialization Courses (CET) <sup>11</sup>, aiming to the qualified insertion in the professional environment and the acquisition of level 5 qualification of the QNQ – National Qualifications Framework<sup>12</sup>. The CETs allow specialized training courses in different technological areas, developing professional skills and competences. (EACEA National Policies Platform, 2018)

#### **4.4.2 Access to HEI Courses in the Hospitality and Hotel Industry areas**

The access to HEI Hotel Management courses by the students, as in any HEI course, establishes that they must apply with the combined grades from school performance and national exams, and each HEI determines the access subjects that students can enroll with, on a national ranking system. In public institutions, students compete with 2 subjects and in private institutions some accept only one. Table 1 presents the percentage of the subjects that the HEI Hotel Management courses allow for course application.

<sup>11</sup> CET - Cursos de Especialização Tecnológica, regulated by Decree-Law no. 88/2006, of May 23

<sup>12</sup> QNQ - Quadro Nacional de Qualificações - carried out in the framework of the process of reform of vocational training and the creation of the National Qualifications System (DL n° 396/2007)

Table 1 - Admission subjects to HEI Hotel Management courses

Subject	percentage
Economy	100%
Mathematics	71%
Portuguese	43%
Geography	43%
Mathematics applied to Social Sciences	29%
English	7%

Source: adapted from DGES - [www.dges.gov.pt](http://www.dges.gov.pt)

We may observe that the 2 most required prerequisite subjects are common to the General Management courses, which establishes that economy or mathematical skills is a given expectation in these courses.

Another form of accessing to the HEI Hotel Management courses is by application after completion of courses from post-secondary education (not higher education), such as the Technological Specialization Courses, indicated as CETs when administered in High Schools or Professional Schools, or TeSPs – Professional Technical Courses<sup>13</sup>, when administered in Polytechnic Institutes. Some vacancies are created in HEI Hotel Management courses in the Polytechnic Institutes for students that have completed their courses, accessing the possibility of integrating the university degree directly, being given equivalence for a limited number of CUs, competing with other students in the same conditions with the achieved grades.

Some CETs are administered within the chain of Schools of TdP – Turismo de Portugal (that operates under the umbrella of the Ministry of Economy and Innovation), which can be a preparatory step to HEI's education and with which protocols are established in order to grant equivalence to some subjects taught in the HEI Hotel Management courses. As these courses are professional oriented, the courses have the duration of 3 semesters and are specialized in more practical areas of study, such as Hotel Management and Lodging, Food & Beverage Management, Management and Kitchen Production, as well as Management and Pastry Production. Some of these courses are taught in English language and accept foreign students (Turismo de Portugal, 2018)

The total numbers of HEI that administer courses in Hotel Management are organized by nature and type of Education in table 2.

<sup>13</sup> TeSP – Cursos Técnicos Superiores Profissionais



Table 2 - Total number of HEI Hotel Management courses by nature and type of Education

Public Higher Education - Polytechnic	15
Higher Education Public - University	1
Private Higher Education - Polytechnic	6
Private Higher Education - University	4
<b>TOTAL</b>	<b>26</b>

Source: Own production

Analyzing the addressed HEI from table 2, which represent the total number of Institutions that offer HEI courses in Hotel Management, it is possible to classify them among public – 16 institutions, and private – 10 institutions. On the other hand, it is also possible to classify those that are administered by Universities – 5 institutions, and those that are administered by Polytechnic Institutes – 21 institutions. This could suggest that few HEI believe that Hotel Management Courses should be administered by Universities, as it has not yet been considered a Scientific Study Area, or simply may not have continuity towards PhD level of studies, which could be a totally different aspect for further investigation, but will not be part of this study.

The names of the courses offered to the general public tend to have mostly “Management” or similar names in the nomenclature, combined with “Hotel”, “Hospitality” and “Tourism”, the latter never alone. No difference of names is especially observed that may distinguish if the course is convenient from a public or private HEI, whether it is Polytechnic or University courses. The list of the HEI’s that are summarized in table 2 are presented with more detail on annex 1.

## **NOTE B - Aid Point for Study-Reading**

The study throughout Section 5 goes through the following steps:

Section 5.1. - Presentation of Research Process, identifying the first approach to the study.

Section 5.2 - Revision of the Learning Outcomes according to supporting model.

Section 5.3.- Revision of the Curricular Units by Subjects of Portuguese HEI Hotel Management courses.

Section 5.4 - Presentation of contributions of stakeholders to build survey themes and questions to apply to the chosen Population described in Section 5.5.

Section 5.6. - Presentation of the steps of the Survey Construction, specifying areas of questions.

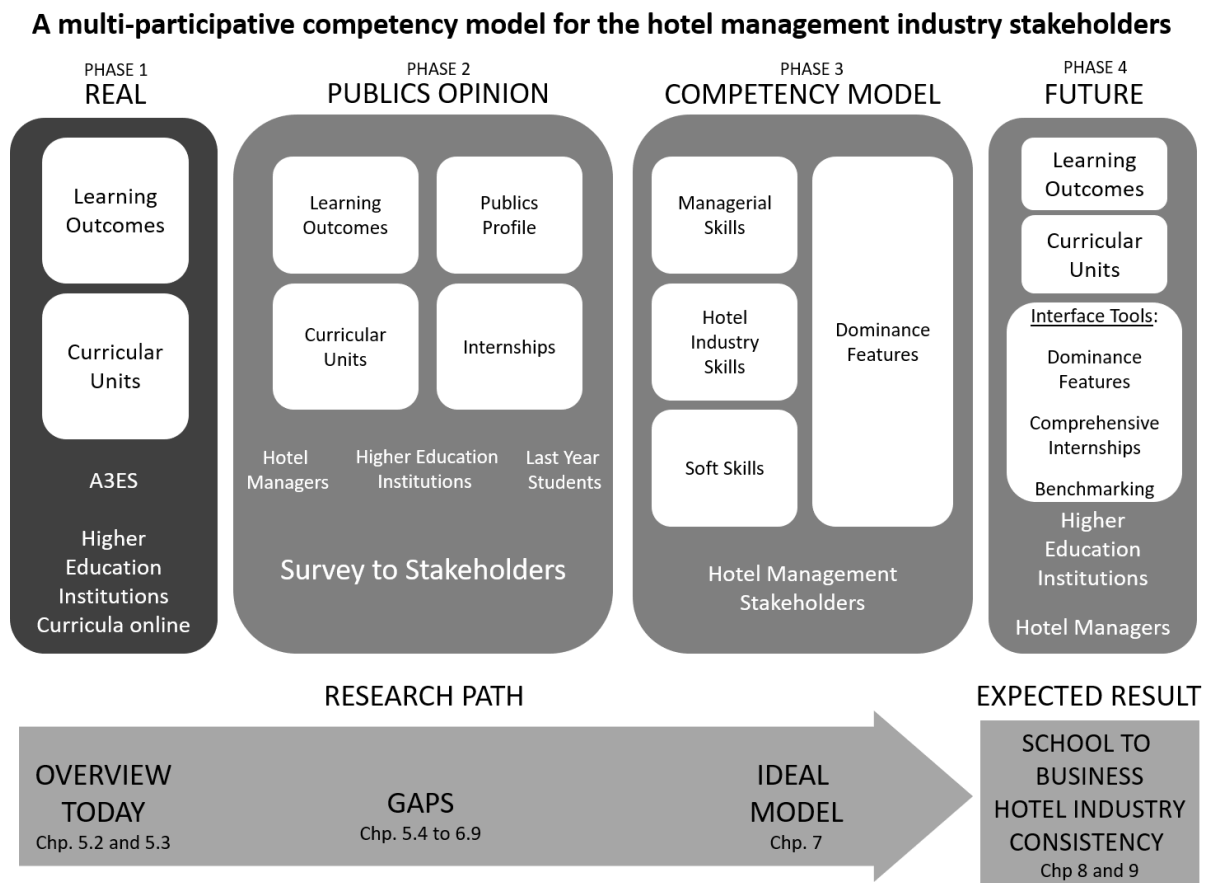
Section 5.7. - Presentation of the methodology and Survey application to the populations, as well as size of sample.

## 5 Research Process

Taking the previous information into consideration, it became necessary for this study to consult all stakeholders in different manners. Throughout the process, several phases took place, and initially a study was made just to make place to a better and more solid process. The phases of the study are presented below.

To illustrate the study process understanding, a dynamic figure of the phases is presented throughout the study, pinpointing (enhanced in dark) what is expected and done at each stage working towards the goal, and is represented in figure 2.

Figure 2 - Research Path - phase 1



Source: Own Production

As represented in the figure 2, there are 4 specific stages, intitled REAL, PUBLICS OPINION, COMPETENCY MODEL and FUTURE that will be summarily described:

(i) REAL

In this first step, by using as sources A3ES data, made available by participating in a global study on HEI LOs <sup>14</sup>, and by own research on the online Curricula the institutions maintain available for the general public, all CUs and LOs that each institution created for the accreditation process and that are the structure of the courses were observed and categorized according to a determined criteria. The phase represents the overview today of the situation, and is identified as such in the figure on the Research Path. These results are detailed in chapter 5.2.

(ii) PUBLICS OPINION

Having performed the overview, it became necessary to have all publics' opinion. As described above, the consulted publics are Stakeholders, Hotel Managers, HEI Course Directors/Coordinators and Last Year Students of hotel management course. In order to help build the questionnaire, 3 stakeholders were initially approached in the form of in-depth interviews to a judgmental sample of stakeholders.

After performing the first approach to the study (see 5.1.), and concluding that the followed approach and methodology could not provide acceptable data, a different direction was followed. The option was taken to firstly interview the 3 stakeholders, so as to gather which aspects were relevant to introduce in the survey, mainly those Course Subjects and Learning Outcomes most valued by professionals, and more specifically soft-skills, internships and expected competencies. Their contributions led to several points: (a) confirmation of the understanding of soft-skills by stakeholders and their introduction in the survey as both SSUs and LOs, among which leadership was most indicated; (b) the importance of the internships and the need to find more consistent methods to uniform the manner and areas they take place, so as to satisfy all stakeholders need and expectations; (c) the employers perspective regarding the students CV assessment upon jobs opportunities. These contributions led to the drawing of initial questions of the survey, and that built the responders profiles.

The qualitative approach was then transformed in a quantitative approach, as these points had to be subjected to a grading process by all publics to supply data for the

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<sup>14</sup> Participation in the research “Informar, Conformar e (de)Formar um Estudante em 1000 carateres: *Learning outcomes* do Ensino Superior em Portugal” conducted by Professor Diana da Silva Dias in 2016.

building of a multi-participative competency model with “universal” support. The data included the ranking of the SSUs and LOs, and identified the gaps between each public opinion that lead to the identification of the necessary “ingredients” of an Ideal Model, and are identified throughout Chapters 5.4 to 6.7.

(iii) **COMPETENCY MODEL**

The findings from the previous phases led to the construction of the proposed competency model, integrating the most voted SSUs directly related to the most voted LO, as well as grounds for an internship protocol and the introduction of “dominance features” that can be considered as the interface tool between stakeholders, and explained in Chapter 7.

(iv) **FUTURE**

Phase 4 articulates all findings in a proposed competency model and lays out the extent to which each stakeholder can continuously feed the model (thus multi-participative) and create knowledge for usage within the hotel management industry, as well as the process to keeping this model alive and updated. These are mainly the contents of Chapters 8 and 9.

## **5.1 The first approach to the study**

An initial Literature review was performed to understand what other studies had gathered regarding the main skills that HGMs determine as essential for their position. By observing the categorization of the principal activities in the hotel industry, from the Literature review, among several authors that discussed the subject of assessment of HGMs profile, skills divided in 8 dimensions were retrieved from studies performed by (i) Cheung, Law and He (2010), (ii) Chung (1999) and (iii) Millar, Mao & Moreo (2010). In order to identify which authors graded the skills with the listed nomenclatures, an identification was included – (i), (ii) and (iii). The authors are not unanimous in this division, which is why the initial approach only chose those that were most adequate to the goal of this study. Also, these are revised in this study, as the expression of the domains does not completely overlap the content of the curricula basis in education institutions, with which they are to be compared to. The selected domains are:

Leadership (i) (iii)

Problem identification and Communication (i)

Problem identification and Communication (i)

Management analysis techniques (ii)

Interpersonal (i) (iii)

Strategic positioning (i)

Innovation (ii)

Administration (iii)

Conceptual (iii)

From the collection of data on the teaching area of all 14 study programs divided in 14 Portuguese HEI: 3 Universities and 11 Polytechnic Institutes (at this stage only graduate degrees were considered) that teach courses in the hotel management area<sup>15</sup>, a disperse information was observed. As a primary study, a division of the curricular units was made among the domain groups that were retrieved from the above-mentioned studies that were performed on the hotel industry.

In the Portuguese HEI course conception, each curricular unit is valued with a number of credits by each scientific area, that contributes to a rating scale applied by each HEI, as established by The Bologna Declaration<sup>16</sup> and implemented by A3ES (Agência de Avaliação e Acreditação do Ensino Superior)<sup>17</sup>. The scientific areas are:

- Exact Sciences
- Technology
- Medicine and Health Sciences
- Law, Social Sciences, Services
- Agriculture, Animal Husbandry, Natural Resources
- Architecture, Fine Arts, Design
- Economics, Management, Administration and Accounting

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<sup>15</sup> Reference to courses available for the curricular year of 2015/2016

<sup>16</sup> The Bologna Declaration of 19<sup>th</sup> June 1999 – Joint declaration of European Ministers of Education

<sup>17</sup> Portuguese Agency for Assessment and Accreditation of Higher Education

- Humanities, Secretarial, Translation, Interpreters
- Teacher training
- Theater, Cinema, Music, Dance, Physical Education and Sports

Each course curricular unit was graded, and these credits were divided by the correspondent institutional areas of studies. Although the names of the courses do not fully express the contents of the course, and the official division of each course curricular unit was not available and therefore would have to be accurately analyzed and reclassified, this primary study allowed to verify the complexity of the classification of course contents, and pinpoint how some courses can stretch their scope to more than one domain. The results are presented in table 3.

Table 3 - Comparison of average importance given to domains by university curriculum and industrial professionals

Domains	University average ranking of importance	Industry average ranking of importance	Delta
Leadership (i) (iii)	9	1,0	-8,0
Operation Techniques and knowledge / Technical (ii) (iii)	2	2,7	0,7
Problem identification and Communication (i)	4	3,5	-0,5
Management analysis techniques (ii)	1	2,5	1,5
Interpersonal (i) (iii)	8	3,7	-4,3
Strategic positioning (i)	5	4,5	-0,5
Innovation (ii)	7	6,0	-1,0
Administration (iii)	6	8,0	2,0
Conceptual (iii)	3	5,0	2,0

Source: own production

However, in the study process, some methodological inaccuracies applied by this initial study were perceived, as the measure instruments and scales were not identical and therefore created erroneous results.

Study (i) applied, according to Cheung, Law and He (2010) “a seven-point Likert scale that ranged from “mostly important” = 7 to “mostly unimportant” = 1 was used to assess the views of managers about these managerial competencies, and a seven-point Likert scale that ranged from “mostly agree” = 7 to “mostly disagree” = 1 was used to assess the extent to which the students believed that their graduate program contributed to the development of such competencies.”

On study (ii), according to Chung (1999), A "5-point Likert scale was used for rating both the competency and curriculum variables; (1) being the least contributed and (5) being the most contributed".

On study (iii) according to Millar, Mao & Moreo (2010), after in-depth interviews to major stakeholders in the industry, used a frequency of mentioned competencies and these were directly applied to comparison.

The study performed on the course curricular units used a simple frequency ranking method of the most mentioned scientific areas, and directly applied this ranking for comparison.

Table 3 was produced, attempting to show possible gaps between University and Industry average ranking of importance of the domains explained above.

The limitations of this study reside (a) on the lack of deeper analysis of each course content and consequent domain grading. As an example, a course on "Product, Brand and Image Management and Consumers Behavior" where it is credit in four points. The contents of this course could be graded in either the "Strategic positioning" or "Innovation" domain or even in both domains, dividing the ECTs credited. (b) The methodologies are not compatible and therefore unable to produce valid data for analysis.

As contributions to the final study, this primary study enlightened to four essential points: (i) in order to perform a study that would match the exact same LOs from the HEI perspective and the Hotel Industry's perspective, a survey would have to be performed from scratch using the same concepts; (ii) the scientific areas were not a valid criteria for appraisal of the courses LOs and therefore could not be used; (iii) although LYSs lack mostly practical experience in hotels, they have been submitted to a teaching/training experience in the Hotel Management field and do have an opinion that should be valued; (iv) although not knowing at this point of the study to what extent, HGMs – Hotel General Managers were also submitted to an education in the Hotel Management area and do have an opinion on expected LOs due to their experience.

After settling that the previous approach and methodology could not provide acceptable data, a different direction was followed, and is resumed in the following sections.



## 5.2 Revision of the Learning Outcomes of Portuguese HEI Hotel Management Courses

There are multiple definitions of what LOs are, but according to McVie (2004), they are all fairly similar - Learning outcomes are statements of what a learner or student is expected to know, understand and be able to demonstrate through written, oral or practical evidences at the end of a learning experience. Dias, Marinho-Araujo e Almeida (2011) complete this definition by emphasizing the shift of the teaching process centered on the teacher to the student, in a way that LOs are not only what is expected from students but also the criteria that will be used to assess them, allowing them to know beforehand what is expected from them to know, understand and be able to perform in a determined CU or even a study cycle. Furthermore, Dias *et al* (2011) refer that LOs should allow HEIs to present what students can in fact do and not only what they know or should know. This perspective is extremely important for this study, as the LOs are to be assessed equally by the hotel management industry, that will rely on HEIs ability to answer for the students expected LOs as a quality element of their performance as teaching institution.

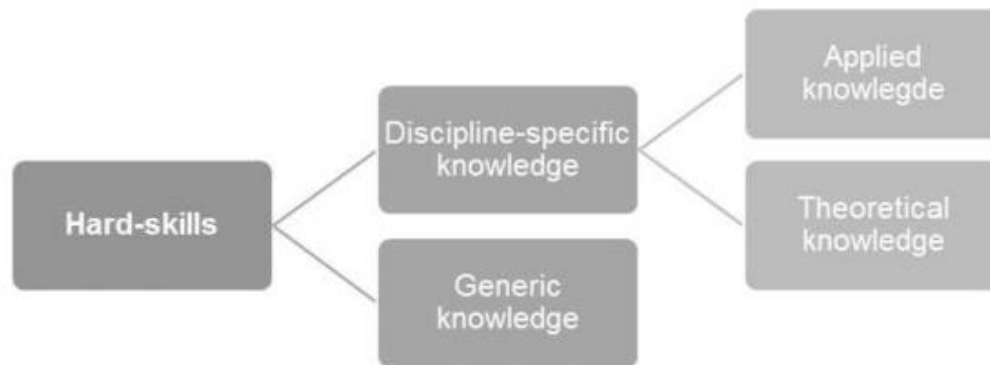
The List of LOs presented on figures 3 and 4, as well as in table4 were extracted from what became to be a publication by Dias and Soares (2017) named “Learning Outcomes in Higher Education: Designing a Conceptual Map for Portuguese Academia”. The study was performed upon all HEI courses from all areas, and the present analysis focused only on the 26<sup>18</sup> HEI Hotel Management Courses existent and registered for creation and re-accreditation in Portugal, according to A3ES. The text upon which the analysis and sorting of the LOs is performed is the text presented by the HEIs as the LOs of the course that officially is assessed and accepted by this agency to certify the quality consistency of the theme and allow the HEI to offer the course to public. Although the agency, during the process, may require that HEI change or modify the text in order to comply with standards and regulations, it is still up to the HEI to express correctly the expected LOs and to, furthermore, comply with these LOs materializing them throughout the curricula.

The conceptual maps created by Dias and Soares (2017) for both hard and soft skills are presented in figures 3 and 4.

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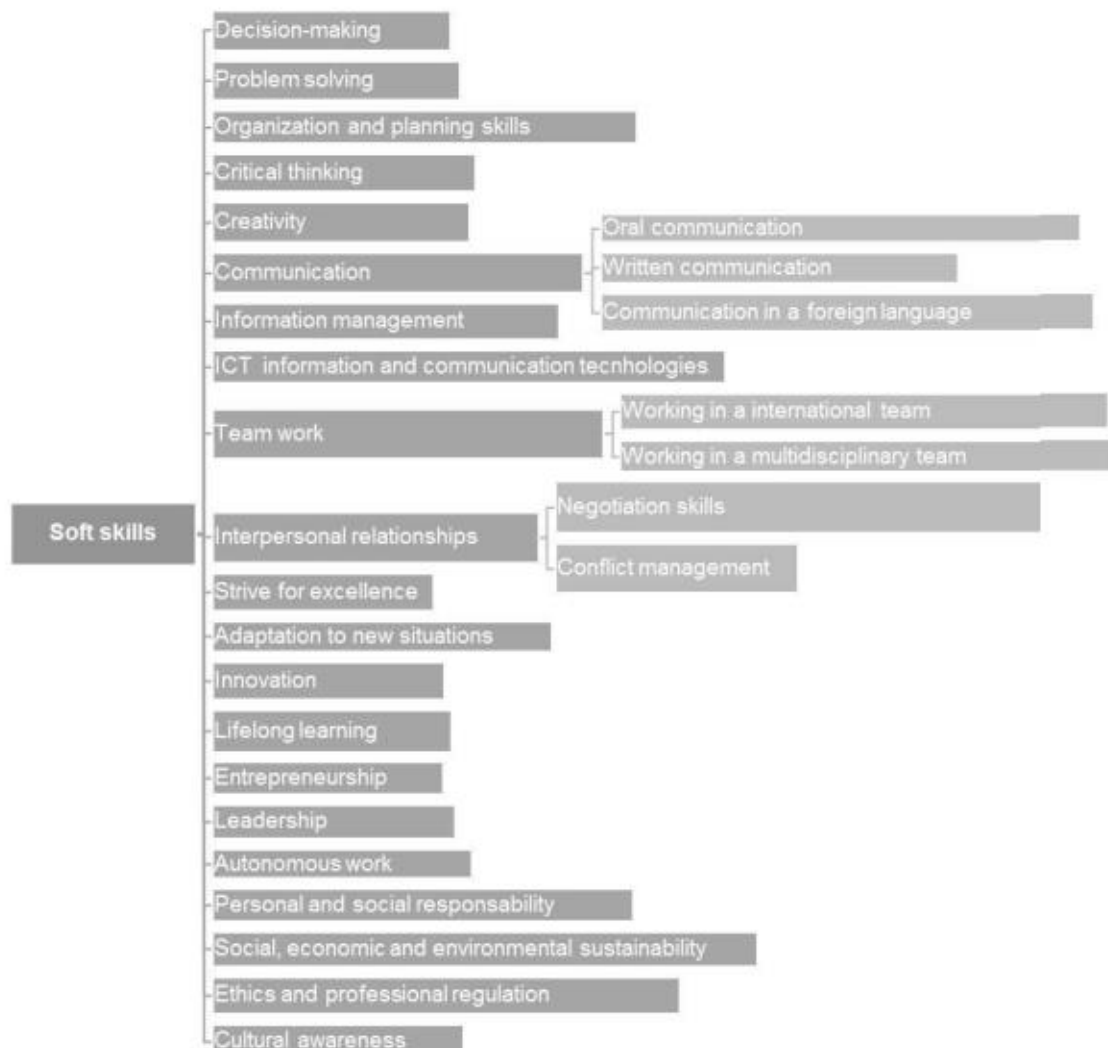
<sup>18</sup> The analysis was performed over 23 curricula, as 3 courses were exactly the same in a post work schedule.

Figure 3 - Conceptual map of learning outcomes (hard-skills)



Source: “Learning Outcomes in Higher Education: Designing a Conceptual Map for Portuguese Academia”, Dias and Soares (2017), page 4

Figure 4 - Conceptual map of learning outcomes (soft-skills)



Source: “Learning Outcomes in Higher Education: Designing a Conceptual Map for Portuguese Academia”, Dias and Soares (2017), page 4

The authors' production was the result of a two-step procedure. The first step, after extensive Literature review from highly cited authors on the subject, a comparison based on similarities and the divergences between perspectives of all definitions and categories of LOs was performed, resulting on the first version of the conceptual map.

The second step empirically tested the map. An analysis of a random selection of 40 LOs from a recent study submitted to A3ES was performed, to further be analyzed by a group of specifically trained evaluators and matched with the conceptual map. A further empirical test with two evaluators tapered to 20 LOs and applied to the data, leading to a final third version of the conceptual map (Dias and Soares, 2017).

The authors focused the study on what is expected the students to be able to do as well as the criteria to be used to evaluate him. The Definition and examples of the LO by category are described in table 4.

Table 4 - Definition and examples of the LO by category

TECHNICAL-SCIENTIFIC KNOWLEDGE / SKILLS	
Category	Definition and examples of learning outcomes
D9...General.Knowledge	<b>It integrates general knowledge, general culture, multidisciplinary knowledge, basic training and interdisciplinary knowledge.</b> Ex. LO: "Provide elementary and interdisciplinary broadband training"
D10.D11...Specific.Knowledge	<b>Describes the specific knowledge of the scientific area of the course / discipline.</b> Ex. LO: "To dominate the means and the tools for the prospective analysis of the strategy of a company".
D10...Specific.Knowledge... practical	<b>Describes the ability to apply knowledge.</b> Ex. LO: "Know how to design, implement and evaluate a communication plan"; "Ability to develop projects in an integrated way, from design, manufacturing, assembly, distribution and end of life."
D11...Specific.Knowledge... theoretical	<b>Integrates theoretical knowledge and facts.</b> Ex. LO: "Promote the learning of concepts of design, engineering and innovation"; "To have knowledge about the legal framework of registration of Design protection and copyright".
CROSS-COMPREHENSIVE SKILLS	
D26...Decision.Making	<b>Cognitive process by which the different possibilities are evaluated, taking into account the needs, criteria and consequences of the decisions. It involves selecting the most appropriate approach and justifying the choice (it corresponds to the last stage of problem solving).</b> Ex. LO: "Be able to make the best decisions in the course of developing a product"; "Ability to select the most appropriate approach (...) reasoned for their choice"
D23...Problem.solving	<b>Describes a set of steps, such as identifying the problem, listing alternatives, enumerating consequences of each alternative, and choosing the best solution. Generic examples: solving practical cases or finding solutions.</b> Ex. LO: "Ability to diagnose problems and use different qualitative and quantitative models in the analysis of complex situations"; "Providing knowledge (...) in a logic that facilitates the choice of appropriate methods and rational solution for product development".

D7...Organization.and.Planning.Skills	<b>Describes the planning and organization of work that involves identifying and selecting the most appropriate working methods.</b> Ex. LO: "Capacities of planning and organization of work"
D2...Critical.and.reflective.analysis... Critical. Thinking	<b>It describes the capabilities of critical and reflexive analysis of fundamentals that support certain conclusions. Integrates the ability to understand, evaluate, reflect and think critically about a particular topic.</b> Ex. LO: "Make a critical appreciation and interpret new theoretical developments"; "To develop the analytical and critical sense abilities of the student"
D12...Creativity.and.Innovation	<b>Describes the ability to find different and original solutions to new situations. It integrates the development of original projects and ideas.</b> Ex. LO: "Stimulate the continuous systematization and the production of original knowledge"; "Ability to apply creative solutions to new situations".
D4...Oral.Communication.ability	<b>Describes the capabilities to communicate professionally and with confidence, using language appropriate to diverse contexts and public, expressing itself clearly and assertively. It integrates the negotiating knowledge, the assertive communication and the ability to make oral presentations.</b> Ex. LO: "Competence in communicating with the rest of the academic community and society in general about the area of Design"; "Ability to negotiate with various stakeholders (namely teachers and colleagues); "Make presentations, communicate effectively".
D3...Written.communication.ability	<b>Describes the ability to produce reports and write correctly and clearly.</b> Ex. LO: "Develop skills that allow you to communicate information, ideas, problems and solutions, at the written level, both to publics made up of experts and non-specialists"
D15...Master.a.foreign.language	<b>Be able to communicate in a foreign language.</b> Ex. LO: "Ability to start communicating in a foreign language"; "Allow the development of skills in terms of foreign languages"
D5...Information.Management.Ability	<b>Integrates the capabilities of research, collection, analysis, treatment and synthesis of information.</b> Ex. LO: "provide rapid and dynamic exchange of information"; "Know how to treat data and produce information".
D14...Information.Technology.skills	<b>It integrates the technological and computer skills and the mastering of specific software.</b> Ex. LO: "The graduate in industrial design will be able to ... adopt an interventionist attitude at the level of new technologies"; "Domain of skills, with emphasis on computer aided design and the CAD / CAE / CAM interface"
D27...Teamwork	<b>Integrates participation, contact and collaboration for group ideas and group spirit.</b> Ex. LO: "Exploration of the integration capabilities and recognition of the importance of teamwork, based on the methodological, conceptual and operational practice of the design project"
D28...Working.in. Interdisciplinary.Team	Ex. LO: "Being able to collaborate in teams with elements from other scientific areas and other areas of knowledge"
D29...Working.in. International.Team	Ex. LO: "Promote contact and collaboration with researchers, national and international".
D8...Interpersonal.Relationship.Ability	<b>Ability to relate to other colleagues and / or managers. It also includes the ability to negotiate and manage conflicts.</b> Ex. LO: "Have adequate communication and interpersonal skills".
D6...Negotiation.Skills	Ex. LO: "Development of the spirit of negotiation".
D17...Conflict.Management	Ex. LO: "Being able to resolve conflicts in the scope of teamwork".
D21...Motivation.for.excellence	<b>Guidance for the development of work, lined up to the ideals of excellence and rigor.</b> Ex. LO: "To develop a scientific investigation, following the criteria of academic excellence".
D1...Adapting.to.new.situations	<b>It describes the ability to deal with uncertainty and to adapt to new contexts and situations (eg. international contexts). It integrates resilience capacity and the ability to deal with unpredictability.</b> Ex. LO: "Enhancing the adaptation of knowledge to complex, unforeseeable situations and organizational uncertainty"; "Working capacities in an international context".

D12...Creativity.and.Innovation	<b>Describes the ability to introduce newness in management or how to do something. Integrates change and renewal.</b> Ex. LO: "Know how to investigate, develop and innovate in specific areas of your training"; "Development of products whose main characteristic is their high degree of innovation and their suitability to the markets"
D20...Motivation.for.continuous.learning	<b>It is defined as the ability to continue studies / training / education. Integra: pursue studies, update knowledge, continuous knowledge, bet on personal training.</b> Ex. LO: "Facilitate the acquisition of knowledge and skills throughout life"; "Skills that enable lifelong autonomous learning".
D18...Initiative.and.entrepreneurial.spirit	<b>It is defined as the ability to undertake on its own initiative, start new projects, even facing obstacles and difficulties. It integrates the "initiative" dimension.</b> Ex. LO: "Encouraging students' employability and entrepreneurship through the valorization of attitudes of proactivity, responsibility (...)" ; "To use the knowledge and skills necessary to promote an innovative and enterprising spirit in organizations"; "To develop a spirit of leadership, entrepreneurship and proactivity in organizations".
D19...Leadership	<b>Describes the capacities of management, orientation, coordination and direction of teams and / or projects.</b> Ex. LO: "Leadership and coordination capacities of multidisciplinary work teams"; "Capacity of management and direction of projects of Graphic Design / Multimedia"
D13...Development.of.Autonomous.work	<b>Describes the ability to perform work autonomously and independently.</b> Ex. LO: "Capacities for the development of autonomous research projects in the practical and vocational fields"; "Ability to develop individual projects".
D22...Social.Economic.and.environmental.sustainability.concern	<b>It involves doing something in a way that does not deplete natural resources or cause environmental damage. It integrates the promotion of sustainable development and environmental sustainability.</b> Ex. LO: "Understanding sustainable development and internalizing it in business practices"
D25...Personal.and.social.responsibility	<b>Describes the ability to take personal and social responsibility for their actions and behaviors. Integrates ethical and civic commitment.</b> Ex. LO: "Ability to develop the offer of products and / or services of superior value and continued to society, within a framework of sustainability and social responsibility"; "
D16...Ethics.and.professional.deontology	<b>Refer to the action in accordance with ethical principles and values and professional ethics.</b> Ex. LO: "Knowledge of the culture and philosophy of design, deontology and professional ethics towards its peers, clients and other stakeholders, society in general and the world"; "Respect the requirements imposed by standards of academic quality and integrity".
D24...Respect.for.diversity.and.multiculturalism	<b>It describes the capacity for multicultural understanding and respect for cultural diversity / multiculturalism.</b> Ex. LO: "Stimulate multiculturalism and the exchange of experiences between Portugal and abroad"; "Develop the capacity for negotiation and multicultural understanding".

Source: "Learning Outcomes: Da implementação à avaliação", Dias, et al (2018), page 21-23

The exact same criteria were used when applying to Hotel Management courses. The results presented in table 5 represent (i) the frequency of observations of the LOs of the universe of courses submitted for creation or re-accreditation, and therefore existent at the moment, that were sorted and classified according to the 4 micro-categories of Hard-skills and the 25 micro-categories of Soft-skills LOs, according to Dias and Soares' (2017) study. (ii) They are then listed by higher number and percentage of courses that refer the LO, as well as the higher number and percentage of total references of the LO mentioned in the presentation made by the

HEI to A3ES for course creation or reaccreditation. These results represent the most important LOs that the Portuguese HEI Hotel Management Courses expect students to acquire and to be evaluated by, and that are accepted as viable according to A3ES. To obtain these results 42 documents were observed and resulted in the 26 observations. The results of the observations referring to the HEI Hotel Industry were performed for this study; (iii) a further comparison is made with the results presented by Dias *et al* (2018) in the final report of their results concerning the Global HEI courses referred in the same study. For this result, according to Dias *et al* (2018) a total of 2890 documents were observed. A slight difference in the universe presented in table 5 accounts for the non-inclusion of the individual LO of Specific Knowledge, that was not part of the LO observed in the HEI Hotel Industry observations.

Below in this study, the table will be compared with the exact same LOs survey that the HEI CDCs answer upon as being those that students obtain or are expected to obtain from their course, in section 7. The original document is the questionnaire presented as annex V.

Table 5 - List of Observed Learning Outcomes in Portuguese HEI Hotel Management Courses vs Global HEI study

LEARNING OUTCOMES	OBSERVATIONS					
	HEI Hotel Industry				HEI Global Study	
		Ferequency of Courses that mention LO	% Nb Courses that mention LO	Frequency of mentioned LO in all courses	% Frequency of mentioned LO in all courses	Frequency of mentioned LO in all courses
D1...Adapting.to.new.situations	SS	2	1,46%	2	1,15%	895
D2...Critical.and.reflective.analysis...Critical.Thinking	SS	9	6,57%	12	6,90%	4698
D3...Written.communication.ability	SS	3	2,19%	3	1,72%	1495
D4...Oral.Communication.ability	SS	3	2,19%	3	1,72%	1382
D5...Information.Management.Ability	SS	2	1,46%	2	1,15%	2769
D6...Negotiation.Skills	SS	0	0,00%	0	0,00%	42
D7...Organization.and.Planning.Skills	SS	7	5,11%	8	4,60%	1642
D8...Interpersonal.Relationship.Ability	SS	3	2,19%	3	1,72%	313
D9...General.Knowledge	MK	11	8,03%	15	8,62%	1783
D10...Specific.Knowledge...practical	SKHI	16	11,68%	36	20,69%	3570
D11...Specific.Knowledge...theoretical	SKHI	14	10,22%	22	12,64%	3570
D12...Creativity.and.Innovation	SS	9	6,57%	9	5,17%	2771
D13...Development.of.Autonomous.work	SS	3	2,19%	3	1,72%	1095
D14...Information.Technology.skills	SS	6	4,38%	6	3,45%	1396
D15...Master.a.foreign.language	L	2	1,46%	2	1,15%	126
D16...Ethics.and.professional.deontology	SS	3	2,19%	3	1,72%	785
D17...Conflict.Management	SS	0	0,00%	0	0,00%	13
D18...Initiative.and.entrepreneurial.spirit	SS	8	5,84%	8	4,60%	566
D19...Leadership	SS	6	4,38%	6	3,45%	1088
D20...Motivation.for.continuous.learning	SS	4	2,92%	4	2,30%	996
D21...Motivation.for.excellence	SS	2	1,46%	2	1,15%	575
D22...Social.Economic.and.envirom.sustainability.concern	SS	3	2,19%	3	1,72%	1053
D23...Problem.solving	SS	5	3,65%	5	2,87%	1541
D24...Respect.for.diversity.and.multiculturalism	SS	1	0,73%	1	0,57%	166
D25...Personal.and.social.responsibility	SS	3	2,19%	3	1,72%	840
D26...Decision.Making	SS	3	2,19%	4	2,30%	568
D27...Teamwork	SS	3	2,19%	3	1,72%	920
D28...Working.in.Interdisciplinary.Team	SS	3	2,19%	3	1,72%	282
D29...Working.in.International.Team	SS	3	2,19%	3	1,72%	54
TOTALS		137	100%	174	100%	36994
<b>Categories</b>						
Management Knowledge	MK	11	8,03%	15	8,62%	1783
Specifics Knowledge - Hotel Industry	SKHI	30	21,90%	58	33,33%	7140
Languages	L	2	1,46%	2	1,15%	126
Soft-Skills	SS	94	68,61%	99	56,90%	27945
TOTALS		137	100,00%	174	100,00%	36994

Source: Own Production (Hotel Management) and “Learning Outcomes: Da implementação à avaliação”, Dias, et al (2018), page 28 (Global HEI study)

As a primary analysis, we can observe from the categories’ distribution that, within the Hotel management courses observed, the great majority of courses that mentioned LO is directly related to Soft Skills category – 68,61%, and the second most mentioned LO is of “specific Knowledge related to the Hotel Industry” category – 21,90%. The third most mentioned category of LO is that of “Management Knowledge” – 8,03% and lastly languages category – 1.46%. The “Management Knowledge” is often acknowledged as “Specific to the Hotel Industry” (Ex. Lodging Management) and therefore considered as the latter.



According to the category division that Dias and Soares (2017) made on the conceptual map of LOs, we see that 29.93% of the overall observed LOs are within a category of hard-skills and 70.07% of the overall observed LOs are within the category of Soft-Skills.

On the other hand, from table 5, one can compare this category results with the global results of the study performed by Dias and Soares (2017). Globally, the categories rank in the same order as the HEI Hotel Industry results, although with slightly different weights by category. The great majority of courses that mentioned LO is directly related to Soft Skills category – 75,54%, yet higher than 68,61% from HEI Hotel Industry answers. This may not mean that the other courses value more the soft skills than the Hotel Industry, but rather suggest that, as it happens in the service area, it has become a trend to value more soft-skills in all areas. Also, the results may also be justified by the diversity of areas included, as many are directed towards human sciences – 12,46% are related to documents from the Social Sciences and Behavior scientific area alone (Dias et al, 2018), and therefore related to soft-skills. The second most mentioned LO is of “specific Knowledge” category – 19,30% whereas the same LO related to “related to the Hotel Industry” goes up to 21,90%, which is slightly higher but not significant. The third most mentioned category of LO is that of “Management Knowledge” – 4,82%, that show to be less mentioned in the Global study than in the Hotel Industry – 8.03%. This also could be explained by the diversity of courses that do not include management aspects opposite to Hotel Industry, where management knowledge is highly pursued. Lastly languages category – 0,34%, residual and that still is lower than the Hotel Industry results – 1.46%. This would be an expected result due to the particular need of languages in the Hotel Industry.

More specifically, from the individual LOs perspective, there are some outstanding situations, presented in table 6, shown below.



Table 6 - Extract from table 5 - Outstanding references

LEARNING OUTCOMES		OBSERVATIONS						
		HEI Hotel Industry				HEI Global Study		
		Ferequency of Courses that mention LO	% Nb Courses that mention LO	Frequency of mentioned LO in all courses	% Frequency of mentioned LO in all courses	Frequency of mentioned LO in all courses	% Frequency of mentioned LO in all courses	
D2...Critical.and.reflective.analysis...Critical.Thinking	SS	9	6,57%	12	6,90%	4698	12,70%	a)
D3...Written.communication.ability	SS	3	2,19%	3	1,72%	1495	4,04%	b)
D4...Oral.Communication.ability	SS	3	2,19%	3	1,72%	1382	3,74%	c)
D5...Information.Management.Ability	SS	2	1,46%	2	1,15%	2769	7,48%	d)
D6...Negotiation.Skills	SS	0	0,00%	0	0,00%	42	0,11%	e)
D7...Organization.and.Planning.Skills	SS	7	5,11%	8	4,60%	1642	4,44%	f)
D8...Interpersonal.Relationship.Ability	SS	3	2,19%	3	1,72%	313	0,85%	g)
D12...Creativity.and.Innovation	SS	9	6,57%	9	5,17%	2771	7,49%	h)
D14...Information.Technology.skills	SS	6	4,38%	6	3,45%	1396	3,77%	i)
D18...Initiative.and.entrepreneurial.spirit	SS	8	5,84%	8	4,60%	566	1,53%	j)
D19...Leadership	SS	6	4,38%	6	3,45%	1088	2,94%	k)
D23...Problem.solving	SS	5	3,65%	5	2,87%	1541	4,17%	l)
D25...Personal.and.social.responsibility	SS	3	2,19%	3	1,72%	840	2,27%	m)
D27...Teamwork	SS	3	2,19%	3	1,72%	920	2,49%	n)

Source: Own Production (Hotel Management) and “Learning Outcomes: Da implementação à avaliação”, Dias, et al (2018), page 28 (Global HEI study)

Some outstanding situations within the Soft-skills category were not only that the observed results from Hotel Industry are high but also that, when compared with the global picture, one could make some considerations. The comparisons are made between the percentage number of courses that mention the LO from the Hotel Industry and the percentage of frequency of mentioned LOs in all courses. Considering each situation identified in table6 with letters a) to n):

a) D2...Critical.and.reflective.analysis...Critical.Thinking

As a main quality towards the good decision-making process, it would seem natural that most courses related to management would consider this as a main asset to expect as a LO. This concept fits perfectly in the HEI Hotel Industry field, although possibly could be more enhanced. In the global HEI courses, it seems also natural that this LO should be evident as within this universe, 14,63% of the reviewed documents (Dias et al, 2018) were from the scientific area of Business studies.

b) D3...Written.communication.ability

An important asset for any course, results show still a poor impact on HEI Hotel Industry courses, as well as for all HEI courses, considering that 10.52% are from Training of teachers / trainers and education sciences field, 2.46% from Information and journalism

field and 6.54% from Humanities field. It could be considered a given assumption as Portuguese language examination is a compulsory exam for these fields. According to Rahim & Tazijan (2011), in the case of tourism and hospitality students that wish to pursue a career in this area, must realize that communicative skills are vital to perform well, and to become more employable. The authors also refer that often people in hotel posts are criticized for their lack of these skills, despite the good in-class technical knowledge which is nevertheless fundamental for working in hotels.

c) D4...Oral.Communication.ability

The same assumption as in b) could be made for this LO.

d) D5...Information.Management.Ability

The ability to process information (research, collection, analysis, treatment and synthesis) is a common expectation of any course, mostly those related to Life Sciences and Engineering fields among others. But only these alone represent 3.94% and 18.55% of the HEI global courses (Dias et al, 2018), which could account for the 7.48% (Dias and Soares, 2017) of this LO observed, against the 1.46% for the HEI Hotel Industry courses. Furthermore, this would not be considered a priority as a LO for this specific area.

e) D6...Negotiation.Skills

In the professional aspect, this LO is essential for any management course graduate, even though it is natural that this skill requires some on-the-job experience and observation. Nevertheless, 0,11% observation of this LO in the HEI global courses could be seen as very low considering the 14,63% of observed documents from the Business studies scientific area (Dias et al, 2018). On the other hand, 0% of observed LO in this area from the HEI Hotel Industry could show how little priority is given to this area when teaching how to manage hotels.

f) D7...Organization.and.Planning.Skills

This LO is essential for HEI Hotel Industry courses. It accounts for the 5.11% of LO observed from these courses. The same LO in the HEI global courses shows a similar percentage – 4.44% of the observed documents (Dias and Soares, 2017), but could be

seen as rather low considering the 14.63% of documents observed (Dias et al, 2018) from the Business field courses.

g) D8...Interpersonal.Relationship.Ability

Even though it is natural that this skill requires some on-the-job experience, the expectation as a LO of HEI Hotel Industry courses seems normal, although only 2.19% of the courses refer it as a LO. It does seem, nevertheless, too low for the HEI global courses that add only 0.85% of the observed courses (Dias and Soares, 2017), considering that 12,46% of observed documents of the courses come from Social and Behavioral sciences field, 1.52% from Social Services field and 5.22% from Personal Services field (Dias et al, 2018). Again, the expectation may be that it is considered a professional skill to be acquired.

h) D12...Creativity.and.Innovation

The current companies are valuing more each day creativity and innovation, as not only they are essential for a more effective organization, but also for differentiation among competitors. It is the LO the with the highest register in the HEI Hotel Industry courses, as it is referred in 6,57% of the documents in the HEI Hotel industry courses, whereas in the global courses it is referred in 7,49% of the documents, and is not the highest reference of the global courses. Nevertheless, as there are a few courses that would most likely have reactivity and innovation mentioned, such as Arts that represents 2,42% of the courses, Business Sciences that represents 14,63% of the courses and Architecture that represents 2,39% of the courses.

i) D14...Information.Technology.skills

Information Technology skills have become essential for all students in HEIs of all courses. In the present curricula of high schools, the subject of Computer Applications B is an option subject of the 12th year of the Portuguese schooling system, of the following areas of study: Scientific-Humanistic Courses of Sciences and Technologies, Socioeconomic Sciences, Languages and Humanities and Visual Arts.<sup>19</sup> Therefore, not all students that enroll in HEI courses have had formal contact with the essential

<sup>19</sup> The Information was extracted from the Ministry of Education's Essential Learning subjects visible at: [http://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens\\_Essenciais/12\\_aplicacoes\\_informaticas\\_b.pdf](http://www.dge.mec.pt/sites/default/files/Curriculo/Aprendizagens_Essenciais/12_aplicacoes_informaticas_b.pdf)

informatics programs with which they will work in the HEIs. Also, many courses have specific IT programs that are taught during the course, and that could be simply included in the LO that refers to the technical knowledge integrated in the program itself. These courses would probably not specify as a LO the Information Technology skills, as it is a given fact that they will possess these skills up front. Considering Information Technology skills as a LO, it would not be logic for courses like Informatics, which represent 3,56% of the documents observed from the global courses, Mathematics and Statistics, which represent 2,15%, and Engineering which represent 18,55% to expect less than it being a compulsory LO. As the combination of these 3 alone add up to 24,26% it is understandable that the remaining courses could expect it as an additional LO. For global courses, the observations of the LO in the documents adds up to 3,77%, whereas HEI Hotel Management course add up to 4,38%, which is nevertheless high in comparison with other LO in the same universe.

j) D18...Initiative.and.entrepreneurial.spirit

Clearly a very important LO for the HEI Hotel Management Courses, this LO that accounts for 5,85% of the observed documents, and can be interpreted as the need that hotels have for individual initiative and entrepreneurship spirit to reinvent themselves often. Compared with the global courses, where the LO is referred to in 1,53% of the total documents, we could relate this LO with practical courses or fields of work.

k) D19...Leadership

Once more, leadership is mainly a characteristic of fields where leading teams is an important part of a career expectancy, which happens more in practical fields such as Hotel Management and services. It would seem therefore expectable to reach a 4,38% of observations of this LO in HEI Hotel Management courses vs. a 2,94% of the global courses. In HEI Hotel Management courses, not only is it observed as a LO, but it is a CU by itself in 20% of the courses available to students.

l) D23...Problem.solving

The ability of problem identification, alternative selection and balanced choice option can be considered one of the most common expectations of most HEI courses which accounts for the 4,17% of the observation among the LO of the global HEI courses. HEI

Hotel Courses are no exception and as practical courses where adaptability is essential to maintain clients satisfied, it seems short that it should be mentioned in 3,65% of the observations of LOs.

m) D25...Personal.and.social.responsibility

Being accounted for ones actions as a social element while performing professionally in behalf of a hotel or company could be a concept that is difficult to grasp by students with little or no experience. Despite this fact, it would seem important to be a mentioned LO for both HEI Hotel Managements courses and the global HEI course, but only accounts for 2,19% and 2,27% in the observed documentation.

n) D27...Teamwork

Besides the fact that with the implementation of the Bologna System, the modes of delivery strategy of class organization have shifted in 70 to 80% of the institutions, and now include less individual and more group work (European Commission/EACEA/Eurydice, 2018), in the corporate environment working alone becomes a less practical option.

It is visible that the main LOs referred to are firstly the Practical Knowledge Skills, then the Theoretical and General Knowledge, followed by Critical and reflective analysis / Critical Thinking. All these are referred by more than 52% of the universe of HEI Hotel Management Courses, and all others are referred to by less than 39% of the HEIs.

### **5.3 Revision of Curricular Units by Subjects of Portuguese HEI Hotel Management Courses**

As the observed 26 courses that constitute the universe of the present study are similar in content, it becomes necessary to list all Curricular Units and make a uniform list. The complete list is directly extracted from each website that each HEI holds to publicize the Hotel Management course. The list of HEI is presented on Annex I. The global list counts 663 **Curricular Units (CU)** that were overlapped and summarized into a final list of 69 **Subject Summary Units (SSU)**, although for Survey purposes they are presented to the publics as Curricular Units for a better and easier comprehension.

The counting is visible in Annex II. During the time of the study, some changes took place, and one institution closed down.

From this point on in this study, whenever CU is addressed, it refers to the Curricular Units that are observed from the Curricula online, regardless that they may have been summarized.

The SSU list is not only summarized avoiding the repetition of the Curricular Units *per se*, but also of the repetition of the subjects integrated in each curricular unit. In this perspective, when one curricular unit included contents of two different named curricular units of the list, both items were considered as subjects. As an example, “Oenology and Gastronomy” would be separately considered in “Oenology” and “Gastronomy”. On the other hand, when one subject is included in a broader concept of a CU, that CU is counted in, allowing that the same theme of the CU could be considered twice. As an example, “General Accounting” and “Management Accounting” would be considered both in a SSU “General Accounting”.

Some CUs are excluded as they existed only in one course and are not relevant for the counting, such as Tourism Sociology, Portuguese Culture, and others. Given the possibility of including a subject called “Other SSUs”, it was concluded that it would not add accuracy to the study.

In what Foreign languages were considered, English is normally indicated as compulsory in most courses and the other languages are considered as optional, which means that students can enroll in any one of them. In this case, both languages were considered, even though what eventually may happen is that a class of, for example, “Mandarin” may only open if there are enough students that justify its existence.

The code for each Curricular Unit categorize them in groups of study areas, as represented in table 7:

Table 7 - Category of CUs with code identification

Category of Curricular Units	
Management Knowledge	MK
Specific Knowledge - Hotel Industry	SKHI
Languages	L
Soft-Skills	SS

Source: Own Production

The Subjects of the CUs' counting is resumed the table 8, and ranks the frequency HEI Hotel Management courses that include the field of studies in their program, ranked from the most used subjects to the less used ones.

Table 8 - Frequency of subject fields in HEI Hotel Management courses' programs, ranked by popularity.

position	Subject counting from actual courses in HEI		Frequency of CUs (fields) in Curricula	Percentage over the nb of HEI courses
1	Languages - English	L	47	188%
2	General Accounting	MK	33	132%
3	Operations and Services Management	SKHI	31	124%
4	Languages - French	L	27	108%
5	Food and Beverage Management	SKHI	22	88%
6	Accommodation Management	SKHI	20	80%
7	Financial management	MK	20	80%
8	Information systems	MK	20	80%
9	Internship	SKHI	20	80%
10	Languages - Spanish	L	20	80%
11	Human Resources Management	MK	19	76%
12	Restaurant service	SKHI	17	68%
13	Event Management and Tourism Animation	SKHI	16	64%
14	Fundamentals of Tourism	SKHI	16	64%
15	Corporate strategy	MK	15	60%
16	Economy	MK	15	60%
17	Tourist Destinations	SKHI	15	60%
18	Gastronomy	SKHI	13	52%
19	Kitchen service	SKHI	13	52%
20	Oenology	SKHI	13	52%
21	Communication	SS	12	48%
22	Research Methods	MK	12	48%
23	Marketing for Services	MK	11	44%
24	Reception Hosting	SKHI	11	44%
25	Software applied to Hospitality	SKHI	11	44%
26	Tourism and Hospitality Law	SKHI	11	44%
27	Analysis of Investments and Projects	MK	10	40%
28	Quality management	MK	10	40%
29	Statistics	MK	10	40%
30	Food Safety and Hygiene	SKHI	9	36%
31	Languages - German	L	9	36%
32	Quantitative methods	MK	9	36%
33	Design of Hotel Spaces	SKHI	8	32%
34	Marketing	MK	8	32%

position	Subject counting from actual courses in HEI		Frequency of CUs (fields) in Curricula	Percentage over the nb of HEI courses
35	Sales Negotiation	SS	7	28%
36	E-Business	MK	6	24%
37	Entrepreneurship	SS	6	24%
38	Mathematics	MK	6	24%
39	Revenue Management	SKHI	6	24%
40	Asset Management	MK	5	20%
41	Leadership	SS	5	20%
42	Organizational Behavior	SS	5	20%
43	Procurement and Logistics		5	20%
44	Bar service	SKHI	4	16%
45	Business ethics	SS	4	16%
46	Business plan	MK	4	16%
47	Financial Calculation	MK	4	16%
48	Interpersonal Relationships	SS	4	16%
49	Public relations	SS	4	16%
50	Real Estate Management	MK	4	16%
51	Strategic marketing	MK	4	16%
52	Digital marketing	MK	3	12%
53	Labor Law	MK	3	12%
54	Nutrition and Dietetics	SKHI	3	12%
55	Taxation	MK	3	12%
56	Advertising	MK	2	8%
57	Corporate Law	MK	2	8%
58	Fiscal Law	MK	2	8%
59	Languages - Portuguese	L	2	8%
60	Protocol	MK	2	8%
61	Spa Management	SKHI	2	8%
62	Consumer behavior	SS	1	4%
63	Languages - Italian	L	1	4%
64	Psychology of Work	MK	1	4%
65	Audits	MK	0	0%
66	Languages - Mandarin	L	0	0%
67	Market surveys	MK	0	0%
68	Rural tourism	SKHI	0	0%
69	Safety at work	MK	0	0%
	TOTAL		663	

Source: Own Production



The summarizing of the number of CUs by category from the online information to a resumed List of SSUs to apply to the study is presented in table 9, and its observation will become important to establish whether hypothesis 1 is proven or not.

Table 9 - Percentage of CUs and SSUs by category of Curricula Analysis and Summary List to apply in Survey

Category of Curricular Units / Subject Summary Units		FROM ONLINE CU ANALYSIS OF CURRICULA		FROM SURVEY LIST OF SSU	
		Nb CUs	Percentage CUs	Nb SSUs	Percentage SSUs
Specifics Knowledge - Hotel Industry	SKH I	261	39,37%	21	30,43%
Management Knowledge	MK	248	37,41%	32	46,38%
Languages	L	106	15,99%	7	10,14%
Soft-Skills	SS	48	7,24%	9	13,04%
TOTAL of CUs and SSUs		<b>663</b>	100,00%	<b>69</b>	100,00%

Source: Own Production

For a better understanding of the category priority, the weight of the subjects with highest frequency per category compared with the top 35 SSUs was observed, as this number is roughly the number a HEI Hotel Management course would accommodate in 6 semesters and will be considered our borderline. It is resumed in table 10.

Table 10 - Percentage of frequency of subject fields in HEI Hotel Management courses' programs, ranked by category, compared with first 35 SSUs.

Category		Percentage within all 69 CUs	Percentage within first 35 CUs
Specifics Knowledge - Hotel Industry	SKHI	39,37%	43,93%
Management Knowledge	MK	37,41%	34,29%
Languages	L	15,99%	18,39%
Soft-Skills	SS	7,24%	3,39%
Total		100,0%	100,0%

Source: Own Production

We can observe that within the global counting of the 663 CUs, the majority belongs to the “Specifics Knowledge of Hotel Industry” – 39,37%, and only then we find CUs from the “Management Knowledge” category – 37,41%, which contradicts the weight observed by the global frequency visible in table 9 above. Furthermore, within the first 35 CUs, only 7,24% are from the “Soft-skills” category, and 15,99% from the “Languages” category.

On the other hand, if we analyze the same numbers, but mostly looking at the 560 CUs that are among the first 35 SSUs, which is approximate to the number of CUs of a HEI course, we can see in table 10 that weight ranking order is similar, but the percentage of SSUs in each category varies a little. The majority belongs to the “Specifics Knowledge of Hotel Industry” – 43,93%, (16 out of 21 CUs of this category are within the first 35 CUs) and from the “Management Knowledge” category – 34,29%. Furthermore, within the first 35 CUs, only 3,39% are from the “Soft-skills” category, and 18,39% from the “Languages” category.

## **5.4 Interviews with stakeholders**

Several interviews were performed with stakeholders of the Hotel Industry in an exploratory approach. The objective of these interviews was to explore the critical contents to build a questionnaire in a way that the most important and relevant questions were asked, as well as to gather relevant perspectives of professionals that have inputs from acting stakeholders of the Hotel Industry in Portugal. As the study focuses mainly on expected LOs, hard and soft-skills, throughout the interviews, some questions were made in order to understand what interaction hotel managers have with HEI.

As methodology, the data source is qualitative, applying in-depth interviews to a judgmental sample of stakeholders – one Hotel Chain Administrator, one four-star hotel manager and one education coordinator director from TdP - Turismo de Portugal.

The questions were open and adapted to each interviewee’s position and role in their organization. The identification of the interviewees is concealed although informal consent to identify each one was given.

### **5.4.1 Relevant Information retrieved from interview with Hotel Chain Administrator**

The complete summary of the interview is visible in Annex III – section 1.

This Hotel Chain administrator values active leadership, clients' needs perception and team management, and identifies them as not being sufficiently worked upon in HEI courses, which is why the chain works further into them.

Other competencies the internal programs work towards are mainly of soft-skills such as personal skills to empathize with client, dealing with client's complaints, having proactive selling behavior. It is also understood that motivating other member of the team and example-giving are important aspects of the leadership learning process, and provides "training for trainers" skills.

He identifies some issues that not all HEI course curricula include, such as First Aids and Health and Safety at work.

He also registers the importance of final choice for this program being made by the CEO, after human resources department's triage. This enhances the commitment in mentoring future management pivots.

## CONTRIBUTIONS TO STUDY

- Leadership, although considered by some as a natural skill can be worked upon and developed even though professionals sometimes, but not always, simply acquire this skill by being promoted into a team leadership position. It is certainly a soft-skill to be studied in HEI, and should be object of consultation to the populations of the study.
- Dealing with complaints, empathizing with clients and a selling attitude are skills that one can explore before having to deal with the situations *in persona*. This can be dealt with in subjects such as "Sales Negotiation", "Communication", "Consumer Behavior", "Reception Hosting" or even "Interpersonal Relationships".
- Training incoming staff in the future is anyone's job in an organization. The fact that Hotels find utility in training staff for this purpose shows how important it is, and should be included in HEI training. The same is applicable to First Aids and Health and Safety at work.

Most of the above-mentioned elements are to be included in the questionnaire, either as LOs or SSUs.

#### **5.4.2 Relevant Information retrieved from interview with Coordinating Director of Training of TdP**

The complete summary of the interview is visible in Annex III – section 2.

TdP revises the school's courses curricula through workshops where several hotel and tourism industry stakeholders work together. It supplies mostly operational courses and thrives towards interested students completing their education in HEI. Furthermore, its direct connection with the Ministry of Economy allow students to interact with tools and consultancy provided to TdP students longing to open their own business.

TdP feels that there would be several advantages for tourism in general, should all hotel management and tourism courses be under the TdP flag. The technical and operational elements of hotel and restaurant environment replicated in TdP schools represent criteria that bring general satisfaction to students from both proveniences.

In TdP courses some gaps were identified: personal competencies, such as soft-skills, attitude, adaptability to new situations and tourism concepts, marketing, entrepreneurship and managerial competency, the last of which is stronger in HEI. The main synergetic tool that TdP offers to the stakeholders is the protocols they share with national and international universities.

#### **CONTRIBUTIONS TO STUDY**

- Operational environment classes are more appealing to students, and potentially by Hotel Directors that recruit HEI students. HEIs investment in providing logistic conditions to allow courses to pursue more practical hours of education is a point to be probed among the populations of the study.
- Emphasis to subjects such as soft-skills, attitude, adaptability to new situations and tourism concepts, marketing, entrepreneurship and managerial competency could strongly be pursued by HEI.

#### **5.4.3 Relevant Information retrieved from interview with a Four-Star Hotel Manager**

The complete summary of the interview is visible in Annex III – section 3.

Hotel Directors demand performance of many skills from their employees. Speaking languages, organization, empathy towards client and pro-activity are a few. Feeling that

HEI newly graduates are not prepared operation-wise, the concept of being mentored is a two-way effort that is identified as being a potential investment in human resources hotel industry could bank.

Hotels identify training needs among the staff, and invest in internal training, and they mostly work upon soft-skills such as ability of understanding the client, knowing how to interact with him, having a welcoming posture, a positive view, being able to solve problems and showing a team attitude only perceived on a day-to-day performance.

Hotel Directors search for talent, vocation and interest of their employees, rather than second choice careers.

## CONTRIBUTIONS TO STUDY

- Despite the fact of Languages not being an entrance condition in HEI, they are most surely a necessary skill. It is important to understand whether they are sufficiently valued by HEIs and students.
- Empathy towards client is a soft skill and has been referred above in section 5.3.1. This aspect is important to gather whether hypothesis 1 can be proven or not.
- Mentoring<sup>20</sup> is an employer's choice, but could be one of the markets good practices as stakeholders' contribution to the industry. Informing students on opportunities such as these and creating programs directed to HEI students could be considered an effective tool.
- Skills and attitudes only perceived on a day-to-day performance suggest the question of whether internships happen in the most suitable departments and manner. This should be probed among the populations of the study.
- Talent, vocation and interest are wanted assets. The study should understand whether the hotel industry is students' first choice, and will students continue to invest in their studies.

A summary table of the references given by each stakeholder's opinion and focus points that lead to contributions is presented in table 11, identifying the main areas referred by the stakeholders that reflect to the survey construction as well as to the competency model.

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<sup>20</sup> Mentoring is also referred by Weber et al. (2013) as vital for student's success and longevity in the company when students are integrated fresh out of university.

Table 11 - Contributions of Stakeholders interviews to study

Reference areas identified by Stakeholders	Individual references			CONTRIBUTION PER REFERENCE
	Hotel CEO / Administrator	TdP - Turismo de Portugal	4 star hotel Diretor	
<b>Languages</b>	Not mentioned	Not mentioned	Important part of education when working in hotels and tourism in general	Confirmation of Language importance, and included in survey
<b>Soft-skills</b>	Soft-skills are worked towards in internal programme, and can be worked towards in HEI	Soft-skills are identified as targeted gaps to deal with in TdP courses	Soft-skills are worked towards in internal training, as well as problem-solving	Soft-skills are important part of study, integrated in the survey and identified as main Learning outcome
<b>Mentoring</b>	Mentoring is a management choice but positive towards career ascension	Not mentioned	Mentored students are not operation-wise prepared and require hotel investment	Introduced as suggestion in Competency Model
<b>Leadership</b>	active leadership, clients' needs perception, team management	Not mentioned	Team attitude	Leadership and team management included in survey
<b>Practical tuition</b>	Creation of internal program for external newly graduate HEI students for 365 day internship	Technical and practical aspect of education as an important feature - compulsory curricular internships (incentive towards international as well)	Internships can be held in a wider range of departments	Internships are integrated in the survey and analysed by areas.
<b>Understanding and listening to client</b>	Deal with complaints, deal with clients, empathy building.	Not mentioned	Empathy building	Possible identification as soft-skills or integrated in SSUs
<b>Other focus areas</b>	Proactive selling behavior	Adaptability to new situations, tourism concepts, marketing, entrepreneurship	Pro-active attitude	Possible identification as soft-skills or integrated in SSUs
<b>Technical areas</b>	Excel, First Aids, HACCP, Health and Safety at work	Managerial competency	Require IT and marketing skills	Possible identification as soft-skills or integrated in SSUs

Source: Own production

## 5.5 Survey Population Choice

Some studies were pinpointed in the Literature review and the first approach study, in order to identify the publics and areas to observe.

Few of the identified studies performed an analysis based on the same questions for all the publics. Therefore, in order to allow the results to be comparable among the main stakeholders of the hotel management industry, the publics were chosen:

### a) Hotel Directors

Hotel Directors are the dominant element to provide information to the Hotel Industry Stakeholders on what are the expected skills for newly graduate. They have experience,

have (most of them) pursued studies in Professional Schools and HEI, most have been submitted themselves to internships in hotels and recruit staff for all areas of the hotel on a daily base. They evaluate or participate in evaluating students' internship performance and easily find gaps in course curricula related with their performance and their own experience as interns. In many cases, it is the Hotel Manager who mentor future hotel managers by patronizing able newly graduates.

This public will most likely use its own experiences to vote SSUs and LOs according to their own expectations and judgement of whom they would like to see among their own staff.

No specific list of the hotels contacted is presented, in order to preserve confidentiality of potential responders to the questionnaire.

#### b) HEI Course Directors

The first choice was to limit the study to Hospitality and Hotel Management in HEIs, as many intermediate level courses exist in Portugal, either from TdP or from professional high schools. These courses not only are more specific for certain areas of the hotel business (lodging, food & beverage, housekeeping) but also lack management and human resources CUs in the necessary depth to be compared with HEI. Therefore, the limitation to HEI became necessary. (see annex I)

It is obvious that as main builders of the curricula for the hotel management courses, the Course directors have some criteria to choose which subjects and CUs are to be taught in the courses. From this selection, the LOs are normally described in the course objectives that are submitted to A3ES for course accreditation. A few questions concerning the consultation that the HEI CDCs directed to the other stakeholders are included, in order to verify whether information and consultation practices flowed in both directions.

#### c) Last Year Students

Students are stakeholders in several ways: (i) they are clients of HEI, and therefore their opinion on reasons of choice and expectations of the course are essential; (ii) they are



future workers in the Hotel Industry, and therefore, their expectation towards the Hotel Industry depend upon their interaction as interns and contact with professionals; (iii) they are (now and in the future) clients of the industry; (iv) they are future employers and will act as such having as a model what they have learned with HEIs and Hotels.

The study only included Last Year Students of the HEI referred to in section 5.6. b) (see annex I) as their experience as students and interns is essential to assess CUs they have gone through, and to perform the comparison between the LOs they were seduced by in the course description with those they believe to have developed during the course.

## **5.6 Survey Construction**

Inspired mostly on Enz, Renaghan and Geller's (1993) study, on which the survey aimed to evaluate Cornell Master Professional Studies program by consulting hospitality- industry professionals, the Masters Alumini, the school's graduate faculty and the incoming students. The four objectives of the above cited authors were (i) to find the skills and competencies for success most valued by senior hospitality-industry professionals; (ii) find which skills and competencies were most valued by graduate faculty when designing their courses; (iii) find out which were the skills and competencies expectancies of incoming students; and (iv) identify agreements and differences of all stakeholders' views. The competencies and skills included (although not identified as such) hard and soft skills, and the study focused mainly on the skills rather than skills and CUs that in general are lectured in the HEIs. Nevertheless, a large number of researchers examined the main hospitality management competencies, producing several articles that compare the point of view of HGMs, HEI and students, aiming to give a preferential order of importance to the competencies and skills that newly graduate students should have when entering the industry. As an especially important one, Christou (2002) compared several studies and ranks by order 36 competencies for management trainees, considering 3 different countries – Greece, UK and USA. From this study, findings lead to the identification of soft skills as the most essential competencies by both hotel managers and graduates.

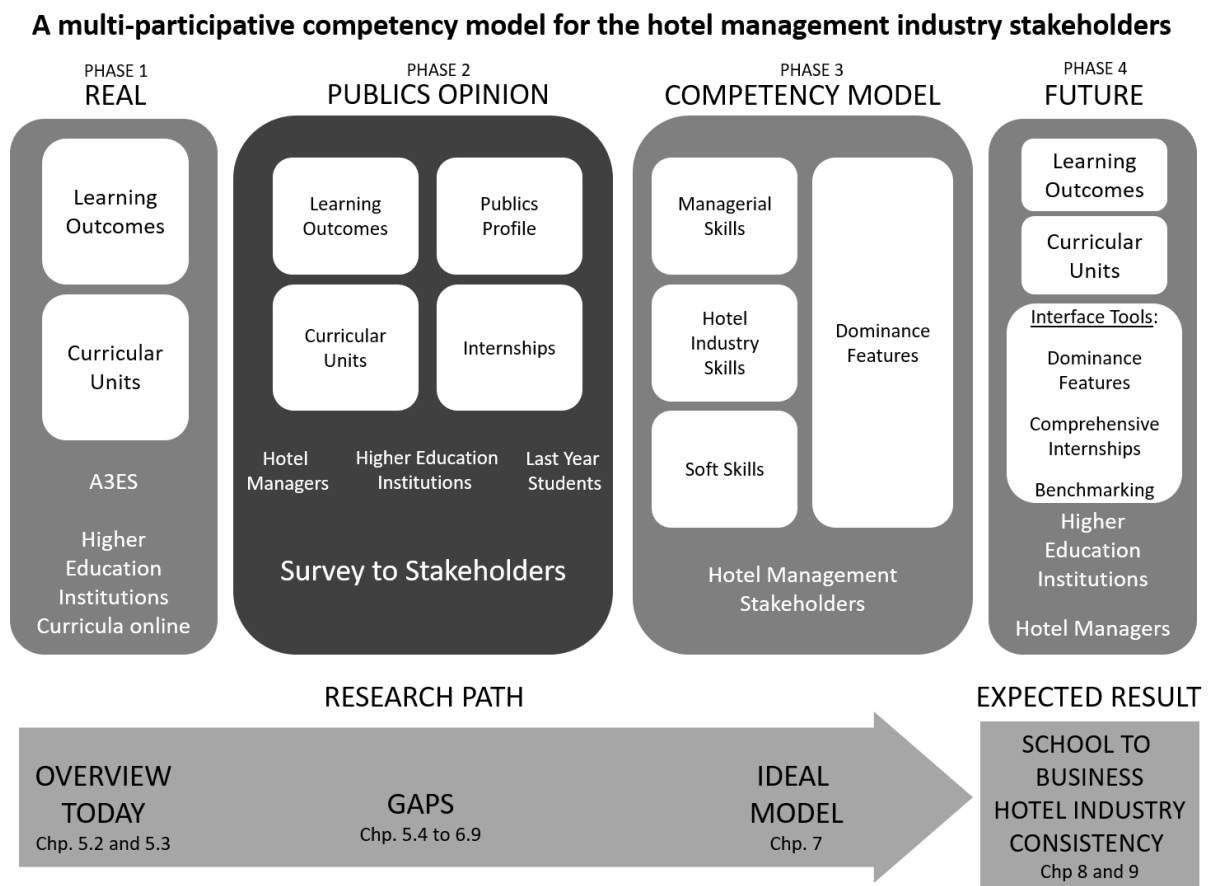
In the case of the present study, the questionnaires were drawn to be applied to the three above identified publics: HGMs of Portuguese Hotels, HEI CDCs and LYSs of HEIs - Polytechnic Institutions and Universities that hold Hotel Management courses. In the Literature review, no publication referred surveys made to these three populations, which was an inspiring asset to the present study. As referred before, professional high schools and applied schools from TdP were excluded, as the programs aim to a different public of students that wish to obtain a more



practical education, and endure only eighteen months courses rather than three years studying for management positions. The original questionnaires are shown as Annex IV,V and VI, directly aimed to the population in question respectively, and Annex VII for equal questions to all populations. All three questionnaires had four principal groups that are further explained in section 5.

In an updating style, the Research Path is now in Phase 2, as represented in figure 5.

Figure 5 - Research Path - phase 2



Source: Own Production

In the above figure, Phase 2 is titled PUBLICS OPINION, as therefore is materialized by the application of a survey to Stakeholders, or referred as the three publics on four areas of observation: The Profile of the responding Public, the expected Learning Outcomes, the voted Curricular Units and the acknowledgement of the effective internship path and the desired one.

With the conclusions of the survey it is expected to identify the gaps between REAL and PUBLICS OPINION.

### **5.6.1 Profiling Responders – What to know**

The choice of the publics or potential responders to which the survey is to be submitted to, as referred above, falls on three groups and to each group similar questions were administered, adapted to their characteristics, in order to build a profile of each group (see annexes II, III and IV):

- Academics levels

HGMs – The need for adequate level to be able to belong to faculty justifies this question, supporting Hypothesis 2.

HEI CDCs – Given the questions that relate the area of studies of the faculty that teaches in the Hotel Management courses, it is relevant that the HEI CDCs could have pursued areas of study that justify their coordination of the course, which justifies the question.

LYSs – Although most students of HEI courses in Hotel Management may have chosen the course as first choice, there are some students that after having pursued other areas and achieved degrees choose to apply to Hotel Management courses. Therefore, the question is justified.

- Gender and age

Gender and age statistics helps to reflect the differences or inequalities of the situation of men and women's answers considering positions they occupy. For all the publics of the survey, the professional ascension of the genders could show some constraints to any of them in holding Hotel Director positions, thus the question. It is also an element that will allow adjusting the answers according to this information.

- Previous experience

Hotels Directors – Previous experience is an important criterion to climb-up to management positions, but may not be true when HEI courses allow a broader education. This can be observed in the answer, which justifies the question.

HEI Course Directors/Coordinators – When HEI Directors have very little or no experience in the Hotel Management area, course curricula may present gaps and adjustments must be made, either by consulting other faculty members or Hotel Directors. As the HEI Course Directors/Coordinators' profile is established, and questions regarding consultation to Hotel Management industry are made, this question is justified.

Last Year Students – Previous experience prior or during a Hotel Management course is an asset and may help students to achieve better results. Their expectation of what their course may provide allows them to be more critical in evaluating the practical weight of the course. Therefore, the interaction with hotel management industry should be assessed. This is a point that is considered in Hypothesis 3.

- Career path

Hotels Directors – As above referred in Previous Experience, the career path, previous experience is also an important criterion to climb-up to Management/Direction positions, but may not be true when HEI courses allow a broader education. This is expected to be observed in the answer, which justifies the question.

HEI Course Directors/Coordinators – This question complements the previous question regarding previous experience.

Last Year Students – As referred while justifying previous experience, the interaction with hotel management industry should be assessed. This is a point that is considered in Hypothesis 4.

### **5.6.2 Internships – How important and in which area**

Each group of responders has similar questions, adapted to the characteristics of each group (see annexes IV, V and VI):

- Opinion on internships importance

Internships are considered by many to be the first interaction tool that HEI students have with professional environment. Possibly, this question draws conclusions towards Hypothesis 4, and therefore is relevant for all responding publics.

- Areas where internships take place and should take place

Experience obtained in internships may depend directly upon the areas in which the internships take place and orientation given by the internship tutors and teachers. Again, these questions may help to draw conclusions to prove Hypothesis 4, and therefore is justified.

### **5.6.3 Education – What to ask about it**

Hotel Managers vs. Faculty and students - each group of responders had similar questions, adapted to the characteristics of each group (see annexes IV, V and VI):

- Soft Skills

In order to hold information to gather whether Hypothesis 1 can be proved and answered, it becomes necessary to find elements of the educating system that boosts towards acquiring soft skills. These are built mainly with interaction activities with the Hotel Management industry. Therefore, the questions are licit and applicable.

- Hotel managers participation in faculty

These questions have a direct relation with Hypothesis 2, as it questions directly on whether both HEI CDCs and LYSSs find HGMs presence among faculty members important and relevant and, furthermore presently satisfying. Therefore, the questions are justified.

- Areas of job expectancy

As the study aims to create a Competency Model for the Hotel Management Industry, it seems relevant to understand the expectancy of employability of all publics. Only this way each stakeholder may adapt and create new tools to better integrate necessary skills and competencies. The more the choices of each public overlap with those of the other public, the more efficient the model becomes. Therefore, the questions are justified.

SSUs – exactly the same questions for all publics (see annex VII):

- Summarized list of subjects that are listed in the 27 courses (Degree and Masters) graded from “very little important” to “very important” on a Likert scale of 1 to 7. In total there 68 curricular units to grade.

- As referred in section 5.3., the complete list is a summary of the directly extracted subjects of study from each website that each HEI holds to publicize the Hotel Management course.

#### **5.6.4 Learning Outcomes – What to expect**

Exactly the same questions are made to all groups (see annex VII):

- The responders were questioned on the expected LOs, exactly as applied on the study referred to in section 5.2, to be graded from “very little important” to “very important” on a Likert scale of 1 to 7. In total there are 29 LOs to grade.

### **5.7 Methodology and Survey application**

The questionnaire is closed in a way that responders do not need to articulate, and is to be applied to all the publics in both manners: (i) internet GoogleDocs questionnaire that obliges responses to continue answering, becoming more efficient in obtaining valid questionnaires and reducing response error; and (ii) paper documents of the questionnaire hand-delivered to responders, which can produce some invalid questionnaires due to incomplete answers.

No questions place sensitive topics, and are made in the third-person when applicable. Reminders of topics are set throughout the questionnaire in order to allow responders to focus on the initial question. The response alternatives include the set of all possible choices, excluding those where answers are to be nominal, in number of years. The remaining answers are expressed in a yes/no dichotomy mutually exclusive answers, multiple non-exclusive choice lists, or ordinal on a Likert scale of 7 of importance, growing from 1 – very little to 7 – very much.

The questionnaire is extensive, due to the number of SSUs and to the list of LOs, which could be a drawback.

The out-coming data Analyses were performed using the R software (The R Project for Statistical Computing).<sup>21</sup> Data observations were assumed to be independent. A significance level of 5% was considered.

The overall mean score of learning outcomes and subjects was obtained through linear regressions. The main classification of learning outcomes and subjects was also estimated by shortcode (HGMs, HEI CDCs and LYSSs), crude and adjusted to sex, age group and education level. It is based on the adjusted results that conclusions were drawn from.

### **5.7.1 Hotel Directors**

The population includes all hotels (of which identification was possible and contact obtainable) in Portugal. In order to obtain the response from HGMs, an initial list of hotels was extracted from the AHP – Portuguese Association of Hotels (Associação de Hotéis de Portugal) of which most hotels are member. Nevertheless, other hotels were added to this list, as a research was made online, in order to obtain the highest number of responses possible. It became visible that there were more than just hotels that were members of the Association, and therefore it became necessary to eliminate some of the members that did not fit in the hotel criteria, and establish as target population HGMs.

As this group does not tend to respond enthusiastically to questionnaires, many attempts to have responders were made. Initially, a mail was sent to the hotels main e-mail address, directed to the hotel manager, but very few responses came back. Therefore, it became necessary to phone individually to each hotel in order to obtain the HGMs' name and direct e-mail address, and a personalized e-mail was sent to each one. During this process, it was possible to realize that a significant number of directors managed several hotels, which reduced the population of responders. Furthermore, it was possible to identify that several hotels on the list were repeated, as they had been purchased by hotel groups or changed name, and that the list also had as associates of AHP other businesses that were not classified as hotels, and therefore were excluded. From a final target population of 793 hotels of potential responders, a sampling frame of 680 hotels was established, from which a sample

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<sup>21</sup> R Core Team (2017). R: A language and environment for statistical computing. R Foundation for Statistical Computing, Vienna, Austria. URL <https://www.R-project.org/>.

of 126 responses was obtained (18,61%). This evidence is given on the table 11, presented below.

### **5.7.2 HEI Course Directors**

As a population of 26 courses was identified by accessing the A3ES course list available online<sup>22</sup>, each HEI was contacted in order to identify the faculty member that filled this position, not only to respond to the questionnaire, but also to request students to respond to their own questionnaire version. In order to control responses from each course, a separate version was made for each HEI group of CDCs and group of students, allowing insisting to obtain responses when the number of responses showed yet to be low. A follow-up email and phone calls would then be placed.

During the process, it was possible to identify which were the courses that no longer were functioning, the ones that had no students and those that did not want to respond, establishing a sampling frame of 21 responders, from which a selected sample of 16 responses was obtained (76,19%) also visible in table 11.

### **5.7.3 Last Year Students**

The possibility of responses from the LYS list was directly dependent of the HEI CDCs interest in obtaining responses from their students. As the main communication path was the redirection of an email with the link of the questionnaire, the initial response was very low. Therefore, it became necessary to approach the students directly either with a computer requesting responses *in-loco*, or with paper document questionnaires at several moments of the academic routine, and 78 responders answered in paper documents, of which only 56 were considered valid and introduced into the online GoogleDocs questionnaire software. From the online questionnaire 80 responders were accounted. In total, a sample of 136 responders was obtained. In order to establish a valid population to calculate the target population, each HEI would have to release the information of the number of students that were enrolled in each course. This information proved to be impossible to obtain directly from HEIs, making the only valid information from a reliable

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<sup>22</sup> A3ES – <http://www.a3es.pt/pt/acreditacao-e-auditoria/resultados-dos-processos-de-acreditacao/acreditacao-de-ciclos-de-estudos>

source the number of graduated students obtained from the DGEEC - Directorate-General for Statistics of Education and Science (Direcção-Geral de Estatísticas da Educação e Ciências) <sup>23</sup>. From a target population of students from 22 courses, the correspondent target population of responders was identified and added up 445 potential responders, from which a valid sample of 147 responders (30.36%) was obtained. This summary is equally given on the table 11.

Table 12 - Population and Responders of three publics

HOTELS / HOTEL DIRECTORS		HEI COURSE DIRECTOR/COORDINATOR		LAST YEAR STUDENTS	
Total List od Members	791	Listed Courses from A3ES	26	Graduted Students 2016-2017	445
Excluded	60	Courses no longer existing	2		
Same Hotel Director	49	Courses with no students	2		
Closed	5	Non-authorized questionnaire	1		
<b>Target Population</b>	<b>677</b>	<b>Target Population</b>	<b>21</b>	<b>Target Population</b>	<b>445</b>
<b>Responders Sample</b>	<b>126</b>	<b>Responders Sample</b>	<b>16</b>	<b>Responders Sample</b>	<b>136</b>
<b>Percentage of Responders</b>	<b>18,61%</b>	<b>Percentage of Responders</b>	<b>76,19%</b>	<b>Percentage of Responders</b>	<b>30,56%</b>

Source: own production

In order to gather the answers, the study was performed during a two-year period of insistence and contacts. Due to the extension of the questionnaire, some responders informed having had to interrupt and restart, which made progression slow. All publics were very cooperative, but the most cooperative public proved to be the HGMs. Several requested the sending of the results after final study was concluded.

<sup>23</sup> <http://www.dgeec.mec.pt/np4/EstatDiplomados/>



## **NOTE C - Aid Point for Study-Reading**

The study throughout Section 6 goes through the following steps:

Sections 6.1. to 6.4. - Presentation of the results of questions concerning the responder's profile (age, education and professional experience), as well as choices regarding interaction between stakeholders (internships, HGMs intervention in HEI, job expectancy).

Section 6.5. – Presentation of results regarding SSUs: comparison of positioning between information on HEI Course Curriculae versus voted by responders; found matches and gaps; impact of internships on responses.

Section 6.6. - Presentation of results regarding LOs: comparison of positioning between information on HEI Course Curriculae versus voted by responders; found matches and gaps; impact of internships on responses.

Section 6.7. – Considerations regarding the relevance of the balance of the Stakeholders results.

Section 6.8 – In a summarized fashion, the listing of the components of the CMHS, regarding SSUs, LOs, Internships and opportunity elements.

## 6 Survey Results

The construction of the survey, as explained in section 5, considered the division of the questionnaire in four groups: (i) General Information about the Responders – or as to say the profile of each public; (ii) Internships – either to understand the public’s career path or to understand which departments they went through or preferred; (iii) Education – to understand the received education, the interaction with HEI and the choice of relevant curricular units for each public; and (iv) Curricular Units and LOs – to understand the importance of Curricular Unit choice and expectancy of skills relevant for the study area.

The presentation of the answers to the questionnaire considers the same division, individually describing the results and preliminary conclusions per public, and subsequently the comparison of the answers and correlations within the answers of each group of questions.

Other comparisons are made along the study, more specifically retrieved in sections 5.2 and 5.3, with the syllabus of the Hotel Management HEI courses. After each step, the results are correlated considering all the groups of questions, in order to draw the more general considerations and findings, as well as found matches and gaps.

## 6.1 Profiles - General Information about publics

The information of the publics was collected in the surveys, resumed in table 13 presented below.

Table 13 - Publics Profiles (Academics level, Gender, Age, Experience, Career Path and Internship area)

	HGM	HEI Course Coordinators	LYS			
Size of public sample	126	16	136			
Academic level						
High-school level or lower	10,3%	0%	69,1%			
1st cycle of higher education	63,5%	32,1%	30,9%			
2nd/3rd cycle of higher education	26,2%	68,8%	0%			
Gender						
Male	72,2%	68,8%	33,1%			
Female	27,8%	32,1%	66,9%			
Age group						
≤ 25 years	0,8%	0%	92,6%			
26-45 years old	55,6%	50%	6,6%			
> 45 years old	43,7%	50%	0,7%			
Experience in Years (Calculated with standard deviation)						
National Previous Exp. Hotel	12,8	9,4	1,9			
International Previous Exp. Hotel	2,4	1,2	2			
National Previous Teach/ Coord. /Studies Hotel	2,5	2	1			
International Previous Teach/ Coord. /Studies Hotel	0,3	0,2	0,1			
National other areas	3,5	14,9	1			
International other areas	0,3	1,1	0,1			
Internal Training	4,8	-	-			
	HGM		HEI Course Coordinators		LYS	
	Career Path, previous to present situation, by professional position	Internship previous to present situation, by position	Career Path, previous to present situation, by professional position	Internship previous to present situation, by position	Career Path, previous to present situation, by professional position	Internship previous to present situation, by position
Recepcionist	57,1%	53,2%	25,0%	25,0%	44,9%	21,3%
Head of Front Office	32,5%	7,1%	12,5%	0%	2,2%	0%
Housekeeper	4,8%	11,9%	0%	6,2%	10,3%	5,1%
Serveur	20,6%	32,5%	0%	0%	53,7%	27,9%
Head of Restaurant	19,0%	7,9%	6,2%	18,8%	10,3%	2,2%
Sales Deputy	17,5%	5,6%	0%	6,2%	5,9%	0%
Accountant	5,6%	5,6%	12,5%	12,5%	0%	1,5%
Administrative	9,5%	11,9%	25,0%	12,5%	9,6%	5,1%
Cook	4%	22,2%	0%	12,5%	9,6%	8,8%
Chef	1,6%	0%	0%	0%	1,5%	0,7%
Assistant Manager	69,8%	25,4%	25,0%	6,2%	9,6%	2,9%
Lodging Manager	7,1%	1,6%	6,2%	0%	0%	0%
FB Manager	34,1%	7,9%	0%	0%	5,1%	2,2%
Sales Manager	21,4%	4,8%	6,2%	6,2%	1,5%	0,7%
Finantial Manager	4%	3,2%	25,0%	0%	0,7%	0,0%
Deputy Manager	34,1%	10,3%	0%	0%	1,5%	0,7%
Other	11,9%	4,8%	31,2%	6,2%	14,0%	3,7%

Source: Own Production

The information was further analyzed individually per public. For each public, the gathered information is divided by: (a) education level of the public, (b) career path of the public and (c) internships undertaken by the public.

### **6.1.1 Hotel Directors Profile**

The HGM public is constituted by 72,2% of men and 27,8% of women, with an age distribution of 0.8% under 25 years old, 55,6% between 26 and 45 years old and 43,7% over 45 years old.

#### **a) EDUCATION LEVEL OF THE PUBLIC**

In terms of education level, 10,3% does not have a HEI degree, 63,5% have a degree from the 1<sup>st</sup> cycle, and 26,2% hold a HEI degree of the 2<sup>nd</sup> and 3<sup>rd</sup> cycle. It is important to refer that these 26,2% (33) represent the HGMs that hold Masters in some scientific area, not necessarily in Hotel Management or Tourism, but nevertheless intitles them to teach in HEIs, although not in a full-time position. Also, 23% (29) of the HGMs have a “Specialist” title that enables them to integrate the faculty of Polytechnic Institutions full-time. In this case, their expertise area is bound to be in Hotel Management. In a A3ES’s perspective, the level of education of HGMs is mostly sufficient to teach in hotel management courses, but only in Polytechnic Institutions, as none carry PhDs. Nevertheless, the data indicates that 49,2% (62 HGMs) have qualifications to teach in Hotel Management courses.

This finding contributes towards assessing whether hypothesis 2 confirms or not. HGMs do seem to have qualifications to teach in Hotel Management courses, and among the responders, and many (38,9%) are frequently requested to participate in seminars. On a Likert scale of 7, the average opinion of 6,6 indicates that HGMs believe students would have much to gain by having them as teachers.

The career path of this public shows (with standard deviation) an average of 12,8 years of experience in hotels in Portugal and 2,4 years in hotels abroad. The average experience in Teaching in Hotel Management Courses (calculated with standard deviation) is of 2,5 years, whereas in terms of experience in training internal teams is in average 4,8 years. The average experience of this public in other professional fields (calculated with standard deviation) is of 3,5 years. Although the data indicates that HGMs add up quite some experience in managing

hotels and teaching, according to A3ES, this does not dismiss a PhD, and disables them to integrate as faculty in Universities.

From this public, 27.8% of the HGMs undertook an internship within the company they are presently working in, although no questions were asked whether the permanence in the company was continuously after the internship.

#### b) CAREER PATH OF THE PUBLIC

The public was asked to describe their career path by indicating what departments they had gone through before occupying the Hotel General Manager position. Equally, the public was asked to refer which positions they had undertaken their internships. These are described in table 14.

Table 14 - Hotel General Managers Career path and internship undertaken, previous to present situation, by position

<b>Hotel General Managers</b>	<b>Career Path</b> previous to present situation, by position	<b>Internship</b> previous to present situation, by position
Receptionist	57,1%	53,2%
Head of Front Office	32,5%	7,1%
Housekeeper	4,8%	11,9%
Serveur	20,6%	32,5%
Head of Restaurant	19,0%	7,9%
Sales Deputy	17,5%	5,6%
Accountant	5,6%	5,6%
Administrative	9,5%	11,9%
Cook	4%	22,2%
Chef	1,6%	0%
Assistant Manager	69,8%	25,4%
Lodging Manager	7,1%	1,6%
FB Manager	34,1%	7,9%
Sales Manager	21,4%	4,8%
Financial Manager	4%	3,2%
Deputy Manager	34,1%	10,3%
Other	11,9%	4,8%

Source: Own Production

By analyzing table 12, we may observe that the 69.8% of the HGMs before occupying their present position were Assistant Managers, which is a common situation in hierarchic step-ups. As equally common is the fact that 32,5% were Deputy Managers, as it depends on the hotel category whereas mostly 1-, 2- and 3-star hotels are likely not to have a position of Deputy Manager and rely on Assistant Managers to fill in these responsibilities. Another aspect that is possible, but not asked to the public is that the transition to a higher position could have occurred when changing from one hotel to another. This flaw in the survey is well noted, as a question such as “how many hotels did you passed through in your career path” would be pertinent. Also, 57,1% of the public were receptionists, having 32,5% occupied a position as Head of Front-office.

The idea that professionals passing by the Food and Beverage (F&B) department could be important in a HGMs career path is better understood when we observe that 34,1% of the HGMs were, at some point of their career, F&B Managers. Although a direct relation between being the manager of this department and having performed other functions related to it, 19% of the public passed by the Head of Restaurant position and 20,6% were Servers, but only 4% were cooks and 1,6% stood as Chef. The sales department is also a passing point for HGMs, as 21,4% were Sales Managers and 17,5% Sales Deputies, again without possibility of pinpointing a direct step-up relation. Only 4,8% of the public took a position as a Housekeeper, but this can also be related to the fact that only 27,8% of the HGMs of the public are women. The remaining positions have little expression, such as Administrative, with 9,5%, Lodging Manager with 7,1% (again a position only available in 4- and 5-star hotels), Accountant with 5,6% and Financial Manager with 4%. Among other positions not mentioned are 11,9% of the HGMs.

### c) INTERNSHIPS UNDERTAKEN BY THE PUBLIC

The internships that HGMs undertook could have taken place either by a course obligation or by own initiative, and this is not asked in the survey. Nevertheless, as 63,5% of this public detains a 1<sup>st</sup> cycle course of higher education, it seems quite plausible that most undertook the internship while studying. This would account for the fact that 53,2% of them having undertaken internships as a receptionist and odd enough 7,1% as Head of Front Office. Also common is the fact that 32,5% were servers and 22,2% as cooks as trainees, while 7,9% were Head of Restaurant and Food and Beverage Managers, equally odd. Also, 10,3% had internships as Deputy Managers, 4,8% as Sales Manager, 3,2% as Financial Manager and 1,6%

as Lodging Manager. It is more likely that these positions were occupied as internal internships in hotels, not so odd. As a relatively new tendency, trainees occupy positions as Assistant Managers, and 24,5% of this public did so. The 11,9% of the public that occupied Housekeeper position as an internship seems normal, as well as 11,9% as Administrative, 5,6% as Sales Deputy and Accountant. Other positions were undertaken in 4,8% of the situations.

The average previous experience of HGMs expressed in number of years is of 12,8, with a 9,7 deviation, which would settle that from the public, there are HGMs with experience between 3,1 and 22,5 years. The experience average internationally is of 2,4 years.

### **6.1.2 HEI Course Directors / Coordinators Profile**

The HEI Course Director / Coordinators public is constituted by 68,8% of men and 32,1% of women, with an age distribution of 50% between 26 and 45 years old and 50% over 45 years old.

#### **a) EDUCATION LEVEL OF THE PUBLIC**

In terms of education level, 31,3% have a diploma of Specialist, that for the Polytechnic Institutes is as valid as a PhD degree, 18,8% have a Master's degree, 37,5% have a PhD degree, and 12,5% have done a Post-Doctorate course.

The career path of this public shows an average of 9,4 years of experience in hotel industry in Portugal, with a deviation of 9, which shows that some do not have much experience in this position, and 1,2 years in hotel industry abroad. The average experience in Teaching in Hotels Courses is of 2 years. The average experience of this public in other professional fields is of 14,9 years, with a deviation of 10,7, which shows that HEI CDCs have at least experience of approximately 4 years in other fields.

#### **b) CAREER PATH OF THE PUBLIC**

The public was asked to describe their career path by indicating what departments or areas they had gone through before occupying the HEI CDC position. Equally, the public was asked to refer which positions they had undertaken their internships in. These are described in table 15.

Table 15 - HEI CDCs' Career path and internship undertaken, previous to present situation, by position

<b>HEI Course Directors / Coordinators</b>	<b>Career Path</b> previous to present situation, by position	<b>Internship</b> previous to present situation, by position
Receptionist	25,0%	25,0%
Head of Front Office	12,5%	0%
Housekeeper	0%	6,2%
Serveur	0%	0%
Head of Restaurant	6,2%	18,8%
Sales Deputy	0%	6,2%
Accountant	12,5%	12,5%
Administrative	25,0%	12,5%
Cook	0%	12,5%
Chef	0%	0%
Assistant Manager	25,0%	6,2%
Lodging Manager	6,2%	0%
FB Manager	0%	0%
Sales Manager	6,2%	6,2%
Financial Manager	25,0%	0%
Deputy Manager	0%	0%
Other	31,2%	6,2%

Source: Own Production

By analyzing table 13, we may observe that the 25% of the HEI CDC before occupying their present position were Assistant Managers but none were Deputy Managers, Food and Beverage Managers or even Housekeepers. The great majority - 31,2% occupied positions that were not mentioned in the survey, whereas 25% occupied positions as Assistant Managers, Receptionists, Administratives and Financial Managers, and 12,5% as Head of Front Office and Accountant. From this public, 6,2% occupied positions as Head of Restaurant, Lodging Manager and Sales Manager. Positions such as Servers, Sales deputy, Cook or Chef were not mentioned in the list of occupied positions. The Hotel Management positions or related are not this public's strong point of experience.



### c) INTERNSHIPS UNDERTAKEN BY THE PUBLIC

As the background fields of this public prior to occupying their present position is not visible, aside from the fact that this is not asked in the survey, it is and not possible to state whether the internships that HEI CDCs undertook could have taken place either by a course obligation or by own initiative. Nevertheless, as all of this public details at least 1<sup>st</sup> cycle course of higher education, it would seem quite plausible that most undertook the internship mentioned while studying. This would account for the fact that 25% did internships as Receptionists, 18,8% as Head of Restaurant, 12,5% as Accountant, Administrative or Cook and 6,2% as Housekeeper, Sales Deputy, Assistant Manager, Sales Manager or other positions not mentioned. The public did no internships in any other areas.

#### 6.1.3 Last Year Students Profile

The LYSs public is constituted by 33,1% of men and 66,9% of women, with an age distribution of 92,6% under 25 years old, 6,6% between 26 and 45 years old and 0,7% over 45 years old.

### a) EDUCATION LEVEL OF THE PUBLIC

In terms of education level, 69,1% does has a high-school level, 30,9% state having a degree from the 1<sup>st</sup> cycle, which could be erroneous due to a misinterpretation of the question asked. As education prior to their current situation, 91,2% attended normal high schools and 8,8% went through Professional courses in high school. From this public, 78,7% state having pursued courses related to the hotel industry whereas 91,2% state that this is their first course in Hotel Management and 80,9% state that this course was their first choice when applying to HEI. Also, only 37,5% indicate intention of pursuing further education in the hotel management field after graduating the present course.

The career path of this public shows an average of 1,9 years of experience in hotels industry in Portugal, considering that it goes between 0 and 5,6 years due to a 3,9 deviation, and 2 years in hotel industry abroad, although 0,5% presently work in the hotel industry.

The average experience in Teaching in Hotels Courses (calculated with standard deviation) is of 1 year. The average experience of this public in other professional fields is of 1 year.

## b) CAREER PATH OF THE PUBLIC

The public was asked to describe their career path by indicating what departments they had gone through before being in their present position. Equally, the public was asked to refer which positions they had undertaken their internships in. These are described in table 16.

Table 16 - HEI Last Year Students career path and internship undertaken, previous to present situation, by position

<b>Last Year Students</b>	<b>Career Path</b> previous to present situation, by position	<b>Internship</b> previous to present situation, by position
Receptionist	44,9%	21,3%
Head of Front Office	2,2%	0%
Housekeeper	10,3%	5,1%
Serveur	53,7%	27,9%
Head of Restaurant	10,3%	2,2%
Sales Deputy	5,9%	0%
Accountant	0%	1,5%
Administrative	9,6%	5,1%
Cook	9,6%	8,8%
Chef	1,5%	0,7%
Assistant Manager	9,6%	2,9%
Lodging Manager	0%	0%
FB Manager	5,1%	2,2%
Sales Manager	1,5%	0,7%
Financial Manager	0,7%	0,0%
Deputy Manager	1,5%	0,7%
Other	14,0%	3,7%

Source: Own Production

By analyzing table 14, we may observe that the 9,6% of the LYSs occupied positions as Assistant Managers and 1,5% were Deputy Managers, Sales Managers or Chefs. The great majority, 53,7% occupied positions as Servers, 5,1% as Food and Beverage Managers, 9,6% as Head of Restaurant, 9,6% as Cooks, 44,9% as Receptionists, 2,2% as Head of Front Office, 10,3% as Housekeepers, 9,6% in Administrative positions, 0,7% as Financial Managers and 14% occupied other positions not mentioned.

It is, nevertheless important to refer that not all LYS responders undertook an internship, and among those that did undertake an internship, some did more than once.

### c) INTERNSHIPS UNDERTAKEN BY THE PUBLIC

As the background fields of this public prior to occupying their present position is not visible, aside from the fact that this is not asked in the survey, it is and not possible to state whether the internships that the LYSs undertook could have taken place either by a course obligation or by own initiative, although it is more likely to be course integrated internships. This would account for the fact that 27,7% did internships as servers and 8,8% as cooks or 0,7% as Chef, and 21,3% of them undertook internships as a receptionist. Only 2,9% undertook internships as Assistant Manager and 0,7% as Deputy Manager or Sales Manager, whereas 2,25% has had internships as Head of Restaurant and 2,2% as Food and Beverage Managers. In the Housekeeping area only 5,1% had internship or Administrative area, and 3,7% had experiences in other areas. The other areas such as Accountant gathered 1,5% of the public, and all other areas were not mentioned.

## 6.2 Internships importance and preferences per public

Internships have a special meaning for students, as in some cases it is the first experience in professional environment. Gao (2016) considers internships to be an important part of the teaching process of HEIs, and Yiu & Law (2012) consider internships to be, especially in hospitality education, one of the most effective models for experimental learning as well as a useful mechanism to develop various skills. Their expectations vary according to the feed-backs they get either by colleagues that have had the experience, either by teachers that pass down the importance and advice before the internship period.

Nevertheless, and in agreement with Gao (2016), there can be many problems and contradictions in this process, especially as there are always three sides – hotels, HEIs and students. Yet again, according to Cho (2006), the involvement of stakeholders is important for internships' success, and that there is a high level of discrepancy between satisfaction and expectations, meaning that they were not met, as although being a useful mechanism for students' skill development, as key stakeholders are not well prepared. The author further says that if it were known what students expect from their internships and what makes them satisfied with programs, the awareness by the other stakeholders would be higher, and it would become possible to create valuable internship opportunities. This study concludes that programs need

to be improved to make internships successful. This is one of the factor that contributes to proving whether or not hypothesis 4 is proven.

A question was asked only to students (B7 refers to the exact reference used in the questionnaire):

- B7 - Rate how important you think the internships were for your future career.

The public's answer is shown below:

	LYSs
Average importance	5,8
Standard deviation	1,5

The results show that students believe that the internship is important for their future career, although it does vary a bit, as answers go between 4,3 and 7, which for the lower result means that some are not really sure.

The publics further were asked to answer four question concerning Internships, in order to establish the importance given to internships and their preferences to which department should accommodate internships within a hotel.

### 6.2.1 The importance of Internships for students' education consolidation

An introductory question is asked, as to understand whether the publics' value internships as a soft skill acquirement process. The answers were collected considering a 7-point Likert scale.

The question asked is (C1 refers to the exact reference used in the questionnaire):

- C1 - Do you consider that soft skills in the hotel business are only conquered by experience?

The publics' answers are shown below:

	HGMs	HEI DCDs	LYSs	Global
Average importance	4,8	5,1	4,6	<b>4,7</b>
Standard deviation	1,43	0,99	1,52	<b>1,46</b>

The results show that globally the opinion is majorly positive, although the deviation shows that not all consider it to be true. Among the publics, it is mostly the HEI CDC public that is stronger in this belief, whereas both HGMs and LYSs are not as confident that it may be true that soft skills are only conquered with experience. These results contribute towards proving or not whether hypothesis 1 is proven.

- The following questions are (B1 to B4 refer to the exact reference used in the questionnaire): B1 - How important do you consider Internships in Hotels for the consolidation of the students' education?

The goal of the question was to verify to what level the publics find internships a valid education tool, as it relates the theoretical knowledge that is transmitted in the class period with the practical knowledge that is obtained through the internship period. The results could be also related to the department where the internship take place, the overall balance students make of the experience, and the conditions that the "hosting" hotels give to students.

The publics' answers are shown below:

	HGMs	HEI CDCs	LYSs	<b>Global</b>
Average importance	6,8	6,4	6,5	<b>6,6</b>
Standard deviation	0,4	0,8	0,9	<b>0,7</b>

From this information, we can observe that all publics find Internships in hotels to be quite important towards the consolidation of students' education, specially HGMs that not only graded their answer high, but results show a 0,4-deviation proving very little oscillation from the average result. The results from HEI CDCs show still a little hesitation, as do LYSs, by their slightly lower average as well as by the deviation observed. As referred above, there are some constraints that may have conditioned the LYSs answers, although it is not visible in this study. Also, as the questionnaire was applied to LYSs prior to their second internship period, it is possible that a second experience normally in more complex functions may alter the data. This finding is also supported by Cho's (2006) findings, upon which the author concludes that due to the value of internships, they should continue to be considered part of the hotel

management curriculum, and that it is possible to conclude that 70% of the publics responded with the maximum answer – 7.

## 6.2.2 Internships' importance on CV for employment

The second question is:

- B2 - How important do you think internships are when evaluating a newly graduates' Curriculum Vitae for a working position in a / your hotel?

The goal of the question was to verify to what level the publics consider internships an assessment tool for employers when considering a newly graduate for a working position. Also, the opposite perception is important, as understanding to which level HEI CDCs and mostly LYSs value internships as an investment tool towards showing a certain level of experience and initiative to their future employers. This is also valid for the choice of hotels LYSs make to present their internship application.

The publics' answers are shown below:

	HGMs	HEI DCDs	LYSs	<b>Global</b>
Average importance	6,2	6,1	6,3	<b>6,3</b>
Standard deviation	0,9	1,0	0,9	<b>0,9</b>

From this information, we can observe that all publics find Internships in hotels to be quite important on the employers' assessment on newly graduates CVs and practical experience obtained during their educative period, and other prior internships to which student may have applied autonomously.

It is mostly LYSs that show a higher level of confidence in this regard, even though the deviation shows that a few are not so confident of its return. It is also interesting to see that although HGMs strongly agree of the internships value as a teaching tool, they do not value it in the same level when assessing it in a CV appreciation. This could be interpreted as an economical interest in maintaining internees working in hotels, as they represent an important cheap labor force during high season.

This information is important to assess whether or not hypothesis 4 is proven.

### **6.2.3 Departments where internships *should* and *do/did* take place in hotels**

In the following two questions, the publics were asked to prioritize in which departments internships *should* and *do/did* take place in hotels, with the following questions:

- B3 - In what areas do you consider that internships of students should take place?
- B4 - In your hotel (HGMs), in what areas do internships take place? / In the hotels you send students to (HEI CDCs), in what areas do internships take place? / During your course (LYSs), in which areas did you undertake an internship?

To close the answers, a list of departments was supplied:

Front-Office  
Reservations  
Housekeeping  
Sales Department  
Revenue Management  
Administrative Department  
Financial Department  
Kitchen  
Restaurant / Bar  
Accountant  
General Management  
Other

With the above-mentioned questions, it was possible to combine both group of answers and not only list the most used departments where students undertake their internships, but also observe opinions from HGMs and HEI CDCs, as well as LYSs expectations to where the internships should take place. The results are presented on table 17.

Table 17 - Departments where internships should and do/did take place in hotels, according to survey results

DEPARTMENTS OF INTERNSHIPS	HGM		HEI CDC		LYS		TOTAL	
	B3 SHOULD	B4 DO	B3 SHOULD	B4 DO	B3 SHOULD	B4 DID	B3 SHOULD	B4 DO/DID
Front Office	97,60%	100,0%	60,80%	100,0%	83,80%	51,5%	<b>89,20%</b>	<b>76,3%</b>
Reservations	69,0%	50,8%	68,8%	93,8%	64,0%	17,6%	<b>66,5%</b>	<b>37,1%</b>
Housekeeping	81,0%	75,4%	56,2%	56,2%	40,4%	11,0%	<b>59,7%</b>	<b>42,8%</b>
Sales Department	65,9%	31,0%	81,2%	56,2%	75,7%	10,3%	<b>71,6%</b>	<b>22,3%</b>
Revenue Management	65,1%	18,3%	81,2%	43,8%	67,6%	2,9%	<b>67,3%</b>	<b>12,2%</b>
Administrative Department	33,3%	24,6%	56,2%	31,2%	61,8%	5,1%	<b>48,6%</b>	<b>15,5%</b>
Financial Department	36,5%	17,5%	43,8%	31,2%	56,6%	3,7%	<b>46,8%</b>	<b>11,5%</b>
Kitchen	78,9%	78,6%	43,8%	68,8%	34,6%	8,8%	<b>55,0%</b>	<b>43,9%</b>
Restaurant Bar	91,3%	93,7%	50,0%	68,8%	52,9%	52,2%	<b>70,1%</b>	<b>71,9%</b>
Accountant	23,0%	11,1%	31,2%	12,5%	45,6%	0,7%	<b>34,5%</b>	<b>6,1%</b>
General Management	39,7%	22,2%	50,0%	31,2%	63,2%	5,1%	<b>51,8%</b>	<b>14,4%</b>
Other	0,0%	7,9%	12,5%	0,0%	2,9%	2,2%	<b>2,2%</b>	<b>4,7%</b>

Source: Own Production

From table 17 it is possible to observe:

- (i) Opinions diverge between where HGMs and HEI CDCs say internships take place and where LYSs say they do take place. This perception may, again, be consequence of the fact that most LYSs undertake “Front-Office” internships at the end of their course, and have not yet gone through this experience. This does not, nevertheless account for only 52,2% of LYSs referring to internships in “Restaurant Bar” whereas 93,7% of HGMs and 68,8% of HEI CDCs indicate this as passing point for students.
- (ii) “Front-office” and “Restaurant Bar” are the departments where students do most internship periods, even though HGMs, from the Total column we can observe that some departments could accommodate more internship periods that what they actually do, and bigger differences point specifically to “Reservations”, “Sales Department”, “Revenue Management”, “Administrative Department”, “Financial Department”, “Accountant” and “General Management”.
- (iii) “General Management” internship is a much-pursued internship by LYSs, mildly incentivized by HGMs and HEI CDCs, but not revealed by the number as a conquered request. Again, these internships may happen after the last year of course, in the 6<sup>th</sup> semester, and not have been expressed in the collected data. Nevertheless, the numbers equally show more opinion towards having management internship periods higher than the effective ones that happen.



In the same perspective, should these internships in “General Management” be done with prior selection, they could be integrated in a mentoring program developed by hotels seeking for talents, as above mentioned by a 4-star hotel director and a hotel chain administrator.

Some authors as D’Abate, Youndt, & Wenzel (2009) and Rothman (2007) agree that, when an educational purpose of internships prevail, students are assigned knowledge-work and task significance assignments, and receive guidance and support to execute the tasks, as well as meaningful feedback. All these lead to a contributive feeling that is important for students. A study performed by Snell, Chan, Wu and Chan (2019), gathered that when students initially perform clerical and technical work, which they find normal, it is necessary to persuade tutors to shift them to more challenging tasks and leadership responsibilities.

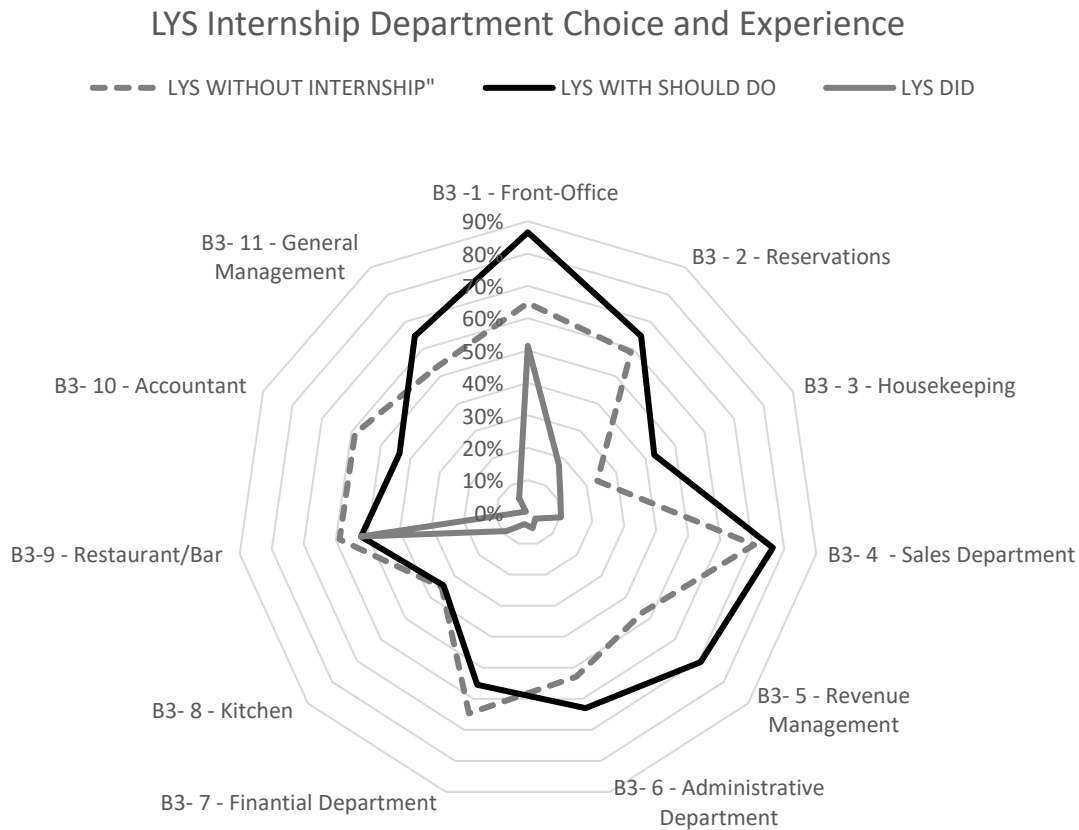
By this observation, more departments / positions could be identified as considered by the public a broader option to the limited internships selection that presently is given to students that are studying in HEI Hotel Management courses. From table 17’s Total B3 column, all students are willing and find important going through nearly all departments as they can, if that possibility were to be given to them.

Understandable enough, it becomes an investment to be made by hotels, as a quality internship involves always the internee and a tutor to which students must answer to and accompany throughout the internship period. Many times, as these periods fall on high season, personnel availability to fulfill this task shows to be a complicated demand.

Yet another perspective should be considered when assessing LYSs opinion on which department internships should take place. A division was made between students that did and did not undergo an internship in a hotel, in order to see whether their opinion was conditioned by the fact of having had a previous experience in a professional environment.

To compare, in figure 6 “LYS without Internship” voted which departments they believe internships should take place, even though they did not go; “LYS with should do” are students that did undergo an internship and that voted for the departments where internships should take place; “LYS did” are students that did undergo internship stating in which departments they actually took place.

Figure 6 - LYSs Department Choice for internship, divided by those that did and did not undertake internship



Source: Own Production

Contributing towards establishing whether Hypothesis 4 is confirmed, we can observe that: (i) LYSs that had internships value more departments that are related to the hotel organization and sales performance even though they did not undergo internships in those areas; (ii) LYSs that did not have internships at all value more the operational technical departments for internships; (iii) LYSs' internships mostly take place in technical departments.

One could consider, enlightened by this information, that priorities for management knowledge pursuit are higher when LYSs are subjected to professional *in loco* experiences, and can observe the day-to-day activities of a hotel. Students become potentially more interested and dedicated, and appreciate that opportunities depend of experience. This is consistent with the interviewed stakeholders' reference towards the need to prepare students at arrival at hotels in order to be conveniently mentored, and contributes towards assessing whether hypothesis 3 is proven valid or not. Another point that would be interesting to observe are the difference of grades that

students achieve, having had or not an internship experience, although this information was not retrieved from the survey and is not the goal of this study.

#### 6.2.4 Monitoring and evaluation of internships

It is normal standard that at arrival to hotels, students are welcomed by the HGM or someone from management, are given a tour of the hotel, presented to people and sometimes attend a welcome session and / or presentation of the hotel. To each student a tutor is designated to orient the students experience and work during the internship period, and if the tutor is the direct chief, will be in charge of evaluating and grading the students' performance. From the HEIs side, it is normal that a designated teacher or internship tutor should maintain contact with the hotel and students, visit the facilities at least once during the internship and guide students may they have any issue to solve. The teacher will also be responsible for the report grading process. Despite this being common procedure, not all Hotels and HEIs act alike and cut corners to the drill.

Two question concerning the internship's monitoring and evaluation were asked to all publics, in order to gather if the procedures were followed and if quality from the students' perspective was taken into account (B5 refers to the exact reference used in the questionnaire):

- B5 - Do students receive a visit from the internship tutor during their internship in hotels?

The publics' answers are shown below:

	HGMs	HEI DCDs	LYSs	<b>Global</b>
Average importance	5,1	4,2	2,4	<b>3,7</b>
Standard deviation	1,5	1,9	1,9	<b>2,2</b>

It becomes visible that both HGMs and HEI CDCs believe or are under the impression that teachers from HEIs monitor less than what is really expected. This may be justified in three ways: (i) Internships take place in locations that are not available to teachers range of action; (ii) Students do not consider checking up phone calls as visits and do not count them in their answer; and (iii) teachers do not visit all their students undergoing an internship. The deviations explain how teachers act differently.

Various solutions have been discussed to ensure connectiveness between teachers and ongoing-internship-students. Hsu (2017) concluded that, even though teachers had greater satisfaction using virtual communities (Facebook or others) to keep up with students undergoing internships, students did not appreciate virtual contact as much, and preferred visits to the training sites. Nevertheless, the author concludes that it is a solution that allows more contact and control of students' performance, which actually is valued by students.

The following question asks about the feedback that is requested, other than from their internship reports, on the quality and student satisfaction on the internship (B6 refers to the exact reference used in the questionnaire):

- B6 - Do you consult the students' opinion on their internship's quality? / Are the students consulted on their opinion on their internship's quality?

The publics' answers are shown below:

	HGMs	HEI CDCs	LYSs	<b>Global</b>
Average importance	5,9	6,2	3,8	<b>4,9</b>
Standard deviation	1,3	0,8	1,7	<b>1,8</b>

Again, it becomes visible that both HGMs and HEI CDCs believe or are under the impression that students are questioned on their opinion on the subject of their internship, and they disagree.

The above answers suggest that HEI Hotel Management courses may not have a well-established protocol when it comes to internal procedures towards Internships. This can also mean that students do not know what to expect from the HEI CDC. Either way, there is a Gap to be assessed and dealt with. As it is natural, this information showed to be valuable to assess whether hypothesis 4 is proven or not.

### 6.2.5 Found Internship Matches and Gaps

It shows to be evident that due importance is given to internship role as an education tool. Even though motivations from each party may differ, it constitutes an experience from which students must take their own conclusion, and be critical to both sides. Three main gaps are identified:

- (i) The first gap resides in the fact that not all parties have the correct perception of what really happens in internships, suggests that quality assessment is not correctly done and formalized, and that the parts are not fully aware of their role and obligations.
- (ii) The second gap resides on the fact that HEI CDCs and LYSs expectation of the andragogic goals of the internships are not perceived in the same perspective by HGMs, perhaps motivated by economic factors or misinformation.
- (iii) The third gap, perhaps motivated by the second, is that the departments in which internships take place answer mostly to HGMs needs and not to LYSs motivation, creating a mismatch between where LYSs would feel more useful and learn more and where they are placed and therefore learn.

### **6.3 Stakeholders' articulation – HEI and Hotels**

Hotels and HEIs cooperate in three ways in general: (i) internships for students to fulfill curricula requirements; (ii) HGMs and professionals' participation as speakers in seminars and conferences held by HEIs; and (iii) visits to hotels to allow students to “put a face to a name”. These initiatives are, nevertheless, mainly of the HEIs' initiative, excluding the hotels that contact HEIs in order to recruit internees for high season. Other initiatives take place from the hotels side, although seldom – request for newly graduates to employ.

In the questionnaire, eight questions were directed to the publics, two of which exclusively to HGMs (All references C2 to C4 refer to the exact reference used in the questionnaire):

C2 – The question is asked according to the responders' perspective and therefore should be interpreted individually. A simple dichotomy Yes / No answer was requested:

- HGMs - Do you participate in High Educations Institutions Seminars or Conferences in the Hotel Management Area as a speaker?
- HEI CDC - Do you invite Hotel Managers to participate or speak in Seminars or Conferences in the Hotel Management Area in your Course?
- LYSs - Do you invite Hotel Managers to participate or speak in Seminars or Conferences in the Hotel Management Area in your Course, when you are organizing seminars?

	HGMs	HEI CDCs	LYSs
Positive answer	38,9%	100%	56,6%

The answers indicate that most surely 100% of the HEI CDCs invite HGMs to participate as speakers in seminars or conferences, but due to the geographical dispersion of the answering public, it seems possible that mainly the HGMs located in hotels nearby the HEIs, representing 38,9% are the most “harassed” to participate, thus the difference. On the other hand, LYSs do or are not always willing to integrate organizing committees of seminars and conferences, or simply are not invited to, which could to some extent justify why only 56,6% answered positively.

The difference, nevertheless, shows that there is space to invite more HGMs than those that are effectively invited, investing more in variety rather than in quantity.

A question was asked to all publics to whether the faculty possessed adequate professional background. A simple dichotomy Yes / No answer was requested:

C3 - Do you feel that presently the Hotel Management courses have enough teachers that have a suitable professional background in the area?

The publics’ answers are shown below:

	HGMs	HEI CDCs	LYSs	<b>Global</b>
Positive answer	34,9%	56,2%	60,3%	<b>48,5%</b>

It is mostly the LYSs that answered positively to this question in 60,3% of the answers. Whether this is due to lack of experience or not it shows difficult to prove. But on the other side 56,2% of the HEI CDCs believe that they are well taken care of with the available faculty that interact with students. It is the HGMs public that is concerning, as they can either be judging according to their own experience or by students’ feedback when in contact with them. Globally, less than half the publics agree that faculty is composed by enough teachers with a suitable professional background in the area. This data contributes towards finding whether hypothesis 2 is proven or not.

A question was asked to all publics to whether the HEI CDCs consulted HGMs and students in general when the Hotel Management course curricula was undergoing a (re)designing process. A simple dichotomy Yes / No answer was requested:

C4 - Are Hotel Managers / students consulted when the course director is (re)designing the curricula in the Hotel Management Course?

The publics' answers are shown below:

	HGMs	HEI CDCs	LYSs	Global
Positive answer	16,7%	100%	22%	<b>24,1%</b>

Again, it seems reasonable to believe that effectively HEI CDCs do consult both HGMs and students when (re)designing the course curricula, but perhaps it is a silent process, not truly publicized or the object of an opinion survey to a vast public. The remaining question is whether, should they have a “suggestion-box” system, would both HGMs and students contribute of free will and initiative towards giving their input on best-practices and constructive criticism that could nourish a competency model for the hotel business' course curricula. This an important issue and a direction to which this study intends to drive towards.

## 6.4 Employment expectancy areas in hotels

The HEIs expectation is that students may get a job once they leave university. Furthermore, employability of students is an assessed criterion when reaccreditation of a course is on the table.

For new-graduates employment is clearly a goal and, as referred above, the courses are seldom organized to promote employment straight after the last internship period, by programming it (or at least one of them) in the last semester of the course. The areas to which students apply are not always those they expect to work in, but are a path many take to initiate their career. The expectancy of positions was asked to all publics by providing a list of departments they thought to be available to newly graduates (C5 refers to the exact reference used in the questionnaire):

C5 - Which are the positions that Hotel Industry offers to newly graduates to your knowledge?

The answers retrieved from the publics are resumed in table 18.

Table 18 - Newly Graduates Expected Positions

Newly Graduates Expected Positions	HGM	HEI CDC	LYS	TOTAL
Receptionist	92,1%	75,0%	91,2%	90,6%
Head of Front Office	19,8%	31,2%	3,7%	12,6%
Housekeeper	28,6%	50,0%	29,4%	30,2%
Server	55,6%	12,5%	79,4%	64,7%
Head of Restaurant	15,9%	37,5%	11,0%	14,7%
Sales Deputy	55,6%	87,5%	15,4%	37,8%
Accountant	19,8%	25,0%	5,9%	13,3%
Administrative	41,3%	50,0%	7,4%	25,2%
Cook	55,6%	31,2%	47,1%	50,0%
Chef	6,3%	6,2%	4,4%	5,4%
Assistant Manager	42,1%	62,5%	8,1%	26,6%
Lodging Manager	7,9%	12,5%	0,7%	4,7%
F B Manager	14,3%	25,0%	7,4%	11,5%
Sales Manager	8,7%	43,8%	0,7%	6,8%
Financial Manager	5,6%	12,5%	0,0%	3,2%
Deputy Manager	8,7%	31,2%	0,7%	6,1%
Other	0,0%	0,0%	0,0%	0,0%

Source: Own Production

As it is visible from table 18, the areas diverge among the publics, but mostly agree in certain positions such as “Receptionist”, “Housekeeper”, “Server” and “Cook”. In the case of “Sales Deputy”, they are mostly HGMs and HEI CDCs that believe to be a potential first job for newly-graduates.

Another observation that can be made from table 16 is that the HEI CDCs’ opinion tends to a more mid and long-term vision, as they tend to list career opportunities rather than positions offered to newly-graduates, and may not seem realistic, considering, as an example, that a newly-graduate may access directly to a “Sales Manager”, “Financial Manager” or even “Deputy Manager” positions. On the other hand, the position of “Assistant Manager” seems to be a possibility that new-graduates do not value much, and has been the gateway to many newly-graduates that undergo a mentoring process.



What seems quite evident is that LYSs are those who mostly are cautious when considering what positions may be the gateway to employment.

## 6.5 Summary Subject Units Survey Results

The results of the survey applied to the three publics are here presented below and should enlighten about the choices and opinions on which SSUs should be considered as most important by each and all publics concerned in the study.

The SSU analysis is presented in stages, and individually explained throughout the section:

- The SSUs by categories
- Ranking of most voted SSUs
- Total Ranking of the 35 most voted SSUs vs. CU Ranking of Online Curricula
- SSUs unanimously voted within the first 35 positions of the ranking
- The remaining 34 SSUs of the ranking

### 6.5.1 The SSUs division in categories

In order to allow a clearer perspective, the 35 chosen SSUs' results were presented in categories (as established in table 9), and weighted to all 69 SSUs, giving the percentage that each category represents within the total SSUs.

Table 19 - Ranking of 35 most voted SSUs weighted to the 69 total SSUs, divided in categories

		<b>Hotel Managers</b>	<b>HEI Course Directors / Coordinator</b>	<b>HEI Last Year Students</b>	<b>Total</b>
Specific Knowledge - Hotel Industry	SKHI	17,39%	17,39%	14,49%	14,49%
Soft Skills	SS	10,14%	8,70%	10,14%	10,14%
Management Knowledge	MK	17,39%	20,29%	20,29%	20,29%
Languages	L	5,80%	4,35%	5,80%	5,80%
		50,72%	50,72%	50,72%	50,72%

Source: Own Production

For this first approach, as a ranking was performed, out of the 69 eligible SSUs, a group of the top 35 SSUs was observed, which represent 50,72% of the total 69 SSUs. Again, as referred above, the 35 SSUs represent the approximate number of SSUs that a HEI degree contains in a six-semester program. It is possible to observe from the answers that each group values different

categories and table 17 shows the percentage of the first 35 ranked SSUs of each group vs. the total number of SSUs.

We can, therefore observe that, in table 19, the responders of all publics value quite highly “General Management Subjects” and “Hotel Industry Specifics”. In all, the weights are quite approximate among the groups. The “popularity” of the SSUs answers among the three publics of responders was adjusted to age, gender and education of each group.

As these previous results do not relate directly to the available SSUs of each category within the ranked SSUs, it is possible to observe from the answers that each group values different categories, whereas table 20 represents the percentage of number of chosen SSUs by category within the first 35 SSUs ranked from the global list vs. the total number of the top 35 SSUs.

Table 20 - Ranking of 35 most voted SSUs weighted to the 35 SSUs, divided in categories

		<b>Hotel Managers</b>	<b>HEI Course Directors / Coordinators</b>	<b>HEI Last Year Students</b>	<b>Total</b>
Specific Knowledge - Hotel Industry	SKHI	34,29%	34,29%	28,57%	28,57%
Soft Skills	SS	20,00%	17,14%	20,00%	20,00%
Management Knowledge	MK	34,29%	40,00%	40,00%	40,00%
Languages	L	11,43%	8,57%	11,43%	11,43%
		100%	100%	100%	100%

Source: Own Production

From table 20 we can understand the real weight each category has, per public, among the 35 most voted SSUs.

Yet, it is possible to look at the numbers in a different perspective, as we weight the voted SSUs by category to the total number of SSUs each category had available for choice. This is presented in table 21.

Table 21 - Weighting of the 35 most voted SSUs per category, against number of SSUs of each category

		<b>Hotel Managers</b>	<b>HEI Course Directors / Coordinators</b>	<b>HEI Last Year Students</b>	<b>Total</b>
Specific Knowledge - Hotel Industry	SKHI	57,14%	57,14%	47,62%	47,62%
Soft Skills	SS	77,78%	66,67%	77,78%	77,78%
Management Knowledge	MK	37,50%	43,75%	43,75%	43,75%
Languages	L	57,14%	42,86%	57,14%	57,14%

Source: Own Production

From the samples' answers, by considering the answers according to the available possibilities of each category, it becomes more visible in the global results that “Soft Skills” category is the most required of all the categories in the total results and by each group individually, the second position among categories is for “Languages”, the third for the “Hotel Industry Specifics” and last for the “General Management subjects”.

Nevertheless, in an analysis done per group, it is visible that priorities aside from “Soft Skills” are slightly different:

(1) Hotel Managers

“Languages” and “Hotel Industry Specifics” are both the 2<sup>nd</sup> most voted categories and “General Management subjects” are voted last. This seems acceptable, as this group of responders is quite focused on the service to client and the operational part of the business.

(2) HEI Courses Directors / Coordinators

The second most voted category is “Hotel Industry Specifics”, which seems also normal, as it is the courses core subjects. “General Management subjects” follow the priority order which complies with the HEIs mission and that must obey to the scientific areas that must be considered when a HEI course is conceptualized. Therefore, not being the essential thrive of this group, “Languages” fall to last voted category.

(3) HEI Last Year Students

“Languages” come through as the 2<sup>nd</sup> most voted category. It is likely that at this stage of the students path (last year), after undertaking an internship on which contact with clients has taken place, that they may realize how languages become an important part of the job in a hotel, and how the lack of this knowledge may compromise future employment and career success. Only then “Hotel Industry Specifics” takes a 3<sup>rd</sup> position and “General Management subjects” a 4<sup>th</sup> position.

## 6.5.2 Ranking of the most voted SSUs

As the answers are viewed in a more particular view, it is possible to pinpoint the most voted SSUs for each group of responders and for the whole sample.

In Table 22 we can observe how the publics set their priorities within the 35 chosen SSUs.

The information given by this table will allow detailing the interpretation of the choices, which will take place in points C, D, E and F. The final ranking of SSUs is visible in table 22.

Table 22 - Ranking of the 35 most voted SSUs by group of responders

position	LO	Hotel Managers	LO	HEI Course Directors / Coordinators	LO	HEI Last Year Students	LO	TOTAL
1	L	C41...Languages.....English	MK	C21...Corporate.Strategy	L	C41...Languages.....English	L	C41...Languages.....English
2	L	C42...Languages.....French	L	C41...Languages.....English	SKHI	C37...Internship	SKHI	C37...Internship
3	MK	C21...Corporate.Strategy	SKHI	C64...Tourist.Destinations	SKHI	C10...Accommodation.Management	SKHI	C10...Accommodation.Management
4	SKHI	C31...Food.and.Beverage.Manag.	L	C42...Languages.....French	SKHI	C31...Food.and.Beverage.Manag.	SKHI	C31...Food.and.Beverage.Manag.
5	SS	C18...Communication	SKHI	C73...Software.applied.to.Hospitality	SKHI	C69...Revenue.Management	SKHI	C69...Revenue.Management
6	SKHI	C10...Accommodation.Management	MK	C51...Marketing.for.Services	SKHI	C73...Software.applied.to.Hospitality	SKHI	C73...Software.applied.to.Hospitality
7	SKHI	C66...Reception.Hosting	L	C47...Languages.....Spanish	SS	C48...Leadership	SS	C48...Leadership
8	MK	C35...Human.Resources.Management	SKHI	C78...Tourism.and.Hospitality.Law	L	C47...Languages.....Spanish	L	C47...Languages.....Spanish
9	L	C47...Languages.....Spanish	SKHI	C66...Reception.Hosting	MK	C50...Marketing	MK	C50...Marketing
10	MK	C61...Quality.Management	MK	C76...Strategic.Marketing	SS	C72...Sales.Negotiation	SS	C72...Sales.Negotiation
11	SS	C19...Consumer.Behavior	MK	C50...Marketing	MK	C35...Human.Resources.Management	MK	C35...Human.Resources.Management
12	SKHI	C69...Revenue.Management	MK	C24...E.Business	SS	C18...Communication	SS	C18...Communication
13	MK	C51...Marketing.for.Services	SS	C18...Communication	MK	C51...Marketing.for.Services	MK	C24...E.Business
14	SKHI	C32...Food.Safety.and.Hygiene	MK	C49...Market.Surveys	MK	C24...E.Business	SS	C38...Interpersonal.Relationships
15	MK	C50...Marketing	MK	C61...Quality.Management	SS	C38...Interpersonal.Relationships	MK	C51...Marketing.for.Services
16	SS	C48...Leadership	MK	C35...Human.Resources.Management	MK	C17...Business.plan	MK	C17...Business.plan
17	SKHI	C78...Tourism.and.Hospitality.Law	SKHI	C31...Food.and.Beverage.Manag.	MK	C61...Quality.Management	MK	C61...Quality.Management
18	MK	C24...E.Business	SKHI	C69...Revenue.Management	L	C46...Languages.....Portuguese	L	C46...Languages.....Portuguese
19	L	C46...Languages.....Portuguese	SS	C19...Consumer.Behavior	MK	C76...Strategic.Marketing	SS	C19...Consumer.Behavior
20	SKHI	C37...Internship	MK	C75...Statistics	SKHI	C78...Tourism.and.Hospitality.Law	L	C42...Languages.....French
21	SKHI	C73...Software.applied.to.Hospitality	SKHI	C37...Internship	SS	C19...Consumer.Behavior	SKHI	C66...Reception.Hosting
22	MK	C17...Business.plan	MK	C23...Digital.Marketing	L	C42...Languages.....French	MK	C76...Strategic.Marketing
23	SS	C60...Public.Relations	MK	C77...Taxation	SKHI	C66...Reception.Hosting	SKHI	C78...Tourism.and.Hospitality.Law
24	SKHI	C55...Operations.and.Services.Manag.	MK	C20...Corporate.Law	SKHI	C55...Operations.and.Services.Management	SKHI	C55...Operations.and.Services.Manag.
25	SKHI	C68...Restaurant.Service	SKHI	C33...Fundamentals.of.Tourism	MK	C21...Corporate.Strategy	MK	C21...Corporate.Strategy
26	SS	C72...Sales.Negotiation	SS	C72...Sales.Negotiation	MK	C49...Market.Surveys	MK	C49...Market.Surveys
27	SKHI	C64...Tourist.Destinations	MK	C17...Business.plan	MK	C29...Financial.Management	MK	C29...Financial.Management
28	SS	C16...Business.ethics	SKHI	C10...Accommodation.Management	SS	C60...Public.Relations	SS	C60...Public.Relations
29	MK	C76...Strategic.Marketing	SS	C48...Leadership	SS	C26...Entrepreneurship	SKHI	C32...Food.Safety.and.Hygiene
30	MK	C49...Market.Surveys	SKHI	C55...Operations.and.Services.Manag.	SKHI	C32...Food.Safety.and.Hygiene	SS	C26...Entrepreneurship
31	MK	C75...Statistics	SS	C60...Public.Relations	MK	C23...Digital.Marketing	MK	C23...Digital.Marketing
32	SKHI	C27...Event.Manag.and.Tourism.Anim.	SKHI	C27...Event.Manag.and.Tourism.Anim.	SKHI	C27...Event.Manag.and.Tourism.Anim.	SKHI	C27...Event.Manag.and.Tourism.Anim.
33	MK	C71...Safety.at.Work	SKHI	C22...Design.of.Hotel.Spaces	MK	C36...Information.Systems	MK	C36...Information.Systems
34	SS	C38...Interpersonal.Relationships	MK	C36...Information.Systems	MK	C71...Safety.at.Work	MK	C71...Safety.at.Work
35	MK	C23...Digital.Marketing	SS	C16...Business.ethics	MK	C11...Advertising	MK	C11...Advertising

Source: own production

The Ranking of the SSUs is also presented in figures, in table 23.

Table 23 - SSUs by order with averages and standard deviations

GLOBAL ALL PUBLICS					HGM			HEI CDC			LYS			
position	Média	standard deviation	LO	Code	TOTAL	position	average	standard deviation	position	average	standard deviation	position	average	standard deviation
1	6,65	0,62	L	C41	C41...Languages.....English	1	6,74	0,60	2	6,65	0,58	1	6,65	0,65
2	6,33	0,99	SKHI	C37	C37...Internship	20	5,61	1,02	21	5,65	1,02	2	6,33	0,87
3	5,99	0,98	SKHI	C10	C10...Accommodation.Management	6	6,08	0,94	28	5,40	1,18	3	5,98	0,99
4	5,88	1,10	SKHI	C31	C31...Food.and.Beverage.Manag.	4	6,25	0,89	17	5,74	1,29	4	5,88	1,21
5	5,88	1,07	SKHI	C69	C69...Revenue.Management	12	5,80	0,87	18	5,74	0,63	5	5,88	1,24
6	5,86	1,11	SKHI	C73	C73...Software.applied.to.Hospitality	21	5,58	1,15	5	6,21	0,73	6	5,87	1,09
7	5,81	1,11	SS	C48	C48...Leadership	16	5,72	0,92	29	5,38	0,66	7	5,80	1,27
8	5,78	1,13	L	C47	C47...Languages.....Spanish	9	5,95	1,08	7	5,97	0,89	8	5,78	1,19
9	5,72	1,16	MK	C50	C50...Marketing	14	5,73	1,16	11	5,89	0,81	9	5,72	1,20
10	5,72	1,12	SS	C72	C72...Sales.Negotiation	25	5,45	1,09	26	5,53	1,00	10	5,72	1,17
11	5,7	1,20	MK	C35	C35...Human.Resources.Management	8	6,01	1,01	16	5,82	0,77	11	5,70	1,34
12	5,68	1,15	SS	C18	C18...Communication	5	6,11	0,90	13	5,85	0,68	12	5,67	1,30
13	5,64	1,24	MK	C24	C24...E.Business	18	5,65	1,09	12	5,86	0,89	14	5,64	1,36
14	5,64	1,06	SS	C38	C38...Interpersonal.Relationships	34	5,21	0,99	41	5,09	0,60	15	5,63	1,13
15	5,64	1,17	MK	C51	C51...Marketing.for.Services	13	5,74	1,16	6	6,01	1,02	13	5,65	1,19
16	5,62	1,25	MK	C17	C17...Business.plan	22	5,53	1,30	27	5,49	0,96	16	5,62	1,25
17	5,56	1,18	MK	C61	C61...Quality.Management	10	5,83	1,04	15	5,83	0,68	17	5,56	1,28
18	5,54	1,36	L	C46	C46...Languages.....Portuguese	19	5,64	0,92	38	5,20	1,41	18	5,53	1,61
19	5,51	1,22	SS	C19	C19...Consumer.Behavior	11	5,81	1,05	19	5,69	0,83	23	5,51	1,35
20	5,51	1,30	L	C42	C42...Languages.....French	2	6,30	0,96	4	6,27	1,12	21	5,51	1,56
21	5,51	1,06	SKHI	C66	C66...Reception.Hosting	7	6,04	0,89	9	5,95	1,09	22	5,51	1,16
22	5,51	1,23	MK	C76	C76...Strategic.Marketing	29	5,34	1,28	10	5,95	0,96	20	5,52	1,19
23	5,51	1,26	SKHI	C78	C78...Tourism.and.Hospitality.Law	17	5,66	1,29	8	5,96	0,89	19	5,52	1,26
24	5,48	1,20	SKHI	C55	C55...Operations.and.Services.Manag.	24	5,46	1,05	31	5,37	0,83	24	5,48	1,34
25	5,45	1,28	MK	C21	C21...Corporate.Strategy	3	6,27	1,20	1	7,00	1,03	25	5,46	1,36
26	5,45	1,29	MK	C49	C49...Market.Surveys	30	5,28	1,28	14	5,84	1,00	26	5,46	1,31
27	5,44	1,26	MK	C29	C29...Financial.Management	43	4,95	1,20	48	4,94	1,20	27	5,44	1,32
28	5,43	1,07	SS	C60	C60...Public.Relations	23	5,49	1,01	30	5,37	0,82	28	5,43	1,12
29	5,41	1,14	SKHI	C32	C32...Food.Safety.and.Hygiene	15	5,73	0,87	40	5,11	1,34	29	5,40	1,23
30	5,4	1,28	SS	C26	C26...Entrepreneurship	51	4,75	1,32	46	5,01	0,73	30	5,40	1,29
31	5,38	1,34	MK	C23	C23...Digital.Marketing	35	5,20	1,20	22	5,64	0,89	31	5,39	1,45
32	5,37	1,21	SKHI	C27	C27...Event.Manag.and.Tourism.Anim.	32	5,26	1,13	32	5,34	0,87	32	5,37	1,31
33	5,36	1,28	MK	C36	C36...Information.Systems	38	5,11	1,15	33	5,33	0,63	33	5,36	1,42
34	5,33	1,23	MK	C71	C71...Safety.at.Work	33	5,25	1,11	44	5,06	1,29	34	5,32	1,32
35	5,28	1,19	MK	C11	C11...Advertising	56	4,54	1,20	55	4,79	0,81	35	5,29	1,18
36	5,23	1,45	MK	C12	C12...Analysis.of.Investments.and.Proj	57	4,54	1,46	45	5,03	0,98	37	5,24	1,42
37	5,23	1,38	MK	C28	C28...Financial.Calculation	52	4,66	1,17	65	4,22	1,02	40	5,22	1,58
38	5,23	1,38	SKHI	C64	C64...Tourist.Destinations	27	5,44	1,36	3	6,35	1,34	36	5,24	1,38
39	5,22	1,25	SS	C16	C16...Business.ethics	28	5,41	1,18	35	5,23	0,85	38	5,22	1,30
40	5,21	1,24	MK	C57	C57...Procurement.and.Logistics	55	4,55	1,15	50	4,93	0,83	39	5,22	1,35
41	5,07	1,35	SS	C56	C56...Organizational.Behavior	48	4,77	1,12	62	4,41	0,75	41	5,06	1,45
42	5,05	1,23	MK	C40	C40...Labor.Law	41	5,03	1,20	42	5,09	0,70	42	5,05	1,31
43	5,05	1,46	L	C43	C43...Languages.....German	42	4,96	1,23	43	5,09	0,96	43	5,05	1,69
44	5,02	1,31	MK	C25	C25...Economy	61	4,39	1,17	63	4,37	1,14	45	5,01	1,45
45	5,01	1,51	MK	C63	C63...Real.Estate.Management	65	4,03	1,50	51	4,90	1,37	44	5,04	1,45
46	4,99	1,26	MK	C58	C58...Protocol	59	4,49	1,10	57	4,66	0,96	47	4,99	1,42
47	4,99	1,50	MK	C65	C65...General.Accounting	54	4,56	1,33	53	4,83	0,97	46	4,99	1,69
48	4,98	1,36	SKHI	C15	C15...Bar.service	40	5,04	1,10	60	4,60	1,55	49	4,97	1,44
49	4,98	1,40	SKHI	C68	C68...Restaurant.Service	26	5,45	0,98	37	5,21	1,15	48	4,98	1,58
50	4,93	1,47	SKHI	C22	C22...Design.of.Hotel.Spaces	50	4,76	1,56	34	5,33	1,03	50	4,94	1,41
51	4,92	1,69	L	C45	C45...Languages.....Mandarin	66	3,94	1,58	66	4,19	1,44	51	4,92	1,76
52	4,9	1,34	MK	C30	C30...Fiscal.Law	46	4,88	1,36	39	5,20	1,15	52	4,91	1,34
53	4,89	1,38	SKHI	C33	C33...Fundamentals.of.Tourism	37	5,12	1,32	25	5,57	0,89	53	4,89	1,47
54	4,87	1,30	MK	C59	C59...Psychology.of.Work	44	4,92	1,22	49	4,93	0,82	55	4,87	1,38
55	4,86	1,35	SKHI	C74	C74...Spa.Management	49	4,77	1,36	36	5,23	1,03	54	4,87	1,36
56	4,85	1,37	MK	C14	C14...Audits	58	4,51	1,30	59	4,62	1,09	56	4,85	1,46
57	4,84	1,48	SKHI	C34	C34...Gastronomy	45	4,89	1,08	61	4,60	1,14	57	4,83	1,68
58	4,77	1,60	MK	C75	C75...Statistics	31	5,28	1,44	20	5,66	0,97	58	4,77	1,74
59	4,66	1,47	MK	C77	C77...Taxation	39	5,09	1,31	23	5,62	1,18	59	4,67	1,63
60	4,58	1,42	SKHI	C54	C54...Oenology	64	4,14	1,14	68	4,09	1,08	60	4,58	1,64
61	4,56	1,48	MK	C13	C13...Asset.Management	62	4,39	1,48	54	4,82	0,96	61	4,57	1,52
62	4,56	1,40	SKHI	C39	C39...Kitchen.Service	47	4,88	1,08	58	4,65	1,00	62	4,56	1,51
63	4,51	1,47	L	C44	C44...Languages.....Italian	53	4,62	1,30	47	4,95	0,98	63	4,51	1,64
64	4,49	1,32	MK	C20	C20...Corporate.Law	36	5,13	1,29	24	5,61	0,87	64	4,50	1,36
65	4,49	1,42	MK	C52	C52...Mathematics	63	4,39	1,23	64	4,31	0,96	66	4,48	1,61
66	4,49	1,42	SKHI	C70	C70...Rural.Tourism	68	3,77	1,38	56	4,71	1,00	65	4,50	1,46
67	4,24	1,58	MK	C62	C62...Quantitative.Methods	60	4,47	1,48	52	4,87	1,15	67	4,25	1,58
68	4,15	1,46	MK	C67	C67...Research.Methods	67	3,81	1,25	67	4,18	1,39	68	4,15	1,60
69	3,66	1,45	SKHI	C53	C53...Nutrition.and.Dietetics	69	3,07	1,13	69	3,45	1,03	69	3,66	1,57
ASD-Aver. Stand.Deviat.		1,29						1,17			0,98			
ASD first 35 SSUs		1,17						1,07			0,92			
ASD last 34 SSUs		1,41						1,28			1,05			

Source: Own Production

The same table is showed considering the standing deviation order.

Table 24 - SSUs ranked by global order and standard deviation positions

GLOBAL ALL PUBLICS				HGM				HEI CDC				LYS			
position	St.Dev	standard deviation	LO Code	position	St.Dev	standard deviation	position	St.Dev	standard deviation	position	St.Dev	standard deviation	position	St.Dev	standard deviation
1	1	0,62	L C41	1	1	0,60	2	1	0,58	1	1	0,65	1	1	0,65
2	3	0,99	SKHI C37	20	15	1,02	21	42	1,02	2	2	0,87	2	2	0,87
3	2	0,98	SKHI C10	6	9	0,94	28	59	1,18	3	3	0,99	3	3	0,99
4	8	1,10	SKHI C31	4	4	0,89	17	61	1,29	4	14	1,21	4	14	1,21
5	7	1,07	SKHI C69	12	3	0,87	18	3	0,63	5	16	1,24	5	16	1,24
6	10	1,11	SKHI C73	21	33	1,15	5	9	0,73	6	4	1,09	6	4	1,09
7	9	1,11	SS C48	16	8	0,92	29	5	0,66	7	19	1,27	7	19	1,27
8	12	1,13	L C47	9	21	1,08	7	23	0,89	8	12	1,19	8	12	1,19
9	15	1,16	MK C50	14	34	1,16	11	13	0,81	9	13	1,20	9	13	1,20
10	11	1,12	SS C72	25	22	1,09	26	38	1,00	10	8	1,17	10	8	1,17
11	19	1,20	MK C35	8	14	1,01	16	12	0,77	11	31	1,34	11	31	1,34
12	14	1,15	SS C18	5	6	0,90	13	6	0,68	12	23	1,30	12	23	1,30
13	27	1,24	MK C24	18	23	1,09	12	26	0,89	14	36	1,36	14	36	1,36
14	5	1,06	SS C38	34	12	0,99	41	2	0,60	15	6	1,13	15	6	1,13
15	16	1,17	MK C51	13	35	1,16	6	43	1,02	13	10	1,19	13	10	1,19
16	29	1,25	MK C17	22	52	1,30	27	32	0,96	16	17	1,25	16	17	1,25
17	17	1,18	MK C61	10	16	1,04	15	7	0,68	17	20	1,28	17	20	1,28
18	45	1,36	L C46	19	7	0,92	38	67	1,41	18	61	1,61	18	61	1,61
19	22	1,22	SS C19	11	18	1,05	19	18	0,83	23	33	1,35	23	33	1,35
20	38	1,30	L C42	2	10	0,96	4	52	1,12	21	54	1,56	21	54	1,56
21	4	1,06	SKHI C66	7	5	0,89	9	50	1,09	22	7	1,16	22	7	1,16
22	23	1,23	MK C76	29	49	1,28	10	31	0,96	20	11	1,19	20	11	1,19
23	31	1,26	SKHI C78	17	50	1,29	8	27	0,89	19	18	1,26	19	18	1,26
24	20	1,20	SKHI C55	24	17	1,05	31	17	0,83	24	29	1,34	24	29	1,34
25	33	1,28	MK C21	3	39	1,20	1	47	1,03	25	37	1,36	25	37	1,36
26	36	1,29	MK C49	30	48	1,28	14	40	1,00	26	26	1,31	26	26	1,31
27	30	1,26	MK C29	43	41	1,20	48	60	1,20	27	27	1,32	27	27	1,32
28	6	1,07	SS C60	23	13	1,01	30	15	0,82	28	5	1,12	28	5	1,12
29	13	1,14	SKHI C32	15	2	0,87	40	63	1,34	29	15	1,23	29	15	1,23
30	35	1,28	SS C26	51	57	1,32	46	10	0,73	30	21	1,29	30	21	1,29
31	42	1,34	MK C23	35	40	1,20	22	24	0,89	31	46	1,45	31	46	1,45
32	21	1,21	SKHI C27	32	29	1,13	32	21	0,87	32	24	1,31	32	24	1,31
33	34	1,28	MK C36	38	32	1,15	33	4	0,63	33	41	1,42	33	41	1,42
34	25	1,23	MK C71	33	26	1,11	44	62	1,29	34	28	1,32	34	28	1,32
35	18	1,19	MK C11	56	42	1,20	55	14	0,81	35	9	1,18	35	9	1,18
36	56	1,45	MK C12	57	64	1,46	45	37	0,98	37	43	1,42	37	43	1,42
37	48	1,38	MK C28	52	36	1,17	65	44	1,02	40	57	1,58	40	57	1,58
38	49	1,38	SKHI C64	27	59	1,36	3	64	1,34	36	39	1,38	36	39	1,38
39	28	1,25	SS C16	28	38	1,18	35	20	0,85	38	22	1,30	38	22	1,30
40	26	1,24	MK C57	55	31	1,15	50	19	0,83	39	32	1,35	39	32	1,35
41	44	1,35	SS C56	48	27	1,12	62	11	0,75	41	45	1,45	41	45	1,45
42	24	1,23	MK C40	41	43	1,20	42	8	0,70	42	25	1,31	42	25	1,31
43	59	1,46	L C43	42	45	1,23	43	29	0,96	43	66	1,69	43	66	1,69
44	39	1,31	MK C25	61	37	1,17	63	54	1,14	45	47	1,45	45	47	1,45
45	66	1,51	MK C63	65	67	1,50	51	65	1,37	44	48	1,45	44	48	1,45
46	32	1,26	MK C58	59	24	1,10	57	28	0,96	47	42	1,42	47	42	1,42
47	65	1,50	MK C65	54	58	1,33	53	34	0,97	46	67	1,69	46	67	1,69
48	46	1,36	SKHI C15	40	25	1,10	60	69	1,55	49	44	1,44	49	44	1,44
49	52	1,40	SKHI C68	26	11	0,98	37	57	1,15	48	56	1,58	48	56	1,58
50	60	1,47	SKHI C22	50	68	1,56	34	45	1,03	50	40	1,41	50	40	1,41
51	69	1,69	L C45	66	69	1,58	66	68	1,44	51	69	1,76	51	69	1,76
52	41	1,34	MK C30	46	60	1,36	39	55	1,15	52	30	1,34	52	30	1,34
53	50	1,38	SKHI C33	37	56	1,32	25	25	0,89	53	51	1,47	53	51	1,47
54	37	1,30	MK C59	44	44	1,22	49	16	0,82	55	38	1,38	55	38	1,38
55	43	1,35	SKHI C74	49	61	1,36	36	48	1,03	54	34	1,36	54	34	1,36
56	47	1,37	MK C14	58	54	1,30	59	51	1,09	56	49	1,46	56	49	1,46
57	63	1,48	SKHI C34	45	19	1,08	61	53	1,14	57	65	1,68	57	65	1,68
58	68	1,60	MK C75	31	63	1,44	20	35	0,97	58	68	1,74	58	68	1,74
59	61	1,47	MK C77	39	55	1,31	23	58	1,18	59	62	1,63	59	62	1,63
60	53	1,42	SKHI C54	64	30	1,14	68	49	1,08	60	63	1,64	60	63	1,64
61	64	1,48	MK C13	62	66	1,48	54	33	0,96	61	53	1,52	61	53	1,52
62	51	1,40	SKHI C39	47	20	1,08	58	39	1,00	62	52	1,51	62	52	1,51
63	62	1,47	L C44	53	53	1,30	47	36	0,98	63	64	1,64	63	64	1,64
64	40	1,32	MK C20	36	51	1,29	24	22	0,87	64	35	1,36	64	35	1,36
65	55	1,42	MK C52	63	46	1,23	64	30	0,96	66	60	1,61	66	60	1,61
66	54	1,42	SKHI C70	68	62	1,38	56	41	1,00	65	50	1,46	65	50	1,46
67	67	1,58	MK C62	60	65	1,48	52	56	1,15	67	58	1,58	67	58	1,58
68	58	1,46	MK C67	67	47	1,25	67	66	1,39	68	59	1,60	68	59	1,60
69	57	1,45	SKHI C53	69	28	1,13	69	46	1,03	69	55	1,57	69	55	1,57

Source: Own Production



The deviations further help to justify the positioning of each SSU as well as the justification for the different positionings according to the voting publics.

### 6.5.3 Total Ranking of the 35 most voted SSUs vs. CUs ranking of online curricula

The first SSUs analyzed below are those that have unanimous relevance for all publics.

It is relevant to understand the profile of the SSUs that were unanimously chosen as being the most important 35. Nevertheless, by observing table 25 (below), we can observe that not all the SSUs that have high significance are within the first 35 positions, and were not the most voted by all publics. On this same table, a column was retrieved from table 8, in order to compare the most voted 35 SSUs with the frequency percentage of the mentioned CUs in the HEI Hotel Management Course curricula from the first stage of this study. A simultaneous comparative assessment will be made for these SSUs and CUs in chapter 6.5.4.

Table 25 - Total ranking of the 35 most voted SSUs with percentage of Groups of Responders that included them in the list vs. CUs percentage of frequency in 25 Course Curricula (table 8)

position	LO	TOTAL SSUs	% of choice	Frequency Percentage in HEI courses curricula
1	L	C41...Languages.....English	100,0%	188%
2	SKHI	C37...Internship	100,0%	80%
3	SKHI	C10...Accommodation.Management	100,0%	80%
4	SKHI	C31...Food.and.Beverage.Manag.	100,0%	88%
5	SKHI	C69...Revenue.Management	100,0%	24%
6	SKHI	C73...Software.applied.to.Hospitality	100,0%	44%
7	SS	C48...Leadership	100,0%	20%
8	L	C47...Languages.....Spanish	100,0%	80%
9	MK	C50...Marketing	100,0%	32%
10	SS	C72...Sales.Negotiation	100,0%	28%
11	MK	C35...Human.Resources.Management	100,0%	76%
12	SS	C18...Communication	100,0%	48%
13	MK	C24...E.Business	100,0%	24%
14	SS	C38...Interpersonal.Relationships	66,6%	16%
15	MK	C51...Marketing.for.Services	100,0%	44%
16	MK	C17...Business.plan	100,0%	16%
17	MK	C61...Quality.Management	100,0%	40%
18	L	C46...Languages.....Portuguese	66,6%	8%
19	SS	C19...Consumer.Behavior	100,0%	4%
20	L	C42...Languages.....French	100,0%	108%
21	SKHI	C66...Reception.Hosting	100,0%	44%
22	MK	C76...Strategic.Marketing	100,0%	16%
23	SKHI	C78...Tourism.and.Hospitality.Law	100,0%	44%
24	SKHI	C55...Operations.and.Services.Manag.	100,0%	124%
25	MK	C21...Corporate.Strategy	100,0%	60%
26	MK	C49...Market.Surveys	100,0%	0%
27	MK	C29...Financial.Management	33,3%	80%
28	SS	C60...Public.Relations	100,0%	16%
29	SKHI	C32...Food.Safety.and.Hygiene	66,6%	36%
30	SS	C26...Entrepreneurship	33,3%	24%
31	MK	C23...Digital.Marketing	100,0%	12%
32	SKHI	C27...Event.Manag.and.Tourism.Anim.	100,0%	64%
33	MK	C36...Information.Systems	66,6%	80%
34	MK	C71...Safety.at.Work	66,6%	0%
35	MK	C11...Advertising	33,3%	8%

Source: Own production

The above table clearly shows how HEI Hotel Management courses in Portugal do not meet the expectation of the Stakeholders, as many of the most chosen SSUs do not relate in weight to what the market offers to students, hence to the industry in the future. This is the first step to believe that hypothesis 5 is proven.

#### **6.5.4 SSUs unanimously voted within the first 35 positions of the ranking**

An explanation of each SSUs positioning within the ranking in the particular view of each group of responders and the global view is given. Also, the comparative perspective of the position of the same subject CU from which SSUs were created, according to the position retrieved from the findings of section 5.3 is presented with the mention “HEI Curricula”.

##### **Position 1) C41...Languages.....English**

The English language, being the most spoken language in the world is also the international language of communication, and the Hotel Industry as well as the Tourism Industry relies on the fact that communication with guests of different nationalities is being done mostly in English. From an in-depth interview with a four-star hotel director, languages and especially English was mentioned as being a necessary skill (not just the knowledge). The experience and manifestations of all publics drive this as being the 1<sup>st</sup> and 2<sup>nd</sup> most voted SSU in the ranking. This is clear in tables 23 and 24, as it is shown to be in the first position, and has among all the smallest deviation observable. In private discussions with LYS, the lack of English knowledge proved even to be out casting in some internship cases, and this can easily reflect in the professional positions available, as well as career growth opportunities.

HEI Curricula – this positioning is reflected in the curricula analysis, as English is mentioned 188% out of the 25 courses. This percentage reflects the repetition of these CUs in several semesters. Nevertheless, it is important to refer that from the 60% of the courses mentioned the CU at all in their curricula, all the 1<sup>st</sup> cycle degrees include it, and the absences refer to all the 2<sup>nd</sup> cycle degrees (Masters), which is quite understandable.

##### **Position 2) C37...Internship**

Although Internships are separately discussed above in section 6.2.1., due to their importance in students’ contact with the working environment, they are voted very



highly by LYS ranking the SSU into a 2<sup>nd</sup> position, HGMs rank it in a 20<sup>th</sup> position whereas HEI CDCs rank it in a 21<sup>st</sup> position. The perceived importance of the opportunity of relating with hotel organization, clients and teams is not only appealing, but is also perceived as an open door to positions in the future, as 86.6%<sup>24</sup> (2 of which as an option) of the HEI Hotel Management course position an internship on the last year, possibly to potentiate direct employment upon internship conclusion. The positioning of this SSU is also a relevant contribution towards assessing whether hypothesis 3 is proven or not.

HEI Curricula – this positioning is reflected in the curricula analysis, as Internship is mentioned 80% out of the 25 courses. Although some courses have more than one internship period, it does not always appear in the curricula. Furthermore, only 80% of the courses mentioned the CU at all in their curricula, also partially explained by the number of 2<sup>nd</sup> cycle degrees, even though two courses from this cycle include internships in their curricula.

#### Position 3) C10...Accommodation.Management

Accommodation Management is one of the nuclear topics of the Hospitality Industry and especially for Hotel Industry. LYSs rank it in a 3<sup>rd</sup> position, HGMs in a 6<sup>th</sup> position and HEI CDCs in a 28<sup>th</sup> position. Its position is well justified within the first 35 by the nature of the subject. It is among HEI CDCs that the biggest deviation is observed, as visible in table 24.

HEI Curricula – Despite the fact of being within the most voted of CUs, it is included only in 80% of the total CUs, and only 68% of the courses mention it at all. Although this may not be possible to verify on the documentation, there is a possibility that the CU is not given the specificity that the field deserves, and it also may be included in another CU such as “Operations and Services Direction”.

#### Position 4) C31...Food.and.Beverage.Manag.

The F&B Management is also considered one of the most important subjects in the hotel and hospitality management field. Great number of successful career paths

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<sup>24</sup> The information was gathered by the analysis made to all course online HEI Hotel Management course curricula, in the analysis of the LOs.

include passing by this department. The SSU is voted by the all the publics within the first 35 positions, ranking in 7<sup>th</sup>. HGMs and LYS rank it at a 4<sup>th</sup> position whereas HEI CDCs rank it to a 17<sup>th</sup> position. The deviation among all publics, again except among HEI CDCs is low concerning the 3<sup>rd</sup> position, as visible in table 24.

HEI Curricula – The F&B Management CU is mentioned in 88% of all the courses CUs, but only referred in 72% of the courses. This may occur not only because it is not mentioned in some 2<sup>nd</sup> cycle degrees due to the global range that this cycle may want to direction towards, but for the two 1<sup>st</sup> cycle degrees where it does not appear, it may be included, again, in a CU such as “Operations and Services Direction”.

#### Position 5) C69...Revenue.Management

Although Revenue Management has been around since the 1985 as a common practice for airlines, and shortly after was adopted by Bill Marriot to forecast client purchase behavior in hotels, it has been very popular among hotel industry stakeholders, and is seen as one of the most important techniques for hotel pricing. Its popularity may influence LYS as they rank it to a 5<sup>th</sup> position, whereas HGMs rank it to a 12<sup>th</sup> position and HEI CDCs to a 18<sup>th</sup> position.

HEI Curricula – Although it is a popular option among students, only 24% of the courses offer this CU in their curricula. It is also inconsistent with the 18<sup>th</sup> position that HEI CDCs voted for.

#### Position 6) C73...Software.applied.to.Hospitality

A SSU that specifically identifies itself with a determined Software program could induce people into the wrong idea that there are few programs within the Hotel Industry. But a characteristic of such programs in the teaching process is that it prepares students towards learning normal front-office and F&B management procedures. This could account for a global 29<sup>th</sup> position in the 35 most voted SSUs. It could be that this perception is responsible for a 5<sup>th</sup> position among HEI CDCs and a 6<sup>th</sup> position among LYSs, whereas HGMs rate this SSU in a 21<sup>st</sup> position.

HEI Curricula – It does not seem strange that in the Course Curricula this CU is only mentioned in 44% of the CUs online, as the choice and management of a program for

hospitality involves “feeding” the program with simulative cases and requires a partnership with a company that may commercialize this kind of programs.

#### Position 7) C48...Leadership

As referred above, Leadership is also identified as a LO, and mentioned several times in the observed documentation in several HEI hotel management courses. It was also strongly emphasized in one of the in-depth interviews with a Hotel Chain Administrator as one of the subjects that should undoubtedly be included among the SSUs of a HEI Hotel Management course as one of the soft skills, even though the strengthening of the skill may happen when professionals meet an actual position that requires leadership skills. Voted by global results into a 7<sup>th</sup> position, mostly because of the students’ perspective that elected it into a 7<sup>th</sup> position, it is voted into a 16<sup>th</sup> position by HGMs with and into a 29<sup>th</sup> position by HEI CDCs.

HEI Curricula – Despite the obvious popularity of the CU, it is only present in 20% of the curricula as a CU *per se*. This does not mean it is not taught, discussed or referred in CUs such as “Human Resources Management”, “Communication”, “Organizational Behavior”, “Interpersonal Relationships” or even “Corporate Strategy”, but its specificity may require deepening the concept and preparing students to face day-to-day challenges in this area, and would justify, as clearly students manifest it, a single CU for the subject.

#### Position 8) C47...Languages.....Spanish

Spanish Language is becoming very popular in Portugal, and many reasons may be pointed out: (i) proximity and low cost airline has brought many Spanish speaking tourists to Portugal; (ii) many corporations are linked to Spain by the choice of having Iberian policies; (iii) language proximity allows Portuguese people to understand easily the language; (iv) Portuguese education system has adopted teaching Spanish as a foreign language in high schools. All these points add to a favorable environment to students continuity of the Spanish language learning in HEIs, and this accounts for the global 18<sup>th</sup> position in the voting, thus having this public (LYSs) voted it to a 8<sup>th</sup> position, much similar to HEI CDCs that voted it to a 7<sup>th</sup> position and HGMs to a 9<sup>th</sup> position.

HEI Curricula – It counts up to 80% of the HEI Hotel Management Courses that include Spanish either as a compulsory or optional subject that shows some consistency.

#### Position 9) C50...Marketing

“Marketing” according to Kotler (1988) is "the science and art of exploring, creating, and delivering value to satisfy the needs of a target market at a profit. Marketing identifies unfulfilled needs and desires. It defines measures and quantifies the size of the identified market and the profit potential. It pinpoints which segments the company is capable of serving best and it designs and promotes the appropriate products and services.” Even though an old reference, it still remains the most cited author and compulsory in “Marketing” courses. Therefore, when talking about marketing, the base of the SSU content will be theoretical and very much conceptual, even though applicable to all Marketing SSUs mentioned below. It is voted to a 9<sup>th</sup> position, but each public has a different view: HGMs to a 15<sup>th</sup> position, HEI CDC to a 11<sup>th</sup> position and LYSs to a 9<sup>th</sup> position.

HEI Curricula – As a global SSU, it is mentioned 32% of the times in the HEI Hotel Management course curricula, which means that it is still very encouraged as a global study theme.

#### Position 10) C72...Sales.Negotiation

This SSU is related to any other that has a commercial orientation such as “Consumer Behavior”, “Revenue Management”, “Public Relations” or even “Interpersonal Relationships”. Therefore, it is relevant and included in the first 35 positions. It is nevertheless the LYS’s voting that pulls it up to this position, as they rank it in 10<sup>th</sup>, whereas HGMs and HEI CDCs rank it in 26<sup>th</sup> position.

HEI Curricula – Consistent with of the positioning voted by the HEI CDC, HEI curricula mention the CU in 24% of the observed documentation.

#### Position 11) C35...Human.Resources.Management

Human Resources Management having been globally voted into a 11<sup>th</sup> position, is an important issue for the interviewed Hotel Chain Administrator, as team management

is something that the chain he presides invests in. This current attitude could account for the 8<sup>th</sup> position HGMs give to this CUs vs. a 11<sup>th</sup> position voted by LYSs and a 16<sup>th</sup> position voted by HEI CDCs. Nevertheless, it does not seem to be the technical part of the job that is most valued by the groups, and rather the ability to interact with other people successfully. This could very well be confused with “Interpersonal Relationships” that is referred in this study as a SSU as well as a LO.

HEI Curricula - Human Resources Management is also often confused with personnel management, but is related with all aspects of how people are employed and managed in organizations. Therefore, other CUs that deal with less technical aspects of managing staff could easily justify why only 76% of the HEI Hotel Management Courses mention this CU in their curricula.

#### Position 12) C18...Communication

Communication is a rather broad subject, and in this study directly refers to two LOs – “Oral Communication Ability” and “Written Communication Ability”, and could be discussed and included in another SSU such as “Public Relations”. It completes the interaction with internal and external clients and is relevant for being understood within an organization. From the in-depth interviews with a Hotel Chain Administrator, it is referred an essential for dealing with complaints and achieving a selling attitude. It is ranked globally to a 12<sup>th</sup> position, but it is best valued by HGMs that rank it to a 5<sup>th</sup> position, vs. a 12<sup>th</sup> position by LYSs and a 13<sup>th</sup> position by HEI CDCs.

HEI Curricula – Only 44% of the courses refer specifically to “Communication” as a CU. Nevertheless, as mentioned above, it could be integrated in other CUs, although the percentage observed indicates that it is not an essential subject, contradicting the HEI CDCs ranking to a 13<sup>th</sup> position.

#### Position 13) C24...E.Business

Nowadays, with the breadth of range that the web allows, to conduct a hotel business without e-business (electronical business) can no longer be considered a choice but an obligation, and maybe can be compared to a language learning process. Its importance to services justifies how it is unanimously voted among the first 35 CUs in a global

13<sup>th</sup> position. They are mostly the HEI CDCs and LYSSs that vote it to a 12<sup>th</sup> and 13<sup>th</sup> position, as HGMs keep it as a skill that can be learnt in action, voting it to a 18<sup>th</sup> position.

HEI Curricula – In the courses, E-Business is mentioned 24%. There is a possibility of this knowledge being also considered as study material in CUs such as “Digital Marketing”, “Software applied to Hospitality” or even “Revenue Management”.

#### Position 15) C51...Marketing.for.Services

“Marketing for Services” engages in the particular task of showing that services themselves are a particular field that deal with simultaneous events happening at the same time and bare the client’s presence in most situations. It is voted to the 15<sup>th</sup> position, but each public has a different view: HGMs to a 13<sup>th</sup> position, HEI CDC to a 6<sup>th</sup> position and LYSSs to a 13<sup>th</sup> position.

HEI Curricula – The CU is present in 44% of the mentions among the HEI Hotel Management courses.

#### Position 16) C17...Business.plan

Mainly considered a managerial skill, building a business plan is a step higher towards the success of a business to be, more even in business survival. Prediction is a business plan tool and each day there are more tools to nourish companies with more information on competitors and global market, aiding to a smoother decision-making process, and globally earned a 16<sup>th</sup> position, being voted to a 22<sup>nd</sup> position by HGMs, 27<sup>th</sup> by HEI CDC and to a 24<sup>th</sup> position by LYSSs.

HEI Curricula – The SSU is rather lowly mentioned among HEIs, and has but 16% to work by.

#### Position 17) C61...Quality.Management

It has become increasingly visible throughout the corporate environment, that quality management plays an important role in the continuing improvement of organizations and their systems, as it constitutes a comprehensive approach to building long-term successful companies. It seems natural that a priority position should be given to this

SSU by the HGMs, giving it a 10<sup>th</sup> position, as HEI CDCs and LYSS vote it to a 15<sup>th</sup> and 17<sup>th</sup> position, equally high.

HEI Curricula – In the observed documentation it is mentioned in 40% of the courses, which is a bit below what the previous observed results show.

#### Position 19) C19...Consumer.Behavior

We are all consumers, so to study individuals and organizations and how they select and use products and services can be considered studying oneself. A SSU that helps students to understand motivation for hotel service consumption is important for business, and normally experience provides the notion of how it can be helpful. It is also an aid to professionals working with public and having to deal with complaints, as mentioned in an in-depth interview with a hotel chain administrator that values this SSU for complaint management, empathizing with clients and showing a selling attitude. This could be the reason why wisely HGMs and HEI CDC vote this SSU to a 11<sup>th</sup> and 13<sup>th</sup> position, whereas students vote it to a 23<sup>rd</sup> position, occupying globally a 19<sup>th</sup> position.

HEI Curricula – This CU is mentioned in 4% of the course programs which places it as a peripheral subject and soft skill by HEIs. There seems to be somehow a contradiction between HEI intent and action when valuing this CU.

#### Position 20) C42...Languages.....French

The French language had been for many years a compulsory language for students that chose Humanities area of study, in many cases as a 1<sup>st</sup> choice which in many situations excluded English language from their skills. With the inclusion of the Spanish language in high schools, many did not take French classes at all, and this reflects on a lower expression of the language among students and corporations. Nevertheless, the importance of the French language for tourism is still present and it is globally voted to a 20<sup>th</sup> position, mostly by HGMs that vote it to a 2<sup>nd</sup> position of priorities and HEI CDCs that vote it to a 4<sup>th</sup> position, whereas LYSS vote it to a 22<sup>nd</sup> position.



HEI Curricula – The HEI Hotel Management courses have a presence of 108% in the mentions of the French Language, which means that not only the big majority includes it in the courses, but have it in several semesters of the courses.

#### Position 21) C66...Reception.Hosting

One of the reasons some companies look for newly graduates in HEI Hotel Management courses may be due to the specific preparation that is given to students towards a professional attitude in the front-office. This trust is materialized in the internships that take place in front office departments with trainees. The importance of this SSU accounts for the 21<sup>st</sup> position, mostly because of the HGMs and HEI CDCs that vote it to a 7<sup>th</sup> and 9<sup>th</sup> position. Students vote it to a 23<sup>rd</sup> position. It may not speak too much for the internships, but rather to the reality level that knowledge transmission in a classroom may provide, not being seductive enough for LYSs.

HEI Curricula – from the courses, 44% of the HEIs consider this within the CUs of the Hotel Management courses, consistent with the results presented before.

#### Position 22) C76...Strategic.Marketing

“Strategic Marketing” follows the principal above described in “Marketing”, and is mainly what organizations use to create a plan to better reach and satisfy customers while engaging in the process of increasing profitability and productivity. It is voted to a 22<sup>nd</sup> position, but each public has a different view: HGMs to a 29<sup>th</sup> position, HEI CDC to a 10<sup>th</sup> position and LYSs to a 19<sup>th</sup> position.

HEI Curricula - The CU is present in 16% of the mentions among the HEI Hotel Management courses. In any of the above mentioned types of Marketing, HEIs may consider contents of each specific CU integrated in the other CU’s program and not mention the specificity.

#### Position 23) C78...Tourism.and.Hospitality.Law

This SSU becomes not only useful to understand how Hotel and Tourism Industries are legally organized, but what is to be expected from these kind of organizations, in both government and client perspective. It is also very useful for start-ups and LYSs that wish to engage in creating their own business or take over family businesses with



a modern perspective. In a teaching point of view, it seems logic to be included within the first 35 SSUs and consistently it is voted to a 8<sup>th</sup> position by HEI CDCs, whereas HGMs vote it to a 17<sup>th</sup> position and LYSs to a 20<sup>th</sup> position.

HEI Curricula – The CU is mentioned in 44% of the times in the course curricula, which seeming a priority for nearly 50% of the HEIs, it not consistent with the high position that it is voted to by HEI CDCs.

#### Position 24) C55...Operations.and.Services.Manag.

The Operations and Services Management is the touching point between hotel Management and General Management, and is differentiated by the fact that services are managed in a different manner, in a simultaneous presence of client and supplier, with a location factor that also characterizes the service. Obtaining a global 24<sup>th</sup> position, it is voted to a 24<sup>th</sup> position by both HGMs and LYSs, whereas HEI CDCs vote it to a 30<sup>th</sup> position.

HEI Curricula – This SSU is mentioned 124% of the times, which means that not only it is considered most important, but it is referred more than one in some courses. One could say that this is where students trip through hotel management initiates.

#### Position 25) C21...Corporate.Strategy

Normally mentioned in big corporations, its concern is how to create value across the different businesses they hold, or rather an overall scope and direction it may take in such a perspective that its various business operations work together to achieve particular goals and competitive advantage. Consistent with today's Hotel groups' priorities, it is most voted by HEI CDCs into a 1<sup>st</sup> position and 3<sup>rd</sup> position by HGMs, but brought down to a 25<sup>th</sup> position by LYSs. This could partly be because of the difficulty in understanding their own action in applying this in day-to-day activities. It holds therefore a global 25<sup>th</sup> position.

HEI Curricula - HEI Curricula - The CU is present in 60% of the mentions among the HEI Hotel Management courses, which shows that HEIs consider it as important as HGMS but rather more important than the students do.

#### Position 26) C49...Market.Surveys

“Market Survey” does seem an important SSU for both HGMs and HEI CDCs that vote it to a 30<sup>th</sup> and 14<sup>th</sup> positions but LYSs vote them in a 40<sup>th</sup> position, weighting the SSU lower than expected. Even though the observation of the market itself may be instructive to the common student, the direct application to the Hotel Industry depends hugely upon the company’s strategy and performance towards the identified segment of client it pursues. Once again, it could be found to be difficult to relate to, and case studies although being realistic images of the market and the need of pro-action to create opportunity of selling to clients, still lacks the action-consequence factor that is important to students perception of importance as a useful subject in HEI. It does, despite this, obtain a global 26<sup>th</sup> position and shows the need to look at the market when managing a hotel business.

HEI Curricula - The CU is not present at all in the Course Curricula.

#### Position 28) C60...Public.Relations

There could be considered a difference between what is the conceptual perspective and the practical perspective of Public Relations in hotel business. The conceptual perspective could consider it the help given to cultivate a positive reputation with the public through traditional media, social media and person-to-person communication. In a practical perspective, Public Relations goes from the creation of a PR Plan, to crisis management, political awareness, breaking through social media apathy and making a visible difference. This SSU was voted to a 28<sup>th</sup> position, and due to its applicability, it is understandably voted into a 23<sup>rd</sup> position by HGMs, 31<sup>st</sup> by HEI CDCs and 28<sup>th</sup> by students.

HEI Curricula – Although not forgotten, mentioned in 16% of the times, it could be considered within other SSUs such as “Sales Negotiation” due to the necessary rhetoric, “Consumers behavior” due to the necessity of adaptation to the final client, or even in “Communication”, as it is its major tool.

#### Position 31) C23...Digital.Marketing

“Digital Marketing” is the set of activities that a company or individual executes online with the goal of attracting new business, creating relationships with other companies

or individuals, and developing a brand identity. Its place of development is online and demands that client is also online. It is voted to a 31<sup>st</sup> position, but each public has a different view: HGMs to a 35<sup>th</sup> position, HEI CDC to a 22<sup>nd</sup> position and LYSs to a 31<sup>st</sup> position.

HEI Curricula – The CU is present in 12% of the mentions among the HEI Hotel Management courses.

#### Position 32) C27...Event.Management.and.Tourism.Animation

In fact, many hotels explore the Event business side-by-side with the hotel business as they complement each other in many activities. The knowledge of this particular activity may reduce with the small sized hotel trend, but will always exist. It is voted unanimously by all publics into a 32<sup>nd</sup> position.

HEI Curricula - The CU is present in 64% of the mentions among the HEI Hotel Management courses, which shows that HEIs consider it more important in a way than the publics.

#### **6.5.5 SSUs voted within the 35 first positions *without* unanimous weight**

The SSUs identified with percentages below 100% are further analyzed to seek which group does not value them as the others do.

#### Position 14) C38 – Interpersonal Relationships

Mostly LYS chose this SSU as highly voted. As the client-contact factor and team communication are very important within an organization as complex as a hotel, this CUs would help the development of skills that will be developed on a day-to-day basis. In the case of the HEI CDCs, the “Interpersonal Relationships” stands in the 41<sup>st</sup> position, this qualifies it as being still rather important in their priority list. HGMs vote it to a 34<sup>th</sup> position.

HEI Curricula - The CU is present in only 16% of the mentions among the HEI Hotel Management courses.

#### Position 18) C46 – Languages – Portuguese

The inclusion of “Portuguese” Language in a HEI Hotel Management Course Curricula would seem strange, as most students had had at this point the SSU in their

high school curricula most of their lives. Perhaps the increasing notion that the basilar stone of their intellectual growth was based on the understanding and expression in the national language, and that students are not prepared enough for professional challenges, made some HEI courses include it in their Curricula. Despite the fact of only 2 courses carrying the SSU in their courses, it was voted globally to a 18<sup>th</sup> position. Both HGMs and LYS chose this SSU as highly voted – 19<sup>th</sup> and 18<sup>th</sup>. The highest standard deviation is observed in the LYSs' voting. The importance of knowing the Portuguese language written and spoken is quite understandable from the HGMs point of view, as most of the positions occupied in hotels have a client-contact factor, and image issues are in cause. LYS can either be aware of this situation or find that effective classes have brought them positive skills.

In the case of the HEI CDCs, the Portuguese language stands in the 39<sup>th</sup> position, which qualifies it as being rather important in their scale of value, but may take it as a given fact that students were well prepared already in high school.

HEI Curricula - The CU is present in only 8% of the mentions among the HEI Hotel Management courses.

#### Position 27) C29 – Financial Management

Only LYSs positioned this SSU in the first 35, giving it a 27<sup>th</sup> position, whereas HGMs positioned it in 43<sup>rd</sup> and HEI CDCs positioned it in 48<sup>th</sup>. It is a SSU that students do not particularly like, but feel to be important for the understanding of a company's performance, and therefore relate to it also as a “should-know” factor that could help to climb the career ladder.

HEI Curricula - The CU is present in 80% of the mentions among the HEI Hotel Management courses.

#### Position 29) C32 – Food Safety and Hygiene

Both HGMs and LYS chose this SSU as highly voted, although HGMs see it as a more critical subject, as it is voted to a 14<sup>th</sup> position, whereas LYS vote it to a 32<sup>nd</sup> position. This is a critical aspect of the hotels' responsibility towards clients and staff, and it is daily applied with care in the hotel. As students become more involved in everyday tasks in the hotel through their internships, it becomes evident to them how important

it is to understand and apply food safety rules. HEI CDCs also grasp the responsibility, and vote it to a 40<sup>th</sup> position.

HEI Curricula - The CU is present in 36% of the mentions among the HEI Hotel Management courses.

#### Position 30) C26 – Entrepreneurship

Only LYS positioned this CU in the first 35, giving it a 29<sup>th</sup> position, whereas HGMs positioned it in 51<sup>st</sup> and HEI CDCs positioned it in 46<sup>th</sup>. This SSU is important for LYSs as it transports them to a universe that normally is not at their reach. The direct contact with companies, the insight of an organization and the critical assessment of how they are organized or communicate and sell their products and services is motivating for the average students with a minimum of ambition. On the other hand, HGMs although seeking for valid elements to recruit, may feel that as future newly graduates, students must embrace the company's policies and procedures in order to thrive towards career ascension, and may feel that this is a topic to be dealt with inside the hotel and not in HEI. Equally, HEI CDCs are normally concerned with the students' access to company's procedures and policy as a complement to the theoretical classes.

HEI Curricula - The CU is present in 24% of the mentions among the HEI Hotel Management courses.

#### Position 33) C36 - Information Systems

Both HEI CDCs and LYS chose this SSU as highly voted at positions 34<sup>th</sup> and 33<sup>rd</sup> and HGM vote it to a 38<sup>th</sup> position. Although "Information Systems" knowledge is important nowadays to survive, it is also expected as a core skill to anyone undertaking a HEI degree.

HEI Curricula - The CU is present in only 80% of the mentions among the HEI Hotel Management courses.

#### Position 22) C71 – Safety at Work

Both HGMs and LYS chose this SSU as highly voted in very close 33<sup>rd</sup> and 34<sup>th</sup> positions. Supposing, as both of these groups have some experience in day-to-day task

performing within a hotel environment, they are more sensible to the risks that workers undergo. The HEI CDCs group sets this SSU at a 44<sup>th</sup> position.

HEI Curricula – No course refers this CU in their HEI Hotel Management courses.

### 6.5.6 The remaining 34 SSUs of the ranking

A subsequent analysis to the General Ranking List of SSUs brings up a few issues that should be considered regarding the remaining 34 SSUs that are not included in the 35 most voted SSUs. The General List is presented in table 22. On the same table, a column retrieved from table 8, in order to compare the least voted 34 SSUs that are not included in the 35 most voted SSUs with the frequency percentage of the mentioned CUs in the HEI Hotel Management Course curricula from the first stage of this study. A simultaneous comparative assessment will be made.

Table 26 - List of the 34 SSUs not included in the most voted 35 SSUs vs. percentage of frequency in 25 Course Curricula (table 8)

position	LO	TOTAL	Frequency Percentage in HEI courses curricula
36	MK	C12...Analysis.of.Investments.and.Proj	40%
37	MK	C28...Financial.Calculation	16%
38	SKHI	C64...Tourist.Destinations	60%
39	SS	C16...Business.ethics	16%
40	MK	C57...Procurement.and.Logistics	20%
41	SS	C56...Organizational.Behavior	20%
42	MK	C40...Labor.Law	12%
43	L	C43...Languages.....German	36%
44	MK	C25...Economy	60%
45	MK	C63...Real.Estate.Management	16%
46	MK	C58...Protocol	8%
47	MK	C65...General.Accounting	132%
48	SKHI	C15...Bar.service	16%
49	SKHI	C68...Restaurant.Service	68%
50	SKHI	C22...Design.of.Hotel.Spaces	32%
51	L	C45...Languages.....Mandarin	0%
52	MK	C30...Fiscal.Law	8%
53	SKHI	C33...Fundamentals.of.Tourism	64%
54	MK	C59...Psychology.of.Work	4%
55	SKHI	C74...Spa.Management	8%
56	MK	C14...Audits	0%
57	SKHI	C34...Gastronomy	52%
58	MK	C75...Statistics	40%
59	MK	C77...Taxation	12%
60	SKHI	C54...Oenology	52%
61	MK	C13...Asset.Management	20%
62	SKHI	C39...Kitchen.Service	52%
63	L	C44...Languages.....Italian	4%
64	MK	C20...Corporate.Law	8%
65	MK	C52...Mathematics	24%
66	SKHI	C70...Rural.Tourism	0%
67	MK	C62...Quantitative.Methods	36%
68	MK	C67...Research.Methods	48%
69	SKHI	C53...Nutrition.and.Dietetics	12%

Source: Own Production

From the General Ranking of SSUs, visible in table 22, one can observe several points:

- 1) There are only two SSUs belonging to “Soft Skills” category that were excluded from the final most voted SSUs, which can be perceived as if all groups consider these SSUs and subjects as being priority (color orange).

The excluded SSUs are:

- C16...Business.ethics

Both HGMs and HEI CDCs chose this CU as highly voted, whereas LYSs rank it on a 38<sup>th</sup> position, which qualifies it as being still rather important in their scale of value. Nevertheless, HGMs set this CU in a 28<sup>th</sup> position vs. a 35<sup>th</sup> position of the HEI CDCs. This is a critical subject on a daily activity within hotels, but not strong enough to be included in the first 35 SSUs.

HEI Curricula - The CU is present in only 16% of the mentions among the HEI Hotel Management courses.

- 56...Organizational.Behavior

None of the groups voted this CU in the top 35. It stands in a 48<sup>th</sup> position with HGMs, a 62<sup>nd</sup> position with the HEI CDCs and a 41<sup>st</sup> position with the LYS. Although it shows to be an important theme to be taught to students as it is a day-to-day skill that is developed within hotels, but is not within the priorities of the HEI CDCs.

HEI Curricula - The CU is present in only 20% of the mentions among the HEI Hotel Management courses.

- 2) From the “Hotel Industry Specifics” Category (color blue), a subdivision could be made to qualify the more practical and more theoretical SSUs:

a) More practical	HEI Curricula mentions
C15...Bar.service	16%
C68...Restaurant.Service	68%
C39...Kitchen.Service	52%
C34...Gastronomy	52%
C54...Oenology	52%

All “Bar Service”, “Restaurant Service” and “Kitchen Service” are some of the subjects that prepare students for the F&B internship in a hotel. These are mostly higher voted by HGMs, as they know how important they may be for F&B Management understanding, and how necessary preparation is for a successful internship. Also, from a management point of view, “Gastronomy” appeals to the more creative part of the F&B Management, as innovation and wine pairing may bring to tourists a more enriched experience, thus it is higher voted than other specifics. Nevertheless, “Oenology”, although being part of this experience is least voted, as it may be sought as being too specific and less appealing.

b) More Theoretical	HEI Curricula mentions
C64...Tourist.Destinations	60%
C33...Fundamentals.of.Tourism	64%
C74...Spa.Management	8%
C22...Design.of.Hotel.Spaces	32%
C70...Rural.Tourism	0%
C53...Nutrition.and.Dietetics	12%

Apart from “Nutrition and Dietetics” which is quite specific, the above listed SSUs may intend to open the scope of the course. It would allow students to understand general aspects of the hotel management industry in SSUs such as “Tourist Destinations”, “Fundamentals of Tourism” and “Design of Hotel Spaces”. These SSUs are no less important in contents, as they contribute to the understanding of why hotels are built and organized infrastructural and staff wise, especially for students that do not have any hotel industry background. On the other side, SSUs such as “Spa Management” and “Rural Tourism” show specific trends of the hospitality industry that may be options to be pursued by students.

According to each curricula construction, they could either fill in gaps or rather be used as optional SSUs.

- 3) From the General Management Subject Category (color green) a division of the subjects can be made, in order to better realize their contribution towards student’s success in the business. Therefore, they are here classified in 4 different areas, as presented in table 27.



Table 27 - Division of subjects from General Management Subject Category of the 34 less voted SSUs and CU mentions in HEI Hotel Management Courses percentage

SUBJECTS	FOR PRACTICAL APPLICATION	ECONOMIC/ FINANCIAL	LAW/TAXES	OTHER	HEI Curricula mentions
C12...Analysis.of.Investments.and.Proj		X			40%
C13...Asset.Management	X				20%
C14...Audits		X			0%
C20...Corporate.Law			X		8%
C25...Economy		X			60%
C28...Financial.Calculation		X			16%
C30...Fiscal.Law			X		8%
C40...Labor.Law			X		12%
C52...Mathematics		X			24%
C57...Procurement.and.Logistics	X				20%
C58...Protocol				X	8%
C59...Psychology.of.Work				X	4%
C62...Quantitative.Methods		X			36%
C63...Real.Estate.Management	X				16%
C65...General.Accounting		X			132%
C67...Research.Methods				X	48%
C75...Statistics		X			40%
C77...Taxation			X		12%

Source: Own production

- a) From the above identified SSUs, those that are classified in the first column as “For practical application” can be either applied for general management as well as to Hotel Management, as they are common to several businesses’ area. They are, nevertheless, very specific and not all businesses require having professionals with academic acquirement of these skills. Nevertheless, the Hotel Industry does have many activities that require some knowledge in the identified fields, even though one does not have to be a HEI Hotel Management graduate to pursue these activities. All are mentioned by few HEI Hotel Management programs.
- b) From the column of the classified as “Economic / Financial” we find that the SSUs are mostly of general application to all areas of study, and they are basically theoretical. Some of the SSUs are in fact quite necessary for general knowledge and preparation for future professionals to understand how corporate organizations are structured. Strangely, it is mainly the HGMs that rate these SSU’s the lowest. This may be justified by the difficulty of newly graduates to apply this knowledge in day-to-day activities in the hotel. “General Accounting” is nevertheless mentioned by

most HEIs and more than once adding up to 132%. The same happens with “Economy”, that is mentioned 60% of the times.

This could be the expression of several trends:

- (i) HEIs manage more than one course from different fields and share CUs among courses, making profitability of the Institution a priority while choosing contents;
  - (ii) HEIs are obliged to comply with quota of several scientific areas when creating the courses, and these CUs satisfy the “Economics, Management, Administration and Accounting” quota;
  - (iii) The HEI’s knowledge of the needs of the market in what concerns newly graduates skills in this field are not updated to today’s reality, and impose these CUs as standard;
  - (iv) HEIs know better the importance of the understanding of these fields and do their job by including them in their courses.
- c) From the column of the classified as “Law / Taxes” we find that for HGMs “Labor Law”, “Fiscal Law” and “Taxation” are within the most voted of the 34 less voted SSU’s, whereas HEI CDCs still include most of them as belonging to the 35 most voted, and LYS do not include any of them in the 35 most voted. From the students’ point of view, these are not very popular SSUs as they are difficult and require a good amount of preparation work. Also, when students do not have any professional background, the subjects could be perceived as difficult to relate to. They are mentioned by very few HEI Hotel Management courses, between 8 and 12%.
- d) From the column “Other”, we can observe that they are mostly theoretical, and difficult to grasp if one has not had an experience in an organization or business. The SSUs “Psychology of Work” and “Protocol” are clearly voted out by the three groups, and this is understandable considering the low applicability to the day-to-day activities of hotel business. The SSU “Research Methods” is voted near to the last ranking position by all groups, and can also be perceived as being too theoretical or lacking applicability other than in the academic environment, but it is mentioned

48% of the times by HEI courses. This last SSU is most common to appear because second cycle courses are within the study.

- 4) From the Languages Category (color red) we can observe that three languages were less chosen. It may simply determine language preference rather than expectancy of needing these languages for the everyday work in hotels. They are:

HEI Curricula mentions	
C43...Languages.....German	36%
C45...Languages.....Mandarin	0%
C44...Languages.....Italian	4%

As these particular languages appear as optional for students, it is quite understandable them being the less voted status among the chosen languages. Although as options in HEI Hotel Management courses, they may not even open as an option if there are not enough students that wish to pursue them, and therefore are less popular.

#### 6.5.7 Found SSU Matches and Gaps

By crossing the 35 first SSUs obtained in the survey with the HEI Course Curricula CUs observed in tables 23 and 24, a final list can start to be built. When below “list” is referred to, it should be understood as the SSUs and LOs that should be included in the reference list to integrate the CMHS.

The methodology used was a straight percentage comparison, where matches were considered in three groups:

- (A) Most relevant matches that have a percentage different below or equal to 39%;
- (B) Slightly lower relevant matches that have a percentage difference between 40% and 59%;
- (C) Lower relevant matches that have a percentage difference above 60%.

These are visible in table 28.

Table 28 - Found SSUs matches and gaps between Survey results and HEI Hotel Management course curricula

position	TOTAL SSUs	% of choice	Frequency Percentage in HEI courses curricula	(A) Mathches Differences < 39%	(B) Diferences > 40% < 59%	(C) Differences > 60%
1	L C41...Languages.....English	100,0%	188%	x		
2	SKHI C37...Internship	100,0%	80%	x		
3	SKHI C10...Accommodation.Management	100,0%	80%	x		
4	SKHI C31...Food.and.Beverage.Manag.	100,0%	88%	x		
5	SKHI C69...Revenue.Management	100,0%	24%			x
6	SKHI C73...Software.applied.to.Hospitality	100,0%	44%		x	
7	SS C48...Leadership	100,0%	20%			x
8	L C47...Languages.....Spanish	100,0%	80%	x		
9	MK C50...Marketing	100,0%	32%			x
10	SS C72...Sales.Negotiation	100,0%	28%			x
11	MK C35...Human.Resources.Management	100,0%	76%	x		
12	SS C18...Communication	100,0%	48%		x	
13	MK C24...E.Business	100,0%	24%			x
14	SS C38...Interpersonal.Relationships	66,6%	16%		x	
15	MK C51...Marketing.for.Services	100,0%	44%		x	
16	MK C17...Business.plan	100,0%	16%			x
17	MK C61...Quality.Management	100,0%	40%			x
18	L C46...Languages.....Portuguese	66,6%	8%		x	
19	SS C19...Consumer.Behavior	100,0%	4%			x
20	L C42...Languages.....French	100,0%	108%	x		
21	SKHI C66...Reception.Hosting	100,0%	44%		x	
22	MK C76...Strategic.Marketing	100,0%	16%			x
23	SKHI C78...Tourism.and.Hospitality.Law	100,0%	44%		x	
24	SKHI C55...Operations.and.Services.Manag.	100,0%	124%	x		
25	MK C21...Corporate.Strategy	100,0%	60%		x	
26	MK C49...Market.Surveys	100,0%	0%			x
27	MK C29...Financial.Management	33,3%	80%	x		
28	SS C60...Public.Relations	100,0%	16%			x
29	SKHI C32...Food.Safety.and.Hygiene	66,6%	36%	x		
30	SS C26...Entrepreneurship	33,3%	24%	x		
31	MK C23...Digital.Marketing	100,0%	12%			x
32	SKHI C27...Event.Manag.and.Tourism.Anim.	100,0%	64%	x		
33	MK C36...Information.Systems	66,6%	80%	x		
34	MK C71...Safety.at.Work	66,6%	0%			x
35	MK C11...Advertising	33,3%	8%	x		
TOTAL				14	8	13

Source: Own Production

By observing table 28, the first relevant fact is that 27 (77,14%) of the SSUs are voted within the first 35 SSUs by all 3 publics, and therefore prove being relevant to include in the final list. Nevertheless, the SSUs that show a lower matching percentage should be observed in a more detailed fashion (B and C):

A) Most relevant matches that have a percentage different below or equal to 39% and are therefore relevant:

- English Language
- Internship
- Accommodation Management
- Food and Beverage Management
- Spanish Language
- Human Resources Management
- French Language
- Operations and Services Management
- Financial Management
- Food Safety and Hygiene
- Entrepreneurship
- Event Management and Tourism Animation
- Information Systems
- Advertising

These SSUs seem to be compatible among all publics and study phases, and therefore should be included in the CMHS (Competency Model for Hotel Stakeholders) as expected SSUs.

B) Considering the first 35 most voted SSUs from the survey results, the main gaps found between the HEI Hotel Management Courses curricula point to the fact that important SSUs are not considered enough among those that integrate the courses CUs (see table 28).

The second list of gaps has a smaller difference between the phases of the study, that are represented by a difference of between 41% and 59% between the percentages of choice of the publics' voting and the courses curricula, and have been looked upon more closely in section 6.2.1., which can aid in justifying conclusions to their inclusion in the CMHS:

- *Software applied to Hospitality* – Mostly important from the teaching point of view, the hotels point of view also is strong towards this inclusion, and therefore it seems important to consider it within the CMHS.
- *Communication* – Considering that SSUs such as “Oral Communication Ability” and “Written Communication Ability” can be a sub segment of this SSU, it should right now be considered. Furthermore, as the “Oral Communication Ability” LO is voted in, and strengthens this perspective. It should therefore be included in the CMHS.

- *Interpersonal Relationships* – Although not very mentioned in the Curricula programs, both HGMs and LYSs value this SSU enough for it to be considered within the CMHS.
- *Marketing for Services* – Of all subjects related to Marketing, “Marketing for Services” is the one most related to the Hotel business, but does not substitute the other subjects Marketing related. Therefore, it would seem logic that, rather than including other fields of Marketing as SSUs, for the hotel business a more comprehensive concept should stand out within the SSU’s list, in which Marketing in general should be integrated.
- *Portuguese Language* – This SSU is mostly valued by HGMs and LYSs, the both publics that can identify it as a real need and therefore a GAP, reason for which it should be included in the CMHS.
- *Reception Hosting* – Is stands in a very high position among all publics, although only 44% of courses mention it specifically. Furthermore, it is a key position for internships, for hotel managers and administrators and even by students. It should be included within the CMHSs SSUs.
- *Tourism and Hospitality Law* - As referred above is within the more theoretical SSUs. It is relevant for the Hotel business, and is also mentioned 44% in the HEI curricula. It takes therefore a place into the final list.
- *Corporate Strategy* – It is on the borderline of the SSUs that having been voted in by all publics, also has a high percentage of mentions in the HEI Curricula adding up to 60%. Even though it may be considered a more theoretical SSU, it is relevant for the Hotel business. It takes therefore a place into the final list.

C) The lower relevant matches that have a percentage difference above 60%, not necessarily less important – by the contrary, they are important Gaps that must be corrected among stakeholders, are listed below:

- *Revenue Management* – The revolving field of pricing and dynamic-pricing is based on the principles of Revenue Management. The big gap is due to the nearly inexistence of mentions of this SSU in HEI curricula. Not having it as a teaching subject limits the students’ perspective of lodging management and negotiation skills. All publics vote it in and it should be included.
- *Leadership* – All publics voted this SSU into the list, even though with different weights. But career growth depends on the skill development, and is subscribed by hotel directors and chain administrators. It proves to be necessary to be included in the list.

- *Marketing* - Considering the similar weight they show to have to the HGMs and LYs, “Marketing” could be synthesized and explored within other subjects such as “Marketing for Services”, “Digital Marketing” and “Strategic Marketing”. A better accordance and applicability of the major concepts that the subject introduces in the “branches” can give space to other subjects that are equally relevant and whose specificity may not be possible to integrate in other SSUs. Therefore, as a strategic choice from a legal and andragogic point of view, “Marketing” as a sole SSU should be given less priority and excluded from the final list.
- *Sales Negotiation* – Having been voted by all publics, the high percentage distance is due to the lack of mentions in the course curricula. As referred above, is very much related to other subjects, but still requires students’ attention to start off as a given subject, and therefore should be included in the list.
- *E-Business* – Very much as “Revenue Management” it is present in every-day business and will integrate in the future the basic knowledge of other subjects. It could possibly be included in the future the meanders of subjects related to “Sales Negotiation” but is not yet developed sufficiently, and therefore should be included in the list.
- *Business Plan* – As referred above, the Business Plan’s importance to predict business and manage companies is essential. The gap between curricula and the publics’ opinion is quite large and should be reduced, making it important to include it in the list.
- *Quality Management* - All publics have the perception of the need to better explore the concepts related with Quality, and it starts to be referred by HEI curricula. To embrace the concept is a modern statement that will grow and should be included in the list.
- *Consumers Behavior* – Although nearly not mentioned at all by HEIs in the curricula, all publics find it necessary, due to its practical applicability. It does not fit within other subjects and therefore should be individually dealt with in a singular SSU, thus included in the list.
- *Strategic Marketing* – As a SSU, strategy itself is an important concept and completing the exposed for “Corporate Strategy” the Marketing perspective helps the applicability of the strategy creation and articulation in the field, thus it should be kept in the list.
- *Market Surveys* – This SSU was voted into the top 35 by all publics, despite the fact that no Course Curricula holds this subject in their programs. The importance of understanding how the consumers react to sales stimulus and to new trends and products



helps to position our own products and services in the market. The SSU shows great potential and is included in the list.

- *Public Relations* – All publics voted this SSU into the CMHS and not much relevance is given by HEI curricula. The themes could be included in other SSUs such as “Communication” or at some extent in “Sales Negotiation”. But its relevance was well considered among the publics and therefore is maintained among the SSUs of the list.
- *Digital Marketing* – In the process of attracting new business, the specificity of this “branch” of Marketing became increasingly important, and the Gap should be reduced, making its inclusion in the final list essential.
- *Safety at work* – Although this SSU does not have the biggest Gap, it certainly expresses a concern referred to in the introduction of this study - hotels must pay higher costs in preparing newly graduates for future managerial positions. The issue is whether HEIs should be concerned with the simple knowledge of practical application of the safety principles we are all obliged to meet when working in hotels and having others that are working under our surveillance and responsibility. No HEI holds this SSU in their Curricula, and it is voted by all publics to be included, reason for which it should be on the list.

Having excluded “Marketing” from the final 35 SSUs for the CMHS list, this should be replaced by another SSU.

From the voted SSUs the next most highly voted by global public was:

- *Analysis of Investment and Projects* – Voted out of the first 35 SSUs mainly by HGMs with a 57<sup>th</sup> position and by HEI CDCs with a 45<sup>th</sup> position, from the start-up point of view that new-graduate students possess at HEI departure, it seems plausible that it should be considered and included in the final list.

There is still space for optional SSUs as well as strategical SSUs that have to be considered. These are the situations that must be weighted carefully:

- *Languages* – not referring to the inescapable importance of “English Language”, “Spanish Language”, “Portuguese Language” and “French Language”, the possibility of diversifying should be incentivized, allowing more language learning possibilities.



- *Restaurant Service* – Although having conquered a lower 49<sup>th</sup> position in the global ranking, specially by HEI CDCs and LYSs that excluded it from the final 35 top positions, this exclusion is contradictory to the global voting of “Food and Beverage Management” to a 4<sup>th</sup> position. The act of managing a complex department as this one, requires practical knowledge only conquered by on-the-field activity. Also, the hierarchic ladder climbing requires the overviewed knowledge of all operational departments of a hotel. This is not possible without the minimum contact with restaurant service (not to speak about kitchen and bar services).

Furthermore, it is the “Restaurant Service” SSU that prepares students for the most accepted internship positions in hotels, that allow experience factor in professional environment. Despite the fact that it may not be as popular as voted to, it should be mandatory to undergo a training period in classroom / laboratory environment to complete an education in the Hotel Industry. Therefore, it should be included in the final CMHS list.

#### 6.5.8 The impact of undergoing Internships on the SSU survey answers for LYSs

The internships, as referred above, are important learning tools that HEI Hotel Management courses use to provide practical experience and knowledge application to students in general. This experience changes students’ mindsets and priorities.

This is visible among teachers, by personal experience and several gatherings where the topic was discussed. It is also a usual comment from students, as they present internship reports and discussions on the topic in class environment.

As 12,68% of the LYSs that responded to the survey *did not* undertake the internship period, to understand to which extent the fact of having undergone an internship in a hotel alters the mindset of students regarding the priority they may grade the SSUs with, a side study was performed with the answers obtained from the survey.

The answers were divided in two groups: those that *did* an internship, and those that *did not*. The results are presented in table 29.

Table 29 - LYSs SSU choices: Global, LYS that did and did not undertake internship

LYS GLOBAL RANKING			INTERNSHIP			
position			LO	YES	LO	NO
1	L	C41...Languages.....English	L	C41...Languages.....English	L	C41...Languages.....English
2	SKHI	C37...Internship	SKHI	C37...Internship	SKHI	C37...Internship
3	SKHI	C10...Accommodation.Management	SKHI	C10...Accommodation.Management	SS	C48...Leadership
4	SKHI	C31...Food.and.Beverage.Manag.	SKHI	C31...Food.and.Beverage.Manag.	MK	C50...Marketing
5	SKHI	C69...Revenue.Management	SKHI	C69...Revenue.Management	SKHI	C73...Software.applied.to.Hospitality
6	SKHI	C73...Software.applied.to.Hospitality	L	C46...Languages.....Portuguese	SKHI	C31...Food.and.Beverage.Manag.
7	SS	C48...Leadership	MK	C24...E.Business	SS	C72...Sales.Negotiation
8	L	C47...Languages.....Spanish	L	C47...Languages.....Spanish	MK	C17...Business.plan
9	MK	C50...Marketing	SKHI	C73...Software.applied.to.Hospitality	MK	C21...Corporate.Strategy
10	SS	C72...Sales.Negotiation	SS	C18...Communication	L	C47...Languages.....Spanish
11	MK	C35...Human.Resources.Management	MK	C61...Quality.Management	SKHI	C69...Revenue.Management
12	SS	C18...Communication	SS	C72...Sales.Negotiation	SS	C16...Business.ethics
13	MK	C51...Marketing.for.Services	MK	C51...Marketing.for.Services	MK	C35...Human.Resources.Management
14	MK	C24...E.Business	MK	C35...Human.Resources.Management	MK	C24...E.Business
15	SS	C38...Interpersonal.Relationships	SS	C19...Consumer.Behavior	MK	C51...Marketing.for.Services
16	MK	C17...Business.plan	MK	C23...Digital.Marketing	SKHI	C78...Tourism.and.Hospitality.Law
17	MK	C61...Quality.Management	MK	C29...Financial.Management	SS	C38...Interpersonal.Relationships
18	L	C46...Languages.....Portuguese	SKHI	C66...Reception.Hosting	MK	C49...Market.Surveys
19	MK	C76...Strategic.Marketing	MK	C50...Marketing	SS	C26...Entrepreneurship
20	SKHI	C78...Tourism.and.Hospitality.Law	L	C45...Languages.....Mandarin	MK	C71...Safety.at.Work
21	SS	C19...Consumer.Behavior		C76...Strategic.Marketing	SKHI	C10...Accommodation.Management
22	L	C42...Languages.....French	SKHI	C32...Food.Safety.and.Hygiene	MK	C76...Strategic.Marketing
23	SKHI	C66...Reception.Hosting	SKHI	C55...Operations.and.Services.Manag.	SS	C18...Communication
24	SKHI	C55...Operations.and.Services.Manag.	SS	C38...Interpersonal.Relationships	L	C46...Languages.....Portuguese
25	MK	C21...Corporate.Strategy	MK	C36...Information.Systems	SKHI	C55...Operations.and.Services.Manag.
26	MK	C49...Market.Surveys	SKHI	C78...Tourism.and.Hospitality.Law	SS	C60...Public.Relations
27	MK	C29...Financial.Management	MK	C17...Business.plan	SKHI	C64...Tourist.Destinations
28	SS	C60...Public.Relations	MK	C57...Procurement.and.Logistics	L	C42...Languages.....French
29	SS	C26...Entrepreneurship	MK	C59...Psychology.of.Work	SKHI	C66...Reception.Hosting
30	SKHI	C32...Food.Safety.and.Hygiene	MK	C21...Corporate.Strategy	MK	C12...Analysis.of.Investments.and.Proj
31	MK	C23...Digital.Marketing	SS	C60...Public.Relations	MK	C28...Financial.Calculation
32	SKHI	C27...Event.Manag.and.Tourism.Anim.	L	C42...Languages.....French	SS	C19...Consumer.Behavior
33	MK	C36...Information.Systems	SS	C48...Leadership	MK	C29...Financial.Management
34	MK	C71...Safety.at.Work	MK	C28...Financial.Calculation	SS	C56...Organizational.Behavior
35	MK	C11...Advertising	SS	C26...Entrepreneurship	MK	C36...Information.Systems
36	MK	C12...Analysis.of.Investments.and.Proj	SS	C56...Organizational.Behavior	MK	C61...Quality.Management
37	SKHI	C64...Tourist.Destinations	SKHI	C27...Event.Manag.and.Tourism.Anim.	MK	C23...Digital.Marketing
38	SS	C16...Business.ethics	SKHI	C15...Bar.service	MK	C59...Psychology.of.Work
39	MK	C28...Financial.Calculation	SKHI	C68...Restaurant.Service	MK	C30...Fiscal.Law
40	MK	C57...Procurement.and.Logistics	MK	C25...Economy	SKHI	C15...Bar.service
41	SS	C56...Organizational.Behavior	MK	C63...Real.Estate.Management	SKHI	C32...Food.Safety.and.Hygiene
42	MK	C40...Labor.Law	SKHI	C64...Tourist.Destinations	L	C43...Languages.....German
43	L	C43...Languages.....German	MK	C71...Safety.at.Work	MK	C11...Advertising
44	MK	C63...Real.Estate.Management	MK	C11...Advertising	MK	C40...Labor.Law
45	MK	C25...Economy	MK	C30...Fiscal.Law	MK	C57...Procurement.and.Logistics
46	MK	C58...Protocol	MK	C49...Market.Surveys	SKHI	C27...Event.Manag.and.Tourism.Anim.
47	MK	C65...General.Accounting	SKHI	C33...Fundamentals.of.Tourism	L	C45...Languages.....Mandarin
48	SKHI	C68...Restaurant.Service	SKHI	C22...Design.of.Hotel.Spaces	SKHI	C33...Fundamentals.of.Tourism
49	SKHI	C15...Bar.service	MK	C40...Labor.Law	MK	C58...Protocol
50	SKHI	C22...Design.of.Hotel.Spaces	MK	C58...Protocol	SKHI	C22...Design.of.Hotel.Spaces
51	L	C45...Languages.....Mandarin	MK	C12...Analysis.of.Investments.and.Proj	MK	C65...General.Accounting
52	MK	C30...Fiscal.Law	MK	C65...General.Accounting	MK	C20...Corporate.Law
53	SKHI	C33...Fundamentals.of.Tourism	SKHI	C54...Oenology	MK	C25...Economy
54	MK	C59...Psychology.of.Work	SS	C16...Business.ethics	SKHI	C68...Restaurant.Service
55	SKHI	C74...Spa.Management	SKHI	C34...Gastronomy	SKHI	C74...Spa.Management
56	MK	C14...Audits	MK	C75...Statistics	MK	C13...Asset.Management
57	SKHI	C34...Gastronomy	MK	C14...Audits	SKHI	C34...Gastronomy
58	MK	C75...Statistics	MK	C77...Taxation	MK	C14...Audits
59	MK	C77...Taxation	SKHI	C39...Kitchen.Service	MK	C63...Real.Estate.Management
60	SKHI	C54...Oenology	SKHI	C74...Spa.Management	MK	C77...Taxation
61	MK	C13...Asset.Management	MK	C52...Mathematics	SKHI	C70...Rural.Tourism
62	SKHI	C39...Kitchen.Service	L	C43...Languages.....German	SKHI	C54...Oenology
63	L	C44...Languages.....Italian	MK	C62...Quantitative.Methods	MK	C75...Statistics
64	MK	C20...Corporate.Law	MK	C20...Corporate.Law	SKHI	C39...Kitchen.Service
65	SKHI	C70...Rural.Tourism	L	C44...Languages.....Italian	L	C44...Languages.....Italian
66	MK	C52...Mathematics	MK	C13...Asset.Management	MK	C52...Mathematics
67	MK	C62...Quantitative.Methods	MK	C67...Research.Methods	MK	C62...Quantitative.Methods
68	MK	C67...Research.Methods	SKHI	C70...Rural.Tourism	MK	C67...Research.Methods
69	SKHI	C53...Nutrition.and.Dietetics	SKHI	C53...Nutrition.and.Dietetics	SKHI	C53...Nutrition.and.Dietetics

Source: Own Production

The retrieved information showed a somewhat different priority of SSUs from students that had undertaken an internship period and those that had not. The first analysis performed was whether the category weight of the chosen top 35 SSUs remained untouched, or whether the priority shift was relevant. To do so, each SSU counting per category was weighted against the total number of SSUs that were available per category, producing, as already viewed globally for all the publics in table 19. The results produce the information visible in table 30.

Table 30 - LYSs answers divided by categories and Internship attendance, within top 35 SSUs

SSU Categories		Global LYSs answers	LYSs that <i>did</i> internship	LYSs that <i>did not</i> internship
Specific Knowledge Hotel Industry	SKHI	47,62%	42,86%	42,86%
Soft Skills	SS	77,78%	66,67%	100,00%
Management Knowledge	MK	43,75%	43,75%	37,50%
Languages	L	57,14%	71,43%	57,14%

Source: Own Production

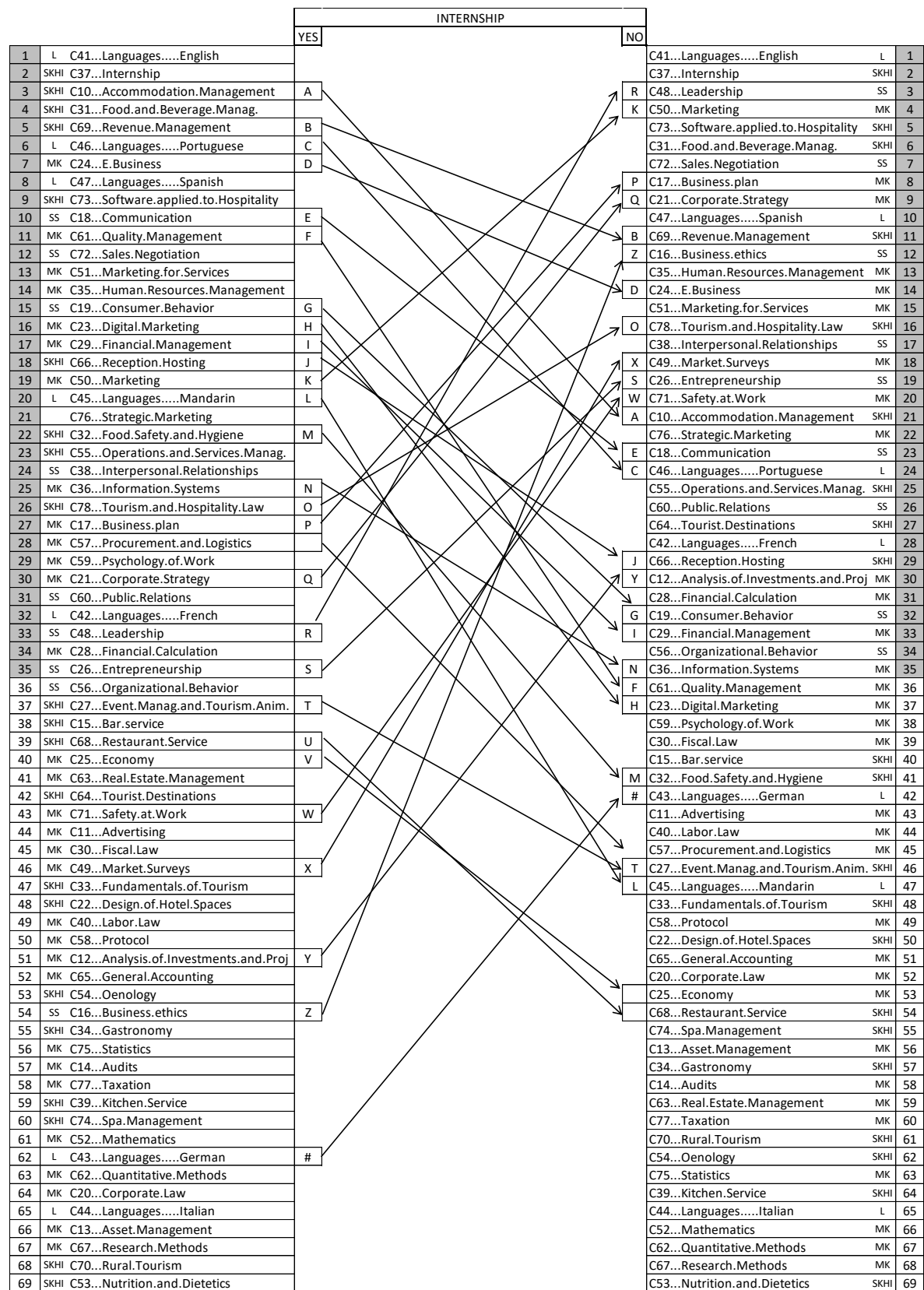
The observation showed shifts on weight in all four categories:

- (i) Hotel Industry Specifics – The category weight remained the nearly the same, although changes in SSUs may have occurred
- (ii) Soft Skills - All the available SSUs were chosen by the LYSs that did not undertake the internship period.
- (iii) General Management Subjects - Students that did undertake the Internship period chose more SSUs of this category than those that did not undertake the internship.
- (iv) Languages - Students that undertook Internship period included more languages in their priorities.

To understand the major changes, a further analysis was made in order to identify which were the biggest differences in SSU priorities among the groups.

These differences are shown in table 31, where the ascensions and dissensions are graphically exposed by arrows, only for those SSUs that showed relevant shifts.

Table 31 - SSU priority shifting between LYSS that did and did not undertake internship



Source: Own Production

The results seem to establish that undergoing an internship period makes LYSs more sensible to certain aspects of managing a hotel. In order to understand more clearly the impact, an analysis is performed by category, enhancing the shift from internship to non-internship within the first 35 SSUs:

(i) Hotel Industry Specifics

Dissensions:

Accommodation Management – from 3<sup>rd</sup> to 21<sup>st</sup>

Revenue Management – from 5<sup>th</sup> to 11<sup>th</sup>

Reception Hosting – from 18<sup>th</sup> to 29<sup>th</sup>

Food Safety and Hygiene – from 22<sup>nd</sup> to 41<sup>st</sup>

Restaurant Service – from 39<sup>th</sup> to 54<sup>th</sup>

Ascensions:

Tourism and Hospitality Law – from 26<sup>th</sup> to 16<sup>th</sup>

CONTRIBUTIONS:

- Students *that undergo* an internship value more SSUs that have to do with technical performance in the Front-office and the Food & Beverage department;
- Students that *do not undergo* an internship value more the legal aspect of the business.

(ii) Soft Skills

Dissensions:

Communication – from 10<sup>th</sup> to 23<sup>rd</sup>

Consumer Behavior – from 15<sup>th</sup> to 32<sup>nd</sup>

Ascensions:

Leadership – from 33<sup>rd</sup> to 3<sup>rd</sup>

CONTRIBUTIONS:

- Students *that undergo* an internship value more the customers reaction and how communication is established;
- Students *that do not undergo* an internship tend to think leadership is mostly taught in classroom environment.

(iii) General Management Subjects

Dissensions:

E-Business – from 7<sup>th</sup> to 14<sup>th</sup>

Quality Management – from 11<sup>th</sup> to 26<sup>th</sup>

Information Systems - 25<sup>th</sup> to 35<sup>th</sup>

Procurement and Logistics – from 28<sup>th</sup> to 45<sup>th</sup>

Ascensions:

Marketing – from 19<sup>th</sup> to 4<sup>th</sup>

Business Plan – from 27<sup>th</sup> to 8<sup>th</sup>

Safety at work – from 43<sup>rd</sup> to 20<sup>th</sup>

Market Surveys – from 46<sup>th</sup> to 18<sup>th</sup>

Analysis of Investments and Projects – from 51<sup>st</sup> to 30<sup>th</sup>

CONTRIBUTIONS:

- Students *that undergo* an internship value informatics tools in the day-to-day activities of a hotel; they do have a practical perception of Quality and how it is put in action; they value logistics as an important activity within a hotel organization;
- Students *that do not undergo* an internship tend to value mostly the high management activities without having a complete knowledge of their application.
- These aspects are relevant to assess hypothesis 3 and 4, as the choices over SSUs' practical weighting in the course by the same public with different practical experience may alter their perspective over needs for practical weighting of the course and may help to establish proof.

(iv) Languages

Dissensions:

Portuguese – from 6<sup>th</sup> to 24<sup>th</sup>

Mandarin – from 20<sup>th</sup> to 47<sup>th</sup>

Ascensions:

There are no ascensions.

#### CONTRIBUTIONS:

- Students *that undergo* an internship value more language knowledge than those that do not undergo an internship.

As “Internship” is also a SSU, the major picture shows that having been voted within the 35 top SSUs, should not adopt a voluntary character, and should be considered compulsory. Furthermore, the more internships students undergo, the more evident it becomes that it gives a more practical knowledge of what is taught in theory, potentially producing more efficient employees for hotels.

This side study was performed only on LYS, due to the fact that a big percentage of LYSs with no internships was perceived, whereas in the case of HGMs, only 24,6% did not undergo an internship, and with the HEI CDCs the public sample is too small to perform a correct analysis.

#### 6.5.9 Students’ perception of theoretical and practical weight of SSUs value for career success

At this point, it is important to observe the LYSs opinion on the weight of the theoretical and practical SSUs in the curricula.

A question was asked only to students (B8 to B10 refer to the exact references used in the questionnaire):

- B8 - How do you grade your courses' theoretical weight?

The public’s answer is shown below:

	LYSs
Average importance	5,0
Standard deviation	1,3

- B9 - How do you grade your courses' practical weight?

The public’s answer is shown below:



#### LYSs

Average importance	3,8
Standard deviation	2,0

The results show that LYSs agree to the fact that the courses have a higher theoretical weight than practical, even though the deviation is quite high. Another question was asked to see whether more success would come from a more practical education.

- B10 - Do you believe you would be more successful in your career if you had more practical weight in the Hotel Management curricula than what your present course has?

The public's answer is shown below:

#### LYSs

Average importance	5,9
Standard deviation	1,4

The results show that LYSs feel that a more practical weight in the course curricula could potentiate a more successful career. This perspective contributes to answer to Hypothesis 3, as it refers that most students value the practical weight of their studies over the theoretical.

## 6.6 Learning Outcomes Survey Results

The Learning Outcomes were presented on the survey equally to all publics, and the results were adjusted to age, gender and education of responders.

The results are presented on side-to-side tables shaded with colors in order to help to visualize the position of each LO on each column, positioning the ranking order per publics, as well as the global weighted results.

Also, a percentile of 66 was considered to allow a break-point dividing which the most popular LOs voted by the publics from the not so voted ones.

This is presented in table 32.



Table 32 - Ranking of Learning Outcomes by publics and globally

position	Hotel Managers	HEI Course Directors / Coordinators	HEI Last Year Students	GLOBAL	position
1	D27...Teamwork	D27...Teamwork	D27...Teamwork	D27...Teamwork	1
2	D29...Working.in.International.Team	D28...Working.in.Interdisciplinary.Team	D15...Master.a.foreign.language	D15...Master.a.foreign.language	2
3	D28...Working.in.Interdisciplinary.Team	D29...Working.in.International.Team	D28...Working.in.Interdisciplinary.Team	D28...Working.in.Interdisciplinary.Team	3
4	D25...Personal.and.social.responsibility	D25...Personal.and.social.responsibility	D25...Personal.and.social.responsibility	D25...Personal.and.social.responsibility	4
5	D24...Respect.for.diversity.and.multiculturalism	D24...Respect.for.diversity.and.multiculturalism	D24...Respect.for.diversity.and.multiculturalism	D24...Respect.for.diversity.and.multiculturalism	5
6	D15...Master.a.foreign.language	D8...Interpersonal.Relationship.Ability	D4...Oral.Communication.ability	D4...Oral.Communication.ability	6
7	D4...Oral.Communication.ability	D18...Initiative.and.entrepreneurial.spirit	D26...Decision.Making	D26...Decision.Making	7
8	D8...Interpersonal.Relationship.Ability	D15...Master.a.foreign.language	D21...Motivation.for.excellence	D21...Motivation.for.excellence	8
9	D16...Ethics.and.professional.deontology	D2...Critical.and.reflect.analysis...Critical.Thinking	D11...Specific.Knowledge...theoretical	D11...Specific.Knowledge...theoretical	9
10	D18...Initiative.and.entrepreneurial.spirit	D10...Specific.Knowledge...practical	D7...Organization.and.Planning.Skills	D7...Organization.and.Planning.Skills	10
11	D20...Motivation.for.continuous.learning	D23...Problem.solving	D9...General.Knowledge	D9...General.Knowledge	11
12	D7...Organization.and.Planning.Skills	D4...Oral.Communication.ability	D18...Initiative.and.entrepreneurial.spirit	D18...Initiative.and.entrepreneurial.spirit	12
13	D23...Problem.solving	D7...Organization.and.Planning.Skills	D2...Critical.and.reflect.analysis...Critical.Thinking	D2...Critical.and.reflect.analysis...Critical.Thinking	13
14	D21...Motivation.for.excellence	D3...Written.communication.ability	D22...Social.Econ.and.enviro.nl.sustain.concern	D22...Social.Econ.and.enviro.nl.sustain.concern	14
15	D2...Critical.and.reflect.analysis...Critical.Thinking	D11...Specific.Knowledge...theoretical	D19...Leadership	D29...Working.in.International.Team	15
16	D9...General.Knowledge	D19...Leadership	D29...Working.in.International.Team	D19...Leadership	16
17	D22...Social.Econ.and.enviro.nl.sustain.concern	D17...Conflict.Management	D23...Problem.solving	D23...Problem.solving	17
18	D12...Creativity.and.Innovation	D26...Decision.Making	D8...Interpersonal.Relationship.Ability	D8...Interpersonal.Relationship.Ability	18
19	D11...Specific.Knowledge...theoretical	D21...Motivation.for.excellence	D14...Information.Technology.skills	D14...Information.Technology.skills	19
20	D14...Information.Technology.skills	D5...Information.Management.Ability	D13...Development.of.Autonomous.work	D13...Development.of.Autonomous.work	20
21	D26...Decision.Making	D16...Ethics.and.professional.deontology	D1...Adapting.to.new.situations	D20...Motivation.for.continuous.learning	21
22	D17...Conflict.Management	D20...Motivation.for.continuous.learning	D3...Written.communication.ability	D1...Adapting.to.new.situations	22
23	D19...Leadership	D22...Social.Econ.and.enviro.nl.sustain.concern	D20...Motivation.for.continuous.learning	D3...Written.communication.ability	23
24	D3...Written.communication.ability	D12...Creativity.and.Innovation	D10...Specific.Knowledge...practical	D17...Conflict.Management	24
25	D10...Specific.Knowledge...practical	D6...Negotiation.Skills	D17...Conflict.Management	D10...Specific.Knowledge...practical	25
26	D5...Information.Management.Ability	D14...Information.Technology.skills	D5...Information.Management.Ability	D5...Information.Management.Ability	26
27	D1...Adapting.to.new.situations	D9...General.Knowledge	D12...Creativity.and.Innovation	D12...Creativity.and.Innovation	27
28	D13...Development.of.Autonomous.work	D1...Adapting.to.new.situations	D6...Negotiation.Skills	D6...Negotiation.Skills	28
29	D6...Negotiation.Skills	D13...Development.of.Autonomous.work	D16...Ethics.and.professional.deontology	D16...Ethics.and.professional.deontology	29

Source: Own production

An explanation of each LOs positioning within the ranking in the particular view of each group of responders and the global view is given, after calculating the Standard deviations presented in table 33.

Table 33 - LOs ranked by Average, with Standard Deviation (Global and publics)

GLOBAL ALL PUBLICS				HGM			HEI CDC			LYS		
position	average	standard deviation		position	average	standard deviation	position	average	standard deviation	position	average	standard deviation
1	5,81	1,30	D27...Teamwork	1	6,19	1,28	1	6,68	0,89	1	5,82	1,33
2	5,8	1,28	D15...Master.a.foreign.language	6	5,33	1,34	8	5,69	0,89	2	5,81	1,19
3	5,79	1,37	D28...Working.in.Interdisciplinary.Team	3	5,59	1,35	2	6,15	0,93	3	5,80	1,41
4	5,67	1,26	D25...Personal.and.social.responsibility	4	5,48	1,27	4	5,86	0,86	4	5,67	1,26
5	5,61	1,33	D24...Respect.for.diversity.and.multiculturalism	5	5,37	1,27	5	5,78	0,85	5	5,61	1,42
6	5,5	1,30	D04...Oral.Communication.ability	7	5,21	1,38	12	5,59	1,02	6	5,50	1,25
7	5,43	1,49	D26...Decision.Making	21	4,67	1,66	18	5,38	1,02	7	5,44	1,29
8	5,41	1,44	D21...Motivation.for.excellence	14	4,78	1,54	19	5,37	0,93	8	5,42	1,37
9	5,32	1,08	D11...Specific.Knowledge...theoretical	19	4,69	1,03	15	5,47	1,00	9	5,33	1,07
10	5,31	1,35	D07...Organization.and.Planning.Skills	12	4,81	1,49	13	5,53	1,01	10	5,32	1,20
11	5,31	1,21	D09...General.Knowledge	16	4,74	1,29	27	4,96	1,15	11	5,31	1,11
12	5,28	1,48	D18...Initiative.and.entrepreneurial.spirit	10	4,91	1,54	7	5,76	0,73	12	5,30	1,40
13	5,27	1,39	D02...Critical.and.reflect.analysis...Critical.Thinking	15	4,74	1,51	9	5,65	0,95	13	5,28	1,24
14	5,27	1,49	D22...Social.Econ.and.enviroml.sustain.concern	17	4,72	1,40	23	5,10	1,02	14	5,27	1,59
15	5,26	1,56	D29...Working.in.International.Team	2	5,62	1,36	3	6,09	0,91	16	5,26	1,77
16	5,25	1,58	D19...Leadership	23	4,63	1,78	16	5,45	1,15	15	5,26	1,35
17	5,22	1,49	D23...Problem.solving	13	4,80	1,57	11	5,61	1,17	17	5,23	1,41
18	5,18	1,27	D08...Interpersonal.Relationship.Ability	8	5,04	1,31	6	5,76	0,93	18	5,19	1,25
19	5,12	1,29	D14...Information.Technology.skills	20	4,69	1,20	26	5,04	1,00	19	5,12	1,39
20	5,08	1,40	D13...Development.of.Autonomous.work	28	4,25	1,44	29	4,86	0,96	20	5,09	1,36
21	5,08	1,49	D20...Motivation.for.continuous.learning	11	4,86	1,48	22	5,15	1,03	23	5,08	1,54
22	5,07	1,43	D01...Adapting.to.new.situations	27	4,35	1,47	28	4,92	0,87	21	5,08	1,44
23	5,07	1,35	D03...Written.communication.ability	24	4,62	1,35	14	5,52	1,24	22	5,08	1,33
24	5,06	1,60	D17...Conflict.Management	22	4,63	1,70	17	5,40	1,03	25	5,07	1,52
25	5,05	1,36	D10...Specific.Knowledge...practical	25	4,62	1,37	10	5,64	0,82	24	5,07	1,35
26	5,03	1,26	D05...Information.Management.Ability	26	4,47	1,30	20	5,31	0,79	26	5,04	1,23
27	5,02	1,36	D12...Creativity.and.Innovation	18	4,71	1,40	24	5,09	0,73	27	5,03	1,38
28	4,98	1,53	D06...Negotiation.Skills	29	4,20	1,57	25	5,08	1,26	28	5,00	1,46
29	4,88	1,43	D16...Ethics.and.professional.deontology	9	4,91	1,39	21	5,20	0,89	29	4,88	1,50
ASD-Aver.Stand.Deviat.		1,38				1,41			0,97			1,36
ASD-Aver.Stfirst 19 LO		1,37				1,40			0,97			1,33
Last 10 LO		1,42				1,45			0,96			1,41

Source: Own Production

Table 33 presents the LOs ranked by average for the global sample and for the distinct publics. The 3 lines of the lower part of the table presents the average of the deviations in total – 1,38, for the first 19 LOs above the cut point – 1,37, and for the 10 LOs below the cut point – 1,42.

From the top 19 LOs in the global scenario, it is possible to observe that nearly half (47,3%) of the LOs present a deviation above the average, whereas from the lower 10 LOs it is possible to observe that more than half (60%) have deviations above the average, which accounts for the higher deviation in the bottom LOs – 1,42 against a lower deviation in the top LOs.

When considering the average of standard deviations of each public, we find that greater differences are observed among HGMs, where the average deviation is 1,41, although this group presents a lower number of LOs that present deviations that are above the average (31,6%).

Also, the comparative perspective of the position of the same LO according to the position retrieved from the findings of section 5.2 is presented with the mention “HEI LO”. To aid the comparison, a ranked list of the “percentage of the number of courses that mention the LOs” from Hotel Industry presented in table 5 of section 5.3 is presented in table 34.

Table 34 - Learning Outcomes list from HEI Courses ranked by popularity

Position	Category	LEARNING OUTCOMES	OBSERVATIONS
			Percentage of Nb Courses that mention LO
1	SKHI	D10...Specific.Knowledge...practical	11,68%
2	SKHI	D11...Specific.Knowledge...theoretical	10,22%
3	MK	D9...General.Knowledge	8,03%
4	SS	D2...Critical.and.reflect.analysis...Critical.Thinking	6,57%
4	SS	D12...Creativity.and.Innovation	6,57%
6	SS	D18...Initiative.and.entrepreneurial.spirit	5,84%
7	SS	D7...Organization.and.Planning.Skills	5,11%
8	SS	D14...Information.Technology.skills	4,38%
8	SS	D19...Leadership	4,38%
10	SS	D23...Problem.solving	3,65%
11	SS	D20...Motivation.for.continuous.learning	2,92%
12	SS	D3...Written.communication.ability	2,19%
12	SS	D4...Oral.Communication.ability	2,19%
12	SS	D8...Interpersonal.Relationship.Ability	2,19%
12	SS	D13...Development.of.Autonomous.work	2,19%
12	SS	D16...Ethics.and.professional.deontology	2,19%
12	SS	D22...Social.Econ.and.enviroinl.sustain.concern	2,19%
12	SS	D25...Personal.and.social.responsibility	2,19%
12	SS	D26...Decision.Making	2,19%
12	SS	D27...Teamwork	2,19%
12	SS	D28...Working.in.Interdisciplinary.Team	2,19%
12	SS	D29...Working.in.International.Team	2,19%
23	SS	D1...Adapting.to.new.situations	1,46%
23	SS	D5...Information.Management.Ability	1,46%
23	L	D15...Master.a.foreign.language	1,46%
23	SS	D21...Motivation.for.excellence	1,46%
27	SS	D24...Respect.for.diversity.and.multiculturalism	0,73%
28	SS	D6...Negotiation.Skills	0,00%
28	SS	D17...Conflict.Management	0,00%

Source: Own Production

From this ranking, we find that several LOs have the same percentage of frequency, which means that all of them were mentioned the same number of times out of all observations from the documentation. To simplify referring to them, as they are numerous, they will be included in 2 groups:

Group A – 11 LOs in the 12<sup>th</sup> position with 2,19%

D3...Written.communication.ability	D4...Oral.Communication.ability
D8...Interpersonal.Relationship.Ability	D13...Development.of.Autonomous.work
D16...Ethics.and.professional.deontology	D25...Personal.and.social.responsibility
D26...Decision.Making	D29...Working.in.International.Team
D27...Teamwork	D28...Working.in.Interdisciplinary.Team
D22...Social.Econ.and.enviro.nl.sustain.concern	

Group B – 4 LOs in the 23<sup>rd</sup> position with 1,46%

D1...Adapting.to.new.situations	D5...Information.Management.Ability
D15...Master.a.foreign.language	D21...Motivation.for.excellence

### 6.6.1 LO Positioning survey results vs. HEI Program

The LOs, after the survey results, were ranked by public and in total. Their explanation compared with the HEI curricula mentions, according to the previous part of the study in chapter 5.2 is also presented per LO.

Position 1 - D27...Teamwork

This LO is unanimously voted as the most important by all groups of responders, and it is understandable, as teamwork is not only a tendency of teaching techniques, as referred above, but also a necessity within organizations, especially hotels. It is among students that the lowest average and the highest standard deviation is observed. In the academic environment, teamwork has proven to be successful in encouraging and developing soft-skills. Vogler, *et al.* (2018) find that, as students start engaging with others, they find that they need soft-skills, and that they do not need to be delineated from hard skills during learning, as teamwork potentiates this development. The authors refer also that negotiation skills are also developed due to the delegation process of teamworking.

HEI LO – The position it is found in the HEI documentation is the 12<sup>th</sup>, at the same level as 10 other LOs. It is given equal importance as the other LOs from Group A,

and “Working.in.Interdisciplinary.Team” as well as “Working.in.International.Team” are directly related and therefore logically at the same level. Although an important LO, Teamwork may sometimes be interpreted as a methodology of work and not so much a LO, which may justify the reason for which it is so scarcely mentioned among the HEI LOs.

## Position 2 - D15...Master.a.foreign.language

It is the LYS group that brings this LO to a global 2<sup>nd</sup> position, as they voted it to a 2<sup>nd</sup> position, whereas HEI CDCs vote it an 8<sup>th</sup> position and HGMs to a 5<sup>th</sup> position. HGMs voted this LO with the lowest average and the highest standard deviation. This is consistent with the standard deviation observed in HGMs voting for the choice of languages to be taught in HEIs, visible in table XX.

It seems important to look more closely to the languages, as they are analyzed as a LO, with no distinction between them. To understand better the choices of the individual groups, a line-up of all languages SSUs ranking is presented in tables 35 and 36.

Table 35 - Languages CUs ranking, extracted from table 14

position	Hotel Managers	position	HEI Course Directors / Coordinators	position	HEI Last Year Students	position	TOTAL
1	C41...Languages.....English	2	C41...Languages.....English	1	C41...Languages.....English	1	C41...Languages.....English
2	C42...Languages.....French	4	C42...Languages.....French	8	C47...Languages.....Spanish	8	C47...Languages.....Spanish
9	C47...Languages.....Spanish	7	C47...Languages.....Spanish	18	C46...Languages.....Portuguese	18	C46...Languages.....Portuguese
19	C46...Languages.....Portuguese	39	C46...Languages.....Portuguese	22	C42...Languages.....French	20	C42...Languages.....French
42	C43...Languages.....German	43	C43...Languages.....German	43	C43...Languages.....German	45	C43...Languages.....German
53	C44...Languages.....Italian	47	C44...Languages.....Italian	51	C45...Languages.....Mandarin	61	C45...Languages.....Mandarin
66	C45...Languages.....Mandarin	66	C45...Languages.....Mandarin	63	C44...Languages.....Italian	65	C44...Languages.....Italian

Source: Own Production

Table 36 - Languages CUs Ranking, with averages and standard deviations, extracted from table 23

GLOBAL ALL PUBLICS					HGM			HEI CDC			LYS		
position	St. Dev Order	standard deviation	LO	Code	position	St. Dev Order	standard deviation	position	St. Dev Order	standard deviation	position	St. Dev Order	standard deviation
1	1	0,62	L	C41	1	1	0,60	2	1	0,58	1	1	0,65
8	12	1,13	L	C47	9	21	1,08	7	23	0,89	8	12	1,19
18	45	1,36	L	C46	19	7	0,92	38	67	1,41	18	61	1,61
20	38	1,30	L	C42	2	10	0,96	4	52	1,12	21	54	1,56
43	59	1,46	L	C43	42	45	1,23	43	29	0,96	43	66	1,69
51	69	1,69	L	C45	66	69	1,58	66	68	1,44	51	69	1,76
63	62	1,47	L	C44	53	53	1,30	47	36	0,98	63	64	1,64

Source: Own Production

As referred above, both HGMs and LYS chose the “Portuguese” CU as highly voted. Also, HEI CDCs voted it to a 39<sup>th</sup> position. Nevertheless, it could only be considered as a foreign language if courses were delivered in other languages but Portuguese, fact that is not visible in this study. Despite this, it was included in table 20 as a comparison

element. But it will be analyzed within the Oral and Written communication LOs. It seems needless to say that language knowledge potentiates communication processes.

Referring to “Learning Foreign Languages”, all groups rate it as an important LO, although the specificity of the language itself is not visible here. The language issue was referred above when analyzing each SSU individually, so the analysis of the Languages as a LO is more global.

In what students are concerned, languages are safer (easier to choose) the closest they are to their comfort zone, which also coincides with the languages that the Public Teaching System tend to include in the official high school curricula - “English”, “French”, “German” and “Spanish”, listed alphabetically but by no specific order of preference. Other aspects could be considered when understanding the proximity students have towards foreign languages – geography and television programs, as a non-proven observation.

All other languages such as “Italian” and “Mandarin” would only be learned due to a specific urge from the student’s side, as although some high schools do hold these languages in their options, rarely they are pursued by students. Comparing with the popularity of Languages as SSUs, (i) we also can find that all groups rank highly “English”, which is in the first position globally. It is with no doubt the “safest” language to learn, as it is most required by the market and the language to which most people relate to. (ii) In what “French” concerns, another “safe” language to learn, HGMs rank it to a 2<sup>nd</sup> position and HEI CDCs to a 4<sup>th</sup> position, whereas LYSs rank to a 22<sup>nd</sup> position. Globally, it is set in a 18<sup>th</sup> position. (iii) “Spanish”, another “safe” language is positioned most highly by LYSs that rank it in a 8<sup>th</sup> position. This could also be justified by a recent shift in the high school choice of languages, as French has been gradually a 3<sup>rd</sup> choice favoring “Spanish” as a 2<sup>nd</sup> choice. Therefore, students are more comfortable with “Spanish”. Both HGMs and HEI CDCs rank it high, in 9<sup>th</sup> and 7<sup>th</sup> position.

“German”, “Mandarin” and “Italian” are not very popular, and voted by all groups below a 42<sup>nd</sup> position.

As a language teacher's personal remark, it becomes visible throughout Europe that countries that choose to subtitle television contents rather than dubbing them do obtain more multilingual children and adults, as the exposure to the native form of the language helps to build a stronger knowledge and interest in the languages. This notion is also shared by some authors that in different perspectives have discussed the benefits. Zanón (2006) found that those students that produced subtitles for selected video clips created language within a familiar and motivating context enhancing their language acquisition skills. Frumuselua, De Maeyer, Donche, and Plana (2015) explore how the learning of informal languages and slang increases the learning of formal languages within classroom context. It seems natural that these specific authors, being of Spanish nationality may choose to study this issue, as it is historical that English pronunciation among Spanish people may become an issue among clients, and that for decades Spanish television has chosen to dub their broadcasts.

HEI LO – This LO occupies a 23<sup>rd</sup> position, integrated in Group B. HEI Hotel Management Courses do not refer “Mastering a Foreign Language” in the same priority as voted within the group of responders.

### Position 3 - D28...Working.in.Interdisciplinary.Team

Hotel business relies on interdisciplinary. The mission of managing a hotel relies on the HGM's knowledge of many areas, or the ability of relating and understanding the mindset of people from different areas. According to Vogler, *et al.* (2018), interdisciplinary provide students with opportunities to practice skills that contribute to success beyond the classroom, as they bring the authenticity as students share the control of situations with others. Globally occupying a 3<sup>rd</sup> position, both HGMs and LYSs vote this LO to a 3<sup>rd</sup> position and HEI CDCs to a 2<sup>nd</sup> position. The highest deviation is observed among students, some of which may not fully understand the above mentioned interdisciplinarity of the job.

HEI LO – This LO occupies a 12<sup>th</sup> position integrated in group A. It is referred very scarcely and only mentioned 2.19% of the times in the HEI hotel industry's LOs. It therefore contradicts the 4<sup>th</sup> position among the total of publics.



#### Position 4 - D25...Personal.and.social.responsibility

Corporate social responsibility demands individual responsible behaviors as an increasing response for society to have more responsible, ethical, transparent and respectable public and private organizations (Lopes Davies, Marín Rives and Ruiz de Maya, 2017). This reality is present everywhere and mostly in the new working generation and this conscientiousness makes this LO the 4<sup>th</sup> most voted by every public, obtaining a global 4<sup>th</sup> position.

HEI LO – Although being quite an up-to-date corporate and individual notion, it is mentioned in a 12<sup>th</sup> position within group A with 2.19% by the HEI Hotel Industry courses LOs.

#### Position 5 - D24...Respect.for.diversity.and.multiculturalism

Within the hotel business, this seems a skill that obviously may come in handy, as the day-to-day contact with clients of different origins may bring up some problems and difficult situations to solve. All groups of responders voted it to a 5<sup>th</sup> position, and the global result sets it to a global 5<sup>th</sup> position. We can observe, nevertheless a higher standard deviation among students, which can be explained by the fact that this subject is commonly dealt with in high-schools and is the standing position of younger generations in society , not considering it a priority in this course.

HEI LO – This LO comes in a 27<sup>th</sup> position as it was mentioned only once, adding up to 0,73%. This contradicts enormously the above results and is even more evident for the HEI CDCs, as they do supposing have a say when LOs for the courses are drawn up.

#### Position 6 - D4...Oral.Communication.ability

Oral communication constitutes a powerful tool for achievements with clients and inside corporate environments. Voted globally to a 6<sup>th</sup> position, it remains a concern of all publics, and is voted in 7<sup>th</sup>, 12<sup>th</sup> and 6<sup>th</sup> by HGMs, HEI CDCs and LYSs. The consciousness of its value is well embraced by all.



HEI LO – This LO is also well prioritized in the published concerns of HEI Hotel Industry courses and is within the 12<sup>th</sup> position of group A. It divides, nevertheless, its priority with the other 11 LOs of the group, with 2,19% of mentions.

#### Position 7 - D26...Decision.Making

Decision Making is again a growing process only to be fully understood by those who have balanced all possible views and gathered the most information possible in order to rule over others. It is a skill that, after observing, acknowledging and transforming, is consecrated to management, taking in consideration their experience and knowledge of the consequences of the act. It accounts for the voting by HGMs to a 21<sup>st</sup> position with the highest deviation standard among HGMs, in contradiction to HEI CDCs 18<sup>th</sup> position and LYSs understandably 7<sup>th</sup> position, getting a global 7<sup>th</sup> position.

HEI LO - Programs mention this LO rather low, in Group's A 12<sup>th</sup> position, consistent with the above survey results.

#### Position 8 - D21...Motivation.for.excellence

Excellence is a notion that in the corporate level may be confused with quality systems as the expected results are quality outputs for clients as well as client's impression about corporate awareness. Although the implementation of quality systems may not be very popular among students, the dominium of the field and an expected client positive response to it is appealing and could justify why this LO is voted globally to an 8<sup>th</sup> position, mostly by LYSs that vote it also into an 8<sup>th</sup> position, even if with a higher standard deviation (1,37), as HGMs vote it to a 14<sup>th</sup> position with an even higher standard deviation (1,54), and HEI CDC to a 19<sup>th</sup> position.

HEI LO – By HEIs it is mentioned to a 23<sup>rd</sup> position within group B, with 2.92% of the mentioning in programs. This observation falls quite in place with the HEI CDCs positioning of this LO within the survey results.

#### Position 9 - D11...Specific.Knowledge...theoretical

Hotel Management does in fact require a division between theoretical and practical knowledge. As in all courses, the goal is that Theoretical Knowledge may further on transform into “Practical Knowledge competency”. The more exact the theory is

regarding its applicability, the more successful the student becomes in practical situations. Furthermore, the act of managing people and situations relies, from a theoretical point of view, on the examples the teachers may have passed down to students, either from their own experience or from case studies that relate to the studied subjects. It is also a safe mean to progression, as observing, acknowledging and transforming is part of a decision-making process, and this is an important skill that managers are (or should be) equipped with. It is a LO that is voted globally by the publics to a 9<sup>th</sup> position, but it is the LYS that votes higher in a 9<sup>th</sup> position, followed by HEI CDCs that vote it to a 15<sup>th</sup> position and finally HGMs to a 19<sup>th</sup> position and a low average. Curious enough, HGMs value it more than “Practical Knowledge”, which they vote to a 25<sup>th</sup> position.

HEI LO – What does seem logical for HEI Hotel Management courses – placing “Theoretical Knowledge” into a 2<sup>nd</sup> position of mentions on course programs, becomes odd when viewing that “Practical Knowledge” is in the first position of mentions, although at very near number of mentions, as theoretical can be understood as a given fact. Nevertheless, it does slightly contradict the above mentioned 15<sup>th</sup> position it is voted to by HEI CDCs.

#### Position 10 - D7...Organization.and.Planning.Skills

This LO involves identifying and selecting the most appropriate working methods for all tasks that hotels are challenged with to organize towards clients’ satisfaction and economic viability. All publics recognize this skill as necessary and important, and globally it ranks to a 10<sup>th</sup> position, HGMS, HEI CDCs and LYSs vote it to a 12<sup>th</sup>, 13<sup>th</sup> and 10<sup>th</sup> position. The highest deviation comes from HGMs answers – 4,81 with a high standard deviation – 1,49, which in their perspective could bring it below the level of priority.

HEI LO – Consistent with above, HEI mention it to a 7<sup>th</sup> position in course programs.

#### Position 11 - D9...General.Knowledge

As broad as the expression may be, General Knowledge defines the average culture a person exhibits and is a skill that depends entirely of one’s urge for knowledge in general, using it in one’s professional and social life. It’s perception as an expected

LO of a HEI course could be considered an asset more than a confirmation and expression of social ability within the boundaries of a HEI course. Therefore, what is considered a LO could be in fact the expectation of anyone pursuing an education. Globally it is ranked in a 11<sup>th</sup> position, which matches the LYSs perception, whereas HGMs rank it to a 16<sup>th</sup> position with a low average – 4,74 and high standard deviation – 1,29, and HEI CDCs to a 27<sup>th</sup> position, also with a low average – 4,96 and a high standard deviation – 1,15.

HEI LO – In the HEI Curricula it occupies a 3<sup>rd</sup> position which rather matches the importance of the global ranking, but not the 27<sup>th</sup> position that HEI CDC vote it to in the survey.

#### Position 12 - D18...Initiative.and.entrepreneurial.spirit

In the corporate scenario, taking initiatives is a responsible process that, not having the specific knowledge despite good intentions, may prove to be “dangerous”. When starting new projects and facing obstacles and difficulties, initiative is mostly valued when success is obtained. It is understandable that HEI CDCs should value this skill, as it is the contact point with managerial environment that can drag reality into the teaching process, reason for which they vote it to a 7<sup>th</sup> position. HGMs vote it to a 10<sup>th</sup> position, even if with a low average – 4,91 and a high standard deviation – 1,54, and LYSs to a 12<sup>th</sup> position. Globally it ranks a 12<sup>th</sup> position.

HEI LO – The mentioning of this LO in HEI curricula is consistent with the above individual voting, as it is positioned in a 6<sup>th</sup> position.

#### Position 13 - D2...Critical.and.reflect.analysis...Critical.Thinking

Constructive criticism is the ability students achieve after a certain time in HEIs as they work upon the abilities to understand, analyze, evaluate, reflect and think critically on topics that they come by in professional environment, in order to be able to react to them. It is *per se* the goal of any teacher that students reach a point of maturity that enables them to produce fair and balance judgement over topics, and is voted naturally by HEI CDCs to a 9<sup>th</sup> position and by students to a 13<sup>th</sup> position and HGMs to a 15<sup>th</sup> position although with a low average – 4,74 and a high standard

deviation – 1,51, as constructive criticism is also a component to the decision making process.

HEI LO – Consistent with the previously presented result, this LO is mentioned into a 4<sup>th</sup> position in HEI programs.

#### Position 14 - D22...Social.Economic.and.environmental.sustainability.concern

Introducing social economic and environmental sustainability in a hotel budget is a difficult sale, as additional costs must be transformed into cost cut and sales opportunities. It is a concern that votes this LO to a 17<sup>th</sup> position by HGMs, while HEI CDCs vote it to a 23<sup>rd</sup> position, perhaps consequence of the lack of the position taking ability of their role as teachers. LYSs, as younger people may do, recognize this LO as a modern concern concept to which they have been exposed and enlightened throughout high-school by social media and youth organizations, quite commendable. Thus, they vote it to a 14<sup>th</sup> position, even if with a high standard deviation – 1,59, which is also the global ranking – 14<sup>th</sup>.

HEI LO - Programs mention this LO rather low, in Group's A 12<sup>th</sup> position, consistent with the above survey results.

#### Position 15 - D29...Working.in.International.Team

Travelling and contacting with people from different countries has been for some time the motivation that Hotel Management courses have represented, and that lead many students to enroll. The possibility of working in international hotel chains and interacting with several nationalities and mindsets is also a career improvement possibility and drives students to start requesting internships in hotel chains and undertaking their internships abroad, not excluding the possibility of staying in the hotel after internship ends. For those who have this goal, it is notorious that this skill is necessary, for those that do not have this particular goal, it often grows into a fair possibility throughout the course and after internships take place. Globally voted to a 15<sup>th</sup> position in the survey, the HGMs are those who most vote this LO as they position it in 2<sup>nd</sup> and HEI CDCs in 3<sup>rd</sup>. Students vote it to a 16<sup>th</sup> position, and we can observe a high standard deviation – 1,77.

HEI LO – In the course curricula it is mentioned in a 12<sup>th</sup> position within LO group A.

#### Position 16 - D19...Leadership

Surprisingly low in the global voted LOs, leadership is expressed in coordination capacities of multidisciplinary work teams, and considered by some to be an individual skill not trainable or taught. There are nevertheless competencies that can be worked upon and that come out from individual behavior when in positions that require such skill. Therefore, experience is often an identified requirement to its achievement. Perhaps wisely, HGMs are aware of this fact, and do not consider it highly as a LO from HEI Hotel Management LYSSs, voting it to a 23<sup>rd</sup> position, and rating it with a low average – 4,63 and a high standard deviation – 1,57, which means that many HGMs may have not considered the LO within a priority position. HEI CDCs and LYSSs vote it to a 16<sup>th</sup> and 15<sup>th</sup> position. Nevertheless, it is ranked to a 16<sup>th</sup> position globally.

HEI LO – Nevertheless and maybe again in a selling perspective, it is mentioned in HEIs programs in an 8<sup>th</sup> position.

#### Position 17 - D23...Problem.solving

Solving problems is a day-to-day activity for HGMs that comes with management positions. It is a skill that can be trained by preparing students to situation analysis and option delivering. Even though experience contributes largely towards this skill, all publics recognize the complexity of this skill to a global 17<sup>th</sup> position, voting it to similar positions by HGMs, HEI CDCs and LYSSs – 13<sup>th</sup>, 11<sup>th</sup> and 17<sup>th</sup> positions. All publics present higher deviation than average standard deviation of each group, and the standard deviation of the global voting is of 1,49 for an average of 5,22.

HEI LO - Programs mention this LO consistently with the above survey results into a 10<sup>th</sup> position.

#### Position 18 - D8...Interpersonal.Relationship.Ability

This skill is considered highly appreciated by employers working with services and other fields. The use of emotional intelligence helps to (self) motivate the pursuit of better results. This concept is better grasped by experienced professionals that could

justify the 8<sup>th</sup> and 6<sup>th</sup> position HGMs and HEI CDCs prioritize this LO with. Students level it to an 18<sup>th</sup> position, but globally it ranks into an 18<sup>th</sup> position.

HEI LO – It does seem contradictory that HEI CDCs place this LO so low in the number of mentions among the expected LO they publicize to the market, as it is positioned in a 12<sup>th</sup> position among 10 other in group A.

#### Position 19 - D14...Information.Technology.skills

When considering the importance of the “Information Technology skills”, it starts to become difficult to pinpoint which are the working areas that do not require these skills. In the hotel business, it is also associated with other learning outcomes such as “Communication”, “Creativity”, “Innovation”, “Leadership”, “Negotiation” and “Teamwork”. HEIs in general expect that high school education prepares students for as many IT skills as possible, but the mastering of programs such as Word, Excel and PowerPoint are often less used than other programs that are related to social networks that, although also important in the XXI century, are short for the reality needs of internal organization of a hotel. It cannot be, therefore, considered a given fact that students are prepared. It is voted globally to a 19<sup>th</sup> position, but it is mostly students that give it the most importance voting it equally to a 19<sup>th</sup> position, followed by HGMs in a 20<sup>th</sup> position and HEI CDCs into a 26<sup>th</sup> position, even if with a standard deviation of 1,39 which is below average limit.

HEI LO - It does seem contradictory that HEI CDCs place this LO so low in their voting, as in the number of mentions among the expected LO they publicize to the market, as it is positioned in an 8<sup>th</sup> position paired with Leadership. Do high schools prepare enough students in this area? There seems to be a misconception from the HEIs side about just how well-prepared students are at their arrival at University.

From this position on, the LOs are rated as less relevant and below the cutting point of 66%.

#### Position 20 - D13...Development.of.Autonomous.work

Empowerment is the managerial perspective of incentivizing autonomous work. Already back in 1999, Lashley (1999) identified in services the five dimensions of empowerment: (i) The tasks dimension, that allows employee to understand the extent

of their functions and what he can do when exceeding them to fulfill clients' needs or wishes; (ii) the task allocation dimension that establishes the extent for, as an example, dealing with complaints; (iii) the power dimension as a motivation instruments towards an individual or a team to pursue a certain path in order to achieve a management accepted result; (iv) the commitment dimension as an incentive towards obtaining better results through taking on extra responsibilities by individual decision that contribute positively towards corporate best results; and (v) the culture dimension, that enhances a climate of trust but clashes with control tension enforced by hierarchy.

The above dimensions can be perceived within modern corporations as they describe most of today's policies within the hotel business human resources policy. With the Bologna process, HEIs emphasize autonomous work as an innovative feature of the learning process (EHEA, 2018). Nevertheless, this very valued LO is mostly voted by LYSs into a 20<sup>th</sup> position, whereas HEI CDCs bring it down to a contradictory 29<sup>th</sup> (last) position in their voting. HGMs do not seem to value the LO enough either – it is voted to a 28<sup>th</sup> position, although opinions divide with a standard deviation of 1,44 for an average voting of 4,25, rather low.

HEI LO – Not surprisingly, HEIs programs mention this LO into a Group A 12<sup>th</sup>. The surprise is the fact that although it is considered an efficient methodology by HGMs and HEI CDCs, it is not acknowledged as such and therefore most probably not exercised.

#### Position 21 - D20...Motivation.for.continuous.learning

Motivation for continuous learning could be considered a function of the expectation of success and desire to the perception of one's professional and personal value throughout a career path. Commonly known to be mostly valued by academia, HEI CDC vote it to a 22<sup>nd</sup> position whereas LYSs vote it to a 23<sup>rd</sup> and HGMs vote it to a 11<sup>th</sup> position, boosting it to a positioning in the global 21<sup>st</sup> position. All publics present high standard deviations per group, and globally the average is 5,08 with a standard deviation of 1,49.



HEI LO – It is coherent with the previous information on how low this LO was voted in the survey, as it gathers only 2.92% of the mentions from HEI Hotel Industry courses, with an 11<sup>th</sup> position.

#### Position 22 - D1...Adapting.to.new.situations

The changing process is said to be a quality of young people, and adaptation to new situations is the everyday requirement as they enter professional environment. But all publics, although voting it globally to a 22<sup>nd</sup> position may have it as a given fact, reason for which all publics may vote it individually to positions below the 21<sup>st</sup> – LYSSs, 27<sup>th</sup> HGMs and 28<sup>th</sup> HEI CDC.

HEI LO – It is therefore understandable that it is lowly referred by HEI Hotel Management courses into a 23<sup>rd</sup> position within group B.

#### Position 23 - D3...Written.communication.ability

The written form of communication, although not exclusively, is still the most powerful knowledge legacy or proof evaluated within HEIs, due to the need to formally justify the grading process before the legal requirements of A3ES, reason for which it is voted to a 15<sup>th</sup> position among HEI CDCs. Although the importance of this ability is well understood by HGMs and LYSSs, it is not considered as important and voted to a 24<sup>th</sup> and 22<sup>nd</sup> position by these publics.

HEI LO – It is, nevertheless, poorly mentioned by HEIs as an important LO, perhaps for being considered a given skill, and is mentioned within Group A in a 12<sup>th</sup> position.

#### Position 24 - D17...Conflict.Management

The conflict management is considered again as a management experience acquired skill, and is studied as such. As a LO, it could be difficult to express within SSUs that do not have other than case studies, making it difficult to be expected among HEI Hotel Management LOs. Despite the importance it has among management positions, in a study that relied on the answers of 119 managers of different levels of 4 and 5 star hotels, Tuzunkan and Ozkul (2013) besides the fact of finding differences between male and female reactions or conflict management methods to conflicts in hotels, categorized these reactions according to the Thomas method as “Conflict



Management”. This shows that the issue is theoretically approached with a practical based analysis. Despite this example, the matter does not draw enough attention among the publics, and is voted to a global very low 24<sup>th</sup> position, supported by all publics, namely HGMs to a 22<sup>nd</sup> position, by HEI CDC to a 17<sup>th</sup> position and by LYSs to a 25<sup>th</sup> position. Globally presenting deviations in each public, a 5,06 average is observed with a 1,60 standard deviation.

HEI LO – The LO is not mentioned at all in course programs, consistence with the previous importance given by all publics in the survey.

#### Position 25 - D10...Specific.Knowledge...practical

It seems natural that once students have undergone an internship period, the sceptic attitude gives place to a more positive and understanding attitude towards theoretical knowledge. This spirit grows as they interact with the constraints of the organization and with clients, giving a more global understanding of their own contribution towards client satisfaction, making it their own. “Practical Knowledge” is also an asset towards employment. Valued to a global 25<sup>th</sup> position, it is a most valuable aid in the teaching process and voted to a 10<sup>th</sup> position by HEI CDCs rather than by students that vote it to a 24<sup>th</sup> position and HGMs that vote it to a 25<sup>th</sup> position, which is not consistent with their view on internships. This leads to believe that HGMs may consider students cheap labor for high seasons, and that LYSs may not value or enjoy the practical classes they take in HEIs.

HEI LO - As referred above, this LO is mentioned the most HEIs, into a 1<sup>st</sup> position, consistent with their voting in the survey

#### Position 26 - D5...Information.Management.Ability

The research, collection, analysis, treatment and synthesis of information constitute an undoubtable expected LO from all HEI students. The growing ability of data treatment and its transformation into valid and useful material to the decision-making process is important to any corporation, and therefore valued by academia. It could also be considered also an accessory to all other LOs, which could justify the fact that is only voted to a 26<sup>th</sup> position in the general voting. It would justify the 20<sup>th</sup> position given by HEI CDCs, but not the 26<sup>th</sup> position voted by both HGMs and LYSs.

HEI LO – This LO is mentioned to a 8<sup>th</sup> position side by side with “Leadership” in the course curricula, not consistent with the HEI CDCs previous position.

#### Position 27 - D12...Creativity.and.Innovation

Very much related to “Problem Solving”, “Creativity and Innovation” relates with the ability to find different and original solutions to day-to-day new situations that take place in hotels. It is important for client loyalty, always valuing surprise factor to justify repetitive buying behaviors when choosing hotels. Therefore, among all publics that rank it to a 27<sup>th</sup> position, it is the HGM that votes it to a 18<sup>th</sup> position, to be followed by HEI CDCs that vote it to a 24<sup>th</sup> position and LYSs to a 27<sup>th</sup> position.

HEI LO – Not consistent with the HEI CDCs voting, this LO is mentioned into a 4<sup>th</sup> position within the curricula. The “Creativity and Innovation” in a marketing strategy point of view is always quite efficient to entice students.

#### Position 28 - D6...Negotiation.Skills

The expectation of a HEI Hotel Management course preparing newly graduates with a “Negotiation Skills” LO is rather thin. It is not the goal of such course, and when it is within candidates’ skills, it is an exceptional situation that surely is valued but not considered essential. It accounts for the 28<sup>th</sup> it is voted globally and to last by HGMs, 25<sup>th</sup> by HEI CDCs and 28<sup>th</sup> by LYSs. Nevertheless, opinions diverge with a standard deviation of 1,53 in a 4,98 average ranking of the LO.

HEI LO – Again, the LO is not mentioned at all in course programs, consistence with the previous importance given by all publics in the survey.

#### Position 29 - D16...Ethics.and.professional.deontology

“Ethics and Professional Deontology” could be considered a professional environment concern rather than an academic one and varies from one field to another. The understanding of the concept is a growing process often taking place when professionals find themselves under a spotlight. It accounts for the relevance HGMs give to the LO, voting it to a 9<sup>th</sup> position, to be followed by HEI CDCs and LYSs in a 21<sup>st</sup> and 29<sup>th</sup> (last) position. It is globally ranked to 29<sup>th</sup> and last position, which alone sends a powerful message.

HEI LO – Programs mention this LO rather low, in Group's A 12<sup>th</sup> position, consistent with the above survey results.

In a summary perspective, the presented results seem to have a disparity between the global positioning of the LOs and the individual positioning. This happens possibly due to the weighting that the size of each public contributes to the global results, which are an unproportioned size among each other, and also due to the level of responses in a Likert 7 scale, where small differences even though being minor, rank each group of answers to a clear preferential position.

### **6.6.2 Found LO Matches and Gaps**

By crossing the 19 most relevant LOs obtained in the survey out of a total 29 considered during the study with the HEI Course Curricula LOs observed in table 28, a final list can be built.

The methodology used was a straight percentage comparison, where matches were considered in three groups:

- (A) Matches between the survey and the HEI Hotel Management Course programs;
- (B) The Gaps between what is voted as most relevant in the Survey and not observed as very relevant in the Curricula;
- (C) The gaps between what is observed as relevant in the curricula and not voted as most relevant in the Survey.

These are visible in table 37.

Table 37 - LOs Matches and Gaps between Survey results and HEI curricula

Learning Outcomes	Survey Ranking		(A) Matches Survey / Curricula	(B) Survey Gaps	(C) Relevant in Cuurricula vs. Less Relevant in Survey
D27...Teamwork	1	Included - Most Relevant		x	
D24...Respect.for.diversity.and.multiculturalism	2			x	
D15...Master.a.foreign.language	3			x	
D28...Working.in.Interdisciplinary.Team	4			x	
D25...Personal.and.social.responsibility	5		x		
D21...Motivation.for.excellence	6			x	
D20...Motivation.for.continuous.learning	7		x		
D4...Oral.Communication.ability	8		x		
D9...General.Knowledge	9		x		
D8...Interpersonal.Relationship.Ability	10		x		
D14...Information.Technology.skills	11		x		
D11...Specific.Knowledge...theoretical	12		x		
D29...Working.in.International.Team	13			x	
D1...Adapting.to.new.situations	14			x	
D10...Specific.Knowledge...practical	15		x		
D16...Ethics.and.professional.deontology	16		x		
D26...Decision.Making	17		x		
D22...Social.Econ.and.enviornl.sustain.concern	18		x		
D23...Problem.solving	19		x		
Cut point					
D7...Organization.and.Planning.Skills	20	Less Relevant			x
D12...Creativity.and.Innovation	21				x
D13...Development.of.Autonomous.work	22				x
D5...Information.Management.Ability	23		x		
D2...Critical.and.reflect.analysis...Critical.Thinking	24				x
D3...Written.communication.ability	25				x
D18...Initiative.and.entrepreneurial.spirit	26				x
D19...Leadership	27				x
D17...Conflict.Management	28		x		
D6...Negotiation.Skills	29		x		

Source: Own Production

(A)– The matches between the survey and the HEI Hotel Management Course programs are unchanged and should be considered the undoubted LOs to expect from the HEI Hotel Management courses:

- Personal and Social Responsibility
- Motivation for continuous learning

- Oral Communication ability
- General Knowledge
- Interpersonal Relationship ability
- Information Technology Skills
- Specific Knowledge – Theoretical
- Specific Knowledge – Practical
- Ethics and professional deontology
- Decision Making
- Social Economy and Environmental Sustainability Concern
- Problem Solving

Equally important to retain are the matches of the LOs NOT considered relevant enough by both the survey and the curricula:

- Information Management Ability
- Conflict Management
- Negotiation Skills

(B) The Gaps between what is voted as MOST relevant in the Survey and NOT observed in the Curricula are looked into in a more analytic manner:

- *Teamwork* – Besides being an important LO, it is also, as referred above, a work methodology. The importance of learning how to work together, despite the personal likes and dislikes, is a practical and functional requirement to succeed. It is essential and therefore included in the final LO list as relevant.
- *Respect for diversity and multiculturalism* – A natural assumption is that in a global environment such as travel and hospitality, this is an acculturation factor that must grow into any professional in this area. It is essential and therefore included in the final LO list as relevant.
- *Master a foreign language* – The logical tendency is that in hotel business this is considered a given fact. It is essential and therefore included in the final LO list as relevant.
- *Working in Interdisciplinary Team* – the mere act of hotel managing obliges one to consult and depend on specialists from other areas, understanding a different approach

to problems and looking into matters in a global perspective. It is essential and therefore included in the final LO list as relevant.

- *Motivation for Excellence* – More than a LO, it is the consumers demand that obliges successful professionals to aspire to excellence. This motivation comes from example and observation, and must be a concern for the industry in general. It is essential and therefore included in the final LO list as relevant.
- *Working in International Team* – Again, the global environment our society lives in obliges to recognize better approaches that come from different cultures, and motivates to contribute to global knowledge with one of the assets that the Portuguese people are known for – hospitality. It is essential and therefore included in the final LO list as relevant.
- *Adapting to new situations* – Rather than relating to unleashing situations, substituting multifunctionality by multicompetence is understanding that the skill of adapting is changing positively and consciously towards positive solutions instead of patching situations with fragile solutions. It is essential and therefore included in the final LO list as relevant.

(C) The Gaps between the LOs that are observed in the Curricula and NOT voted as most relevant in the Survey are also analyzed in more detail:

- *Organization and Planning Skills* – Although the most approximate to this LO is the “Operations and Services Management” SSU that could best prepare students in this sense was included in the 35 top chosen SSUs, this LO was excluded by the survey results.
- *Creativity and Innovation and Initiative and Entrepreneurial spirit* – These two LOs were among the less voted in the survey but considerably mentioned in the curricula, but the SSU “Entrepreneurship” which could be most related to this LO was included in the final 35 top chosen SSUs. Although it seems to be SSU to be included among the relevant and advisable SSUs to be kept, it should not be included as a LO *per se*, as students should learn how to “sell” themselves and their ideas. By mastering oral and visual presentation skills, they may influence teams, and therefore develop Leadership skills, already considered among the chosen relevant SSUs.

- *Development of Autonomous work* – This LO was not so voted among the publics, but is still mentioned in a 12<sup>th</sup> position in the observed curricula. As referred above, it is among the working methodologies that HEI education leads students towards, and therefore should not be considered a relevant LO *per se*.
- *Critical and Reflexive analysis* – Critical Thinking – creating, passing and receiving knowledge to and from others, below or above, is a responsible and weighted act of observation and constructive criticism that is taught and learned and should be aspired to. It is highly mentioned in the observed curricula, but not highly voted by the survey publics, potentially because its relevance is an understood characteristic of HEI education, and not the priority of the Hotel Management specific desired LOs. It is therefore not included among the most relevant in the study.
- *Written Communication ability* – valued in a 12<sup>th</sup> position in the curricula observations, it is not as voted by the survey publics and is below the LOs cut point. It's obvious importance is an understood characteristic of HEI education, and not the priority of the Hotel Management specific desired LOs.
- *Leadership* – This LO is in 8<sup>th</sup> position of observation in the course's curricula, but not voted highly among the voted LOs by the survey publics. Nevertheless, the SSU "Leadership" related to this LO is voted in the 35 top SSUs by the survey publics. Given the fact that this skill is mostly obtained on the field, it is not included as a LO *per se*.

### **6.6.3 The impact of undergoing Internships on the LO survey answers for LYSS**

Once more, a side study was performed to understand to which extent the fact of having undergone an internship in a hotel alters the mindset of students regarding the priority they may grade the LOs, with the answers obtained from the survey.

There is, nevertheless, a limitation to these results, as the group of responders that did not undertake an internship represents only 12,5% (17 responders) of the total responders. Furthermore, among the 87,5% (119 responders) that did, 58% (69 responders) answer to more than one department. This could mean that they either did as many internships as departments they went through, or did internships on which they went through several departments. Despite this fact, each group represents the choices they made in what concern priority of SSUs and LO.

Total number of LYS responders	136
Responders that DID NOT undertake internship	17
Responders that DID undertake internship	119
Among these 119 responders:	49 responders refer 1 department
	42 responders refer 2 departments
	21 responders refer 3 departments
	4 responders refer 4 departments
	2 responders refer 5 departments

The answers were divided in two groups: those that *did* an internship, and those that *did not*. The results are presented in table 38.

Table 38 - LYSs LO choices: Global, LYS that did and did not undertake internship

HEI Last Year Students	HEI LYSs that <i>did</i> internship	HEI LYSs that <i>did not</i> do internship
D27...Teamwork	D28...Working.in.Interdisciplinary.Team	D25...Personal.and.social.responsibility
D15...Master.a.foreign.language	D15...Master.a.foreign.language	D24...Respect.for.diversity.and.multiculturalism
D28...Working.in.Interdisciplinary.Team	D27...Teamwork	D27...Teamwork
D25...Personal.and.social.responsibility	D11...Specific.Knowledge...theoretical	D15...Master.a.foreign.language
D24...Respect.for.diversity.and.multiculturalism	D4...Oral.Communication.ability	D29...Working.in.International.Team
D4...Oral.Communication.ability	D21...Motivation.for.excellence	D28...Working.in.Interdisciplinary.Team
D26...Decision.Making	D25...Personal.and.social.responsibility	D23...Problem.solving
D21...Motivation.for.excellence	D26...Decision.Making	D26...Decision.Making
D11...Specific.Knowledge...theoretical	D22...Social.Econ.and.enviro.n.sustain.concern	D18...Initiative.and.entrepreneurial.spirit
D7...Organization.and.Planning.Skills	D24...Respect.for.diversity.and.multiculturalism	D7...Organization.and.Planning.Skills
D9...General.Knowledge	D18...Initiative.and.entrepreneurial.spirit	D19...Leadership
D18...Initiative.and.entrepreneurial.spirit	D9...General.Knowledge	D17...Conflict.Management
D2...Critical.and.reflect.analysis...Critical.Thinking	D8...Interpersonal.Relationship.Ability	D2...Critical.and.reflect.analysis...Critical.Thinking
D22...Social.Econ.and.enviro.n.sustain.concern	D10...Specific.Knowledge...practical	D14...Information.Technology.skills
D19...Leadership	D7...Organization.and.Planning.Skills	D22...Social.Econ.and.enviro.n.sustain.concern
D29...Working.in.International.Team	D29...Working.in.International.Team	D20...Motivation.for.continuous.learning
D23...Problem.solving	D2...Critical.and.reflect.analysis...Critical.Thinking	D4...Oral.Communication.ability
D8...Interpersonal.Relationship.Ability	D14...Information.Technology.skills	D9...General.Knowledge
D14...Information.Technology.skills	D5...Information.Management.Ability	D21...Motivation.for.excellence
D13...Development.of.Autonomous.work	D23...Problem.solving	D16...Ethics.and.professional.deontology
D1...Adapting.to.new.situations	D6...Negotiation.Skills	D11...Specific.Knowledge...theoretical
D20...Motivation.for.continuous.learning	D19...Leadership	D13...Development.of.Autonomous.work
D3...Written.communication.ability	D20...Motivation.for.continuous.learning	D1...Adapting.to.new.situations
D10...Specific.Knowledge...practical	D12...Creativity.and.Innovation	D6...Negotiation.Skills
D17...Conflict.Management	D13...Development.of.Autonomous.work	D3...Written.communication.ability
D5...Information.Management.Ability	D3...Written.communication.ability	D8...Interpersonal.Relationship.Ability
D12...Creativity.and.Innovation	D17...Conflict.Management	D12...Creativity.and.Innovation
D6...Negotiation.Skills	D1...Adapting.to.new.situations	D5...Information.Management.Ability
D16...Ethics.and.professional.deontology	D16...Ethics.and.professional.deontology	D10...Specific.Knowledge...practical

Source: Own Production

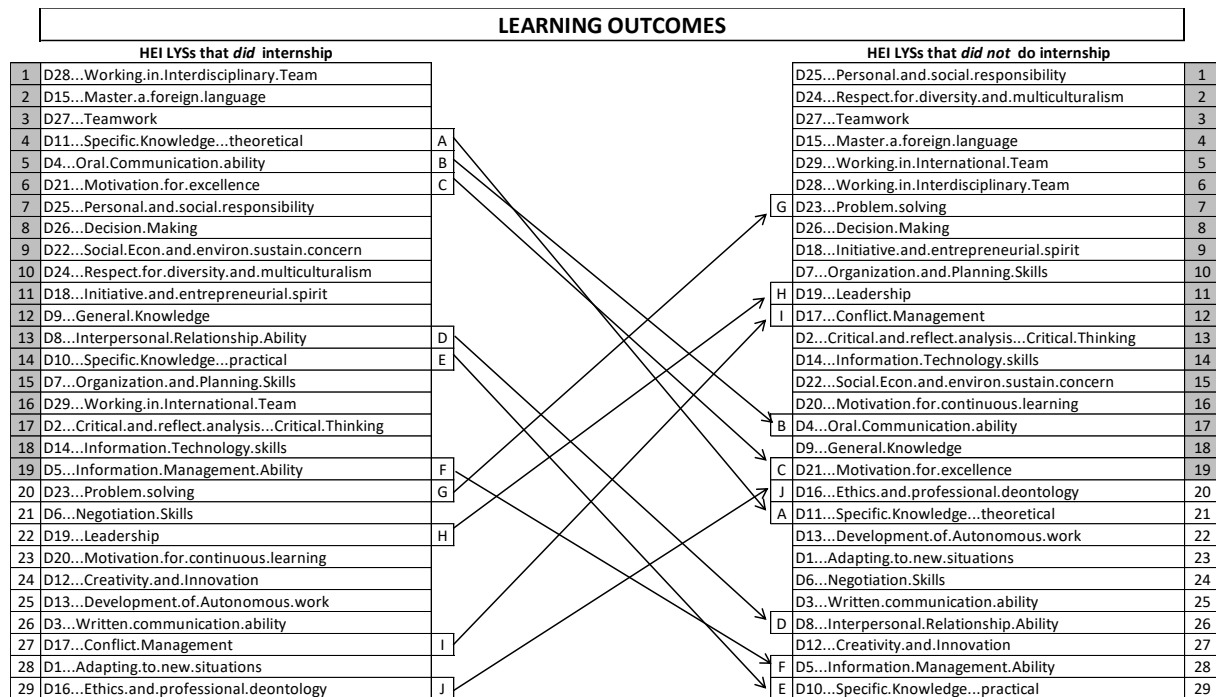
The retrieved information showed a somewhat different priority of LOs from students that had undertook an internship period and those that had not.

To understand the major changes, a further analysis was made in order to identify which were the biggest differences in LO priorities among the sub-groups. These differences are shown in



table 39, where the ascensions and dissensions are graphically exposed by arrows, only for those LOs that showed relevant shifts.

Table 39 - LO priority shifting between LYs that did and did not undertake internship



Source: Own Production

The results suggest different LO priority for each sub-group. In order to understand more clearly the impact, an analysis was performed, enhancing the shifts from internship to non-internship opinion within the LOs.

#### Dissensions:

Specific Knowledge – theoretical – from 5<sup>th</sup> to 21<sup>st</sup>

Oral Communication Ability – from 5<sup>th</sup> to 17<sup>th</sup>

Motivation for Excellency – from 6<sup>th</sup> to 19<sup>th</sup>

Interpersonal Relationship Ability – from 13<sup>th</sup> to 26<sup>th</sup>

Specific Knowledge – practical – 14<sup>th</sup> to 29<sup>th</sup>

Information Management Ability – 19<sup>th</sup> to 28<sup>th</sup>

#### Ascensions:

Problem Solving – from 20<sup>th</sup> to 7<sup>th</sup>

Leadership – from 22<sup>nd</sup> to 11<sup>th</sup>

Conflict Management – from 27<sup>th</sup> to 12<sup>th</sup>

Ethics and professional deontology – 29<sup>th</sup> to 20<sup>th</sup>

#### CONTRIBUTIONS:

- Students that had internships value communication and interpersonal relationship, and do not value as much problem solving, conflict management and most especially leadership, as practical day-to-day relations show that it is an earned status rather than a position.
- Students that did not have internship tend to perceive quality pursuit as a theoretical concept rather than the practical application of the concept to day-to-day interaction with clients, which also relates to the fact that they not value practical knowledge and give low priority to the LO. Furthermore, it seems evident that theoretical knowledge is more valued.

Such as with the side study for the SSUs, this LO side study was performed only on LYS, due to the fact that a big percentage of LYSs with no internships was perceived, whereas in the case of HGMs, the percentage of those that did not undergo an internship was not big enough, and with the HEI CDCs the public sample is too small to still create further sub-groups. This information is of the highest importance to prove whether hypothesis 4 is proven or not.

## **6.7 Relevance of the balance of Stakeholders results**

Considering the comparison process between the publics, one of the research questions arouses: (2) “As gaps are identified by each public, whose opinion should prevail?” and therefore, which publics’ opinion should be most valued. The Dominant public, as referred in section 4.3.2. and according to Mitchell *et.al* (1997), would be the HGMs as they have power and legitimacy to influence and force upon the HEIs that hold Hotel Management courses to comply with the hotel industry demands to prepare students towards a more employable public, and these would have to assume their position as Discretionary public, absent of any decision power within the hotel business.

On the other hand, considering that very many HGMs undertook HEI Hotel Management Courses, the mere fact of their professional success and career path into hotel management positions could be credited partially to HEI Hotel Management courses they attended and the knowledge that was passed on to them by their teachers. In a recent study on who should drive curricular changes in HEI hotel Management course curricula, 2 positions are considered: (i) curricula should be a reflection of the trends and needs of the industry; on the other side, (ii) HEI’s cannot rely only on the industry and must empower their responsibility and shape the industry and create and disseminate knowledge up to the point where they help the industry innovate (Szende, Catalfamo and Upneja, 2019).

Yet still, LYSs now undergoing the teaching process have been submitted to the present teaching system, CUs choice and internships, and do possess a valid experience to base their opinions upon.

The results show that all publics present common and opposite opinions on several choices and voting, but no public showed inconsistency that could suggest it should be excluded from the weighting process of their choices. From all publics, the question resided in the fact that LYSs could be the “weaker link” and therefore be discredited, but this is proven wrong as in some choices they have proven to be more realistic and introduce a more up-to-date perspective of the teaching process.

Therefore, the results are presented considering that a balanced value should be given to all publics.

However, the gaps should not only be considered in one direction, and although the Survey results should override the HEI Hotel Management Course Curricula, some considerations have to be made on whether certain SSUs should not be included, despite the fact that not all publics voted them with in the first 35 SSUs.

## 6.8 HEI Course Curricula CMHS components' Results

The results indicate the components that should integrate the CMHS in section 7 are divided in four categories:

- SSUs
- LOs
- Internships
- Gaps and Opportunities

### 6.8.1 SSUs components

The final components of the CMHS list sums up to the following 36 SSUs:

- |   |  |
|---|--|
| - <i>Accommodation Management</i>               | - <i>Food and Beverage Management</i>        |
| - <i>English Language</i>                       | - <i>Spanish Language</i>                    |
| - <i>Portuguese Language</i>                    | - <i>French Language</i>                     |
| - <i>Human Resources Management</i>             | - <i>Operations and Services Management</i>  |
| - <i>Financial Management</i>                   | - <i>Food Safety and Hygiene</i>             |
| - <i>Event Management and Tourism Animation</i> | - <i>Entrepreneurship</i>                    |
| - <i>Information Systems</i>                    | - <i>Advertising</i>                         |
| - <i>Software applied to Hospitality</i>        | - <i>Communication</i>                       |
| - <i>Interpersonal Relationships</i>            | - <i>Marketing for Services</i>              |
| - <i>Reception Hosting</i>                      | - <i>Tourism and Hospitality Law</i>         |
| - <i>Corporate Strategy</i>                     | - <i>Revenue Management</i>                  |
| - <i>Leadership</i>                             | - <i>Sales Negotiation</i>                   |
| - <i>E-Business</i>                             | - <i>Business Plan</i>                       |
| - <i>Quality Management</i>                     | - <i>Consumers Behavior</i>                  |
| - <i>Strategic Marketing</i>                    | - <i>Market Surveys</i>                      |
| - <i>Public Relations</i>                       | - <i>Digital Marketing</i>                   |
| - <i>Safety at work</i>                         | - <i>Analysis of Investment and Projects</i> |
| - <i>Restaurant Service</i>                     | - <i>Internship</i>                          |

The above list of SSUs is neither restrictive nor exclusive, and expresses the subjects that most publics consider most relevant to allow students to acquire the skills and competences to best follow a path towards hotel management.

The global reading shows that, although courses may have different goals, the trend of the weight of each category directs to a certain category balance to pursue, that is presented in table 40.

Table 40 - Category percentage of CUs (table 10) and SSU percentage of CMHS

Category		Percentage within all 69 CUs	Percentage within first 35 CUs	Percentage within all 36 SSUs of CMHS
Specifics Knowledge - Hotel Industry	SKHI	39,37%	43,93%	30,56%
Management Knowledge	MK	37,41%	34,29%	19,44%
Languages	L	15,99%	18,39%	38,89%
Soft-Skills	SS	7,24%	3,39%	11,11%
Total		100,0%	100,0%	100,0%

Source: Own Production

On the right column we observe that the strongest category is of “General Management Subjects”, that has the highest number of SSUs that represents 38,89% of the global number of SSUs in the CMHS. The second category is the “Hotel Industry Specifics”, that represents 30,56%; the “Soft Skills” category SSUs represent 19,44% whereas “Languages” category represents 11,11%.

When comparing with the category weight given by the analysis of the online curricula, we can see that both the weighting of the percentage of categories vs. the total 69 CUs and the top 35 changes when comparing with the actual weighting of the 36 most voted SSUs from the survey and that is to be applied to the CMHS. It furthermore shifts “Hotel Industry Specifics” from most voted category to a second category, reducing the weight of this category in 13,37%, showing that some of these SSUs are not considered essential. With this reduction, “General Manager Subjects” boosts to a 1<sup>st</sup> position and these SSUs become more important in number in the CMHS. The “Soft Skills” category remains in the 3<sup>rd</sup> position, although the weight increases considerably 16,05% which shows that the publics request more of these kind of SSUs in the Hotel Management courses. The “Languages” category also maintains the 4<sup>th</sup> and last position, but the number of SSUs also increases its weight in 7,72%. Languages gain more importance.

### 6.8.2 LOs Components

The final components of the CMHS list sums up to the following 19 LOs that should be prioritized by HEI Hotels Management curricula:

- *Personal and Social Responsibility*
- *Oral Communication ability*
- *Interpersonal Relationship ability*
- *Specific Knowledge – Theoretical*
- *Ethics and professional deontology*
- *Respect for diversity and multiculturalism*
- *Master a foreign language*
- *Motivation for Excellence*
- *Adapting to new situations*
- *Social Economy and Environmental Sustainability Concern*
- *Motivation for continuous learning*
- *General Knowledge*
- *Information Technology Skills*
- *Specific Knowledge – Practical*
- *Decision Making*
- *Teamwork*
- *Working in Interdisciplinary Team*
- *Working in International Team*
- *Problem Solving*

As referred for the SSUs, the above listed LOs are neither restrictive nor exclusive, and express the LOs that most publics consider most relevant as outcomes of their education, in order to best follow a path towards hotel management. Therefore, it does not mean that the remaining LOs of the list should simply be forgotten, very much the contrary. All the LOs should be included as much as possible in the process of teaching and as final expected results of the education provided.

The focus should be given to the LOs that have more feedback from the publics and with which the publics most relate to.

### 6.8.3 Internship Components

In order to fill in the identified gaps, the CMHS should include some tools that regulate in some way the procedures of the internship process, in order to obtain the most adequate results and LOs from this experience:

- (i) An Internship Guide should be agreed upon, and that is shared by most or all HEIs Hotel Management courses that include internships in their curricula;
- (ii) The Internship Guide should be created taking into consideration all the publics perspective with a common goal – to teach and tutor students towards the application of theoretical Knowledge into activities within the hotel environment;

- (iii) The Internship Guide should be adopted by all hotels that wish to receive HEI Hotel Management students in an internship period in their hotels.
- (iv) The Internship Guide should, in a standard fashion, regulate upon:
  - a) Hotel acceptance for internship rules;
  - b) Candidates acceptance rules;
  - c) Hotel choice procedures and timings;
  - d) Internships job descriptions;
  - e) Expected goals and LOs;
  - f) Evaluation criteria in accordance with goals and LOs;
  - g) Common grading criteria for CV inclusion;
  - h) Tutors (hotel's and HEI's) profile and roles;
  - i) Tutors evaluation criteria (hotels and HEIs)
  - j) Hotel evaluation criteria
  - k) Legal and labor rights and obligations for the parties;
  - l) Retribution policy;
  - m) General rules

#### **6.8.4 Found Opportunity Gaps for Dominance Components**

The search for answers that could potentiate *the ideal interaction competency model that satisfies both hotel industry and HEI*, and creates *better skilled newly graduates*, several references to *mentoring* came through.

The study was made in a three-way survey. Each part volunteers an opinion on the others action and intervention in the teaching and performance process. Even though we consider the HGMs to be a dominant figure, it does not exclude the Hotel Management Industry's openness to communicating with HEI CDC and HEI students, and adapting their own procedures, even if their immediate motivation may be to tackle labor issues.

As observed, hotels begin to be concerned in looking for passionate and devoted professionals that can build careers within their doors, whom they are willing to invest in. This is not a mere corporate attitude, but is also a human one. Not only the HGMs success is reflected by whom he or she is surrounded by, but also by the trust factor that is only possible when empathy occurs. Matching mentors to students is a step towards a successful happy ending story that



implies reducing gaps between HGMs / hotels requirements and newly-graduates needs and individual skills, and this is suggested by Kong, Cheung and Zhang (2010) when assessing career management.

To allow an easier matching process, students must be aware of what is expected from the industry, and the industry must understand how they can contribute to obtain candidates for a more professional and quicker integration.

Matching tools between hotels and newly-graduates already exist but are not explored on a common basis. Students must be given an opportunity to understand their Dominant features, as do companies with their employees. An instrument of personality assessment should be integrated in HEI's structural programs, not only to educate students on self-acknowledgement, but to allow creating personal goals towards personality and skill building.

In the same perspective, and although most surely many Study Cases are used to allow students the understanding of the action-consequence dynamics of some hotels and chain regarding marketing choices, human resources methodologies, etc., no management simulation strategies could be identified among the SSUs that are administrated to students. Therefore, a further opportunity gap is the inclusion of simulation games for hotel management such as presented by CESIM, AGAME, My Sunny Resort, The Business Simulation Hotel Manager and others that are available online or that can be created for any specific SSU. These games prove to be very effective to pull students into a strategic management environment in a classroom atmosphere.

An attempt was made in order to establish correlation between the results obtained for the voted SSUs and LOs. No significant findings could be found, having nevertheless included the results as annex VIII.

## **6.9 From a Course Curricula to a Competency Model**

A PhD thesis is given to doctorate students as the possibility of transforming long hours work findings into science. The challenge of a study in this field is whether the findings may be transformed into trends and actions that can change the way the Hotel Industry Stakeholders perceive its importance to a stage to which it compiles them to participate, in pursuit of the advantages their investment may bring in return.

As any science, the pursuit of excellent results that can be expressed in a formula is difficult and has, especially in this field, many social constraints.

Also, the economic aspect has to be addressed, as the investment and the benefit do not always have a common denominator or a direct string of connection.

The goal of this study is ambitious, as it does not only intend to study the state of art, but to propose the creation of an instrument that could be used by the Hotel Industry Stakeholders in their mission to create competent and better prepared professionals for the future of hotels, and therefore more satisfied clients, based on the findings supplied by the main stakeholders.

If we take in consideration the training of medical doctors, we find that most of the learning process happens in the hospitals, side by side with other medical doctors, looking into real situations, gaining experience by interacting with those who practice medicine and the final clients of that business – the ill people that are under treatment. Their co-existence in the same time and space relates to what is common to services in general: infrastructures, client and professional interact and are necessary for the service to take place, just as in the hotel business. This characteristic also allows the teaching-learning process to evolve and be more rigorous, creating new rules and new goals that are included in the teaching programs as they show to be efficient towards students learning process.

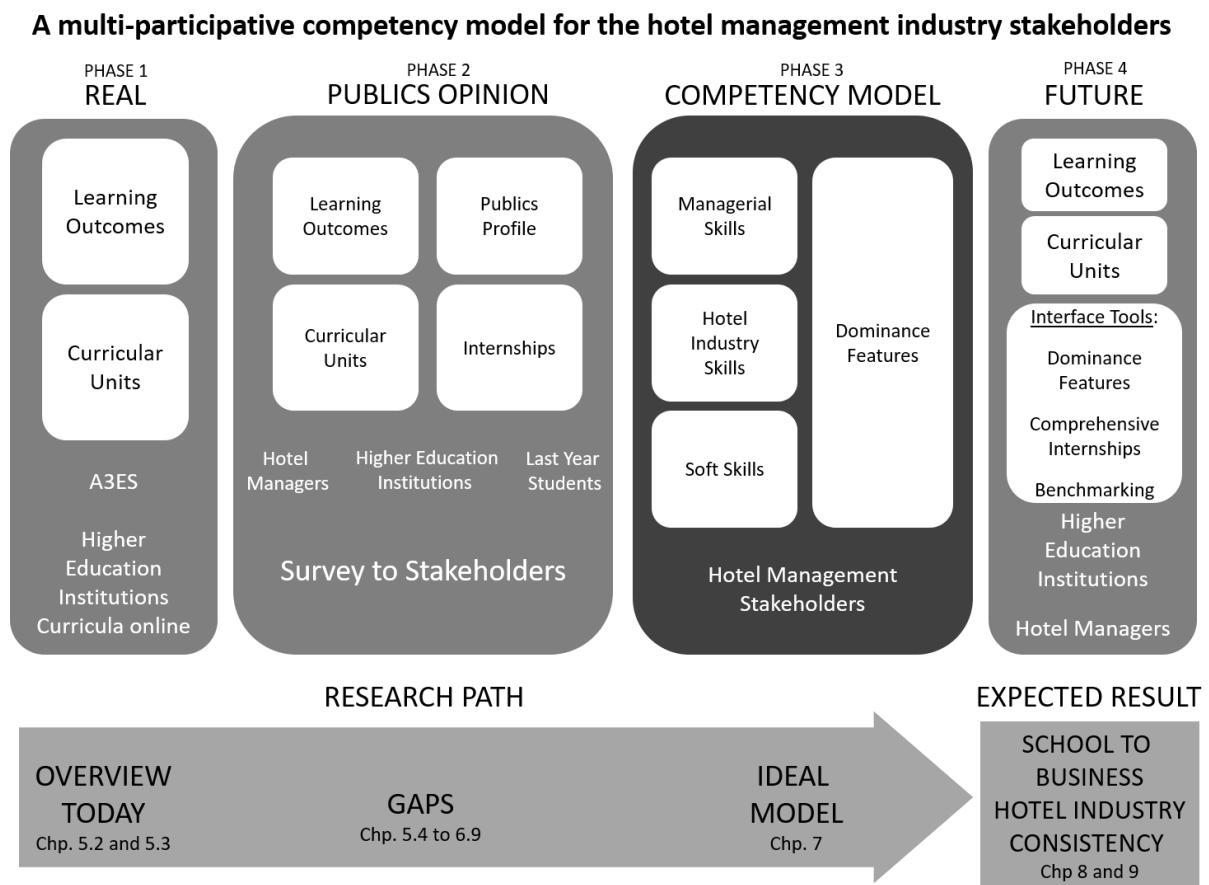
As a similar situation does not happen in hotels, as students do not spend most time in hotels and most of the HGMs or staff are not simultaneously the HEI teachers, one way to make the information flow is to seduce all stakeholders to participate in the updating and contributions towards centrally supplied instruments. These instruments are “spaces” where these best-practices and advice are transformed into learning opportunities and, on the long run, into skills that are likely to influence future professionals that will work to better manage hotels.

A competency model is a start point to give structure to this knowledge / experience instrument that could provide knowhow to all participant-stakeholders. It is something that a cooperative association or union of a specific trade would work upon, and as an example, in Portugal we have three major associations that serve the hotel business. But their action is competitive and not convergent ideologically or politically.

The possible options of central offices that could manage this knowledge exchange are either TdP or a government office of some kind. But this is not a simple solution. Nevertheless, the first step is the ideological one.

Working in a *crescendo* perspective, the Research Path comes to Phase 3, represented in figure 7. In phase 3, the information gathered in the previous phases falls in the CHMS, which combines all contributions and findings into a final outlook of the market, and how each stakeholder can contribute actively.

Figure 7 - Research Path - phase 3



Source: Own Production

In Phase 3, titled COMPETENCY MODEL, the identified Gaps and the PUBLICS OPINION give place to the proposed ranking of most voted CUs / SSUs, the identification of the most relevant LOs expressed by the choice of three categories of skills: Managerial Skills, Hotel Industry Skills and Soft Skills. The three categories are side-by-side with the Dominance Features of individuality that are to be identified in school stage, worked upon and stressed either as objectives or as personal features for individual profile, used by students if desired, and by the matching (using a same tool of assessment) the needs of the corporate environment of a hotel for newly-graduate employment.

## **NOTE D - Aid Point for Study-Reading**

The study throughout Section 7 goes through the following steps:

Section 7 – Presentation of the functions of the CMHS, the conceptual map of the CMHS –and the Competency Model layout

Sections 7.1. to 7.5. – Presentation of the outlook of the component areas of the CMHS to what are the model’s functions that it should allow each stakeholder to expect.

Section 7.2. – Indication of the choice process of future employees and the connecting point that the HBDI tools represents in the matching process of the stakeholders.

Section 7.4. – Detailed explanation of the HBDI tools and the advantages of including them in Hotels and HEIs.

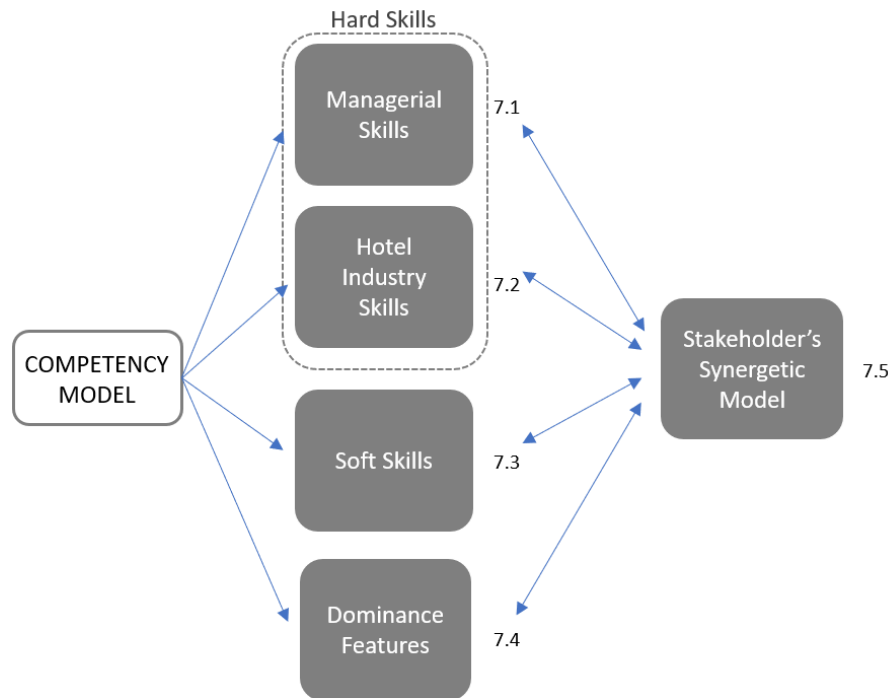
Section 7.5. – Detailed Layout of the components of the Competency model, and the presentation of the competency model itself, and how the Stakeholders can work in synergy towards a multi-participative Competency model, and which adaptations each Stakeholder can contribute with from their side.

Section 8- Presentation of the conclusions of the study.

## 7 Proposed Competency Model

The conceptual map of the CMHS – the proposed Competency Model for Hotel Stakeholders, after Literature review, inputs of several authors and survey findings is presented in figure 8.

Figure 8 - Conceptual Map of the CMHS



Source: own production

The CMHS is divided in five areas, and integrate the selected SSU and LO components listed as final in section 6.8. The Conceptual Map presented in figure 8 is developed into a completer and more detailed layout, presented in figure 9, so as to identify and relate the above identified LOs and CUs, and to integrate the Dominance features and Stakeholders Synergetic Model.

As referred above (section 4.2.), Competency Models are used in several situations as creation of a position's competency list, establishment of human resources guideline for recruitment and development of internal training.

In the present study, the Competency Model serves all stakeholders, and therefore is a dynamic model, with various functions. It not only specifies the most important LOs and CUs to follow, but gives all stakeholders orientations towards what to assess when selecting the best person for management positions.

Therefore, it should:

- a) Allow HGMs to consult and use the Competency Model as an aid to recruitment situations, when considering recruiting Hotel Directors, or newly graduates with the perspective of pursuing a career path within the organization towards management positions;
- b) Allow HGMs to feed this Competency Model with information of areas of study that should be introduced within the HEI courses of Hotel Management, aiming to receive better prepared professionals and to reduce costs by introducing in curricula specific knowledge to integrate Curricular Units;
- c) Allow HEI CDCs to adapt the course curricula according to the expectancy of the Hotel Industry;
- d) Allow HEI CDCs to select the extracurricular activities (seminars, conferences, field trips) that will facilitate students career choice;
- e) Allow students (from the 1<sup>st</sup> to last year of studies) to consult the information available to better understand the expectations that both HGMs and HEI deposit in the system to achieve the LOs the best adapted to professional environment.
- f) Allow students to make choices, when course curricula allow optional CUs, towards acquiring competencies that may be essential for certain employers or areas;
- g) Allow students to understand if their profile as a professional and an individual is adequate for a desired career path within an organization;
- h) Allow students to understand how the recruitment process is made in hotels, so that they may prepare in all senses.

Considering point h) above referred, for hotels, the choice process of future employees, and therefore the optimum recruitment, is the one that integrates the right professional for the position he/she will best perform in.

The hard-skills (managerial and specific) are important as the job requires technical knowledge on management and hotel operations. The structure of an organization of this type requires preparation and understanding of several subjects that, although possible to acquire with experience, need deepening and investigation to obtain better results for the organization. These refer to the subjects that are referred in model as the Managerial Skills and the Hotel Industry Skills.

The Soft-skills are the relational competencies and skills students should work upon in a classroom environment as well as in internships, as practice itself contributes to the understanding of the relations among workers and with clients.

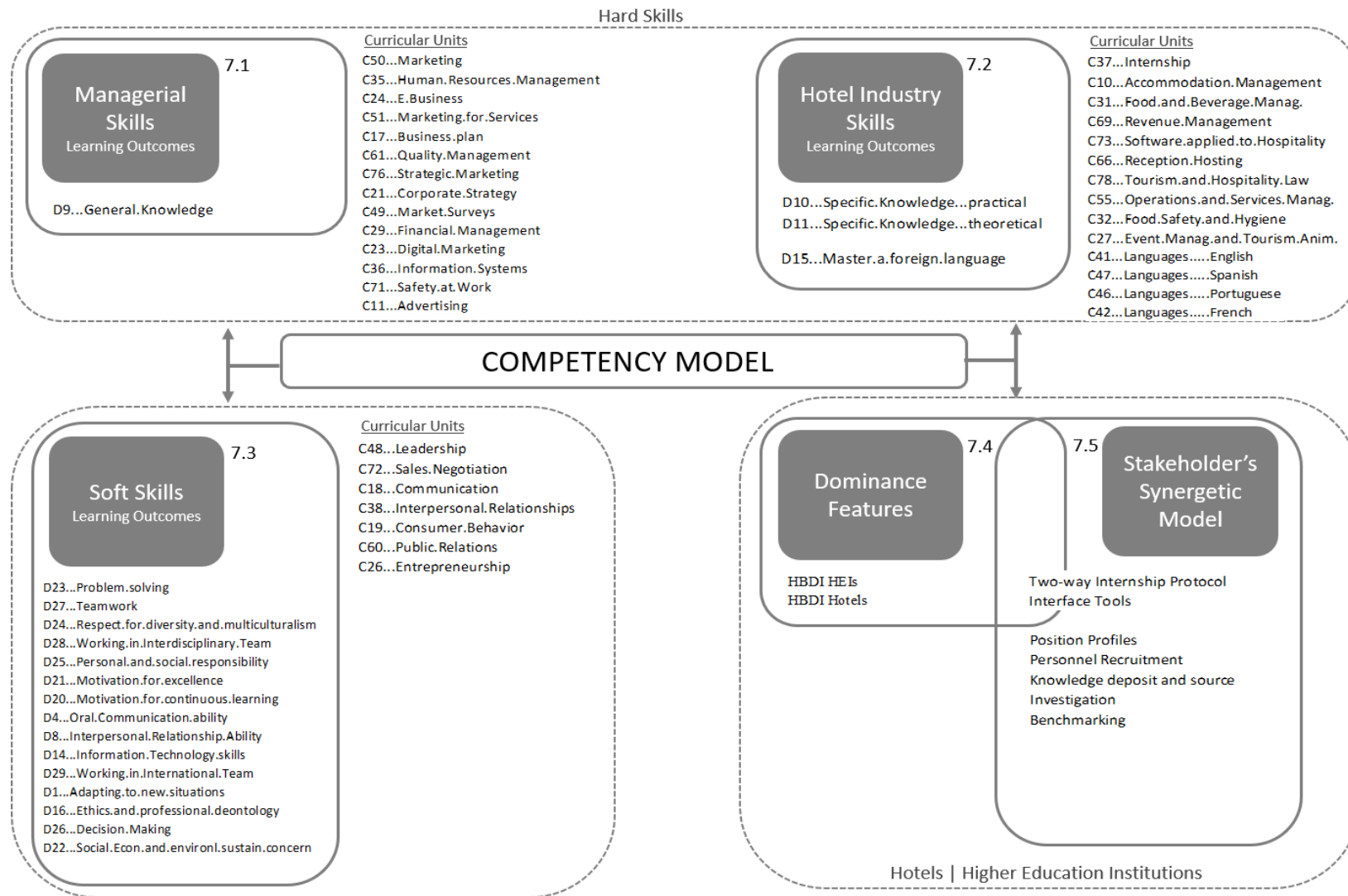
On the other hand, the correct matching depends on knowing not only the job-description of the position, the profile of the professional that should occupy the position, but the organizational environment that the newly recruited professional will have to adapt to. All organizations are different, and many times depend upon the strong personality of the team. As the recruitment process sometimes is too short to understand the candidates real profile, this process of characterizing the newly graduates/professionals to-be could be undertaken by HEI, either in the curricula of the course, either by promoting compulsory workshops to establish the profile of the students according to the requirements of the Hotel Industry. This does not mean that the students have to change his/her style of working and teaming, but they can learn during the process, as it is known that when being integrated in an already existing team, a natural personal growth process will eventually take place. On the other hand, hotels, as any enterprise, are eager to recruit the best person for the best position. Hotels, when recruiting, want to choose an individual that understands the company's philosophy, and can deal with a diversity of procedures and personalities in a professional environment.

Therefore, among several instruments of personality assessment to apply in the CMHS, one possible tool is the HBDI (Herrmann Brain Dominance Instrument), below explained in section 7.4.1.

Figure 9 lays out the CMHS integrating all the components, that are detailed below.



Figure 9 - Competency Model Layout



Source: own production

## **7.1 The Managerial Hard Skills**

All businesses demand some general knowledge e competencies to deal with areas and procedures related to economics, finances, law, statistics, entrepreneurship, IT, marketing, operations management, human resources, logistics, languages, etc. These competencies and skills are transversal to all kinds of businesses, and deal mainly with the management of the above described as “tangible” characteristics of the company. The main knowledge related to these competences and skills is passed down to students during traditional classes, and normally are part of HEIs know-how and responsibility. The list of component SSUs are extracted from section 6.8.1., and inserted in the CMHS according to the LOs extracted from section 6.8.2.

## **7.2 The Hotel Industry Hard Skills**

The specificity of the hotel business requires a teaching model that is similar to the presently used Swiss models in hotel management schools. The application of theoretical knowledge into practical situations allows students to build their management competencies based on practical situations. Therefore, it requires knowledge and practice related to lodging management, food & beverage management, kitchen, bar, restaurant and front-office services, HACCP, oenology, gastronomy, tourism, event management, housekeeping, etc. These skills are specific for hotel business, and very little use could be given to them in other business areas. These competencies are directly related to the management of the above described as “tangible” characteristics of the company, although they are part of the interaction triangle of the elements of services: infrastructure, client and employee. Again, the list of component SSUs are extracted from section 6.8.1., and inserted in the CMHS according to the LOs extracted from section 6.8.2.

## **7.3 The Soft Skills**

In any business, a certain approach that deals with problem solving, interpersonal relationships, leadership, organizational behavior, Public Relations, Communication, Hosting, etc. is essential to maintain the balance and create solutions that assure empathy among employees and clients. These competencies and skills are easier to learn *in loco*, where the action is, and is normally achieved with practice and example, and are considered also transferable. Some people are eligible to succeed in this area, some are not. Therefore, we can consider that the individual features of employees and students are also factors that a competency model profile should include. Once more, the list of component SSUs are extracted from section 6.8.1., and inserted in the CMHS according to the LOs extracted from section 6.8.2.

## 7.4 Dominance Features

Each individual is different. According to O'Connor and Seymour (1990), the NPL - Neuro-Linguistic Programming from the base of its use include individuals in different frames in what concerns behaviors: (i) orientation towards outcomes rather than problems; (ii) Using “How” rather than “Why”; (iii) “failure” vs. “Feedback” where failure is a result and feedback keeps the goal alive; (iv) considering “Possibilities” rather than “Necessities” whereas the first withdraws the constraints; and (v) considering “Curiosity and Fascination” rather than “Assumptions”. In a management point of view, when recruiting, it becomes a useful instrument to know in which frame and mind-set the professional before us is included. Also, by assessing the individuals understanding and control over their behavior and language used gives the recruiter a good idea of his/her competencies and skills. Although Tosey and Mathinson (2003) consider that Academia does not take NPL seriously as it was considered manipulative, recent studies relate NPL to “Conscious Leadership”. Potter (2018) does not only introduce this concept, but introduces others such as “The Butterfly Effect” the individual changes create in the organization, and “Framing of Experience”, breaching towards the knowledge of other individuals’ experience to facilitate dialogue between individuals with different mind-sets. If this were to be the contents of a CU, it would come in handy, as students could be better equipped to understand others – co-workers and clients, but also, they could implement some personal changes and finally possibly manipulate situations in the direction of success. But it is still not efficient enough to auto-characterize themselves before a future employer. As stated above by Henz and Landau’s (2003) the Competency Model provides a common language, and NLP does not classify the students in a way they may refer their own personality in a positive and complying manner.

Considering the knowledge of the other individuals mind sets, competencies and skills, the **Herrmann Brain Dominance Instrument (HBDI)** Technology is equally efficient as a balance tool for people in an organization. Through this instrument, explained in section 7.4.1., students could learn from the analysis of their characteristics, and could further classify themselves more positively in a language that not only hotels or companies may understand, but eventually already could use within HEIs for their own assessments.

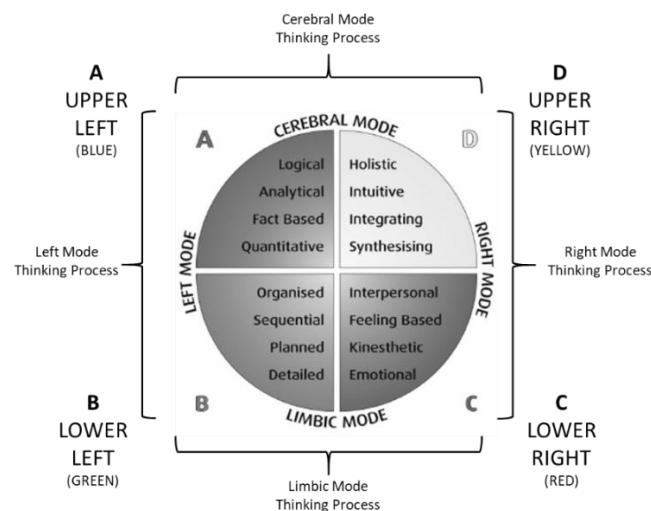
Also, and inspired on an input from the in-depth interview with a four-star hotel director, it could constitute an important tool to allow more HGM’s mentoring of students within hotels.

#### 7.4.1 HBDI – Herrmann Brain Dominance Instrument

In the conceptual map of CMHS, item number 7.4 of figures 8 and 9 refer to Dominance Features as part of the Competency Model. Dominance is a basic concept of HBDI. According to Herrmann (1999), to simplify the use of the term, everyone has a dominant eye, a dominant or strong arm, a dominant hand (right or left-handed), a dominant or stronger leg and a dominant foot. As any dominant part of our body, we have a natural predisposition of electing one side over the other, and because of being more used, it becomes stronger. In the brain, we exercise a certain preference of thinking in particular ways, making therefore a bigger use of the part of our brain that controls that function. The same way our strong hand is assisted by our weaker hand, the less used part of our brain collaborates with the more preferred and dominant thinking process of our brain in order to more capably our best mental ability to tasks and events we perform every day. This part of the brain is our dominant part, and it is natural that it forms a coalition of the specialized structures to deal with more complex situations. Due to life experience, our birth-structured brain acquires preferences. The developing brain is, therefore, an evolving coalition of a very large group of different preferences that are measured and fit in a degree of dominance of each of the four thinking structures of the brain. This is the basis of the HBDI technology.

Through scientifically designed questions, the strength of preferences for each of these four thinking parts can be isolated and measured, and further determining the individuals thinking style as well as his preferred learning, communicating and problem-solving style, among others.

**Figure 10 - Whole Brain Model**



Source: Adapted from the HBDI Company brochure online (monochromatic version).

Furthermore, each quadrant, according to HBDI (2018) enlightens each person of one's characteristics in aptitudes and styles, different forms of problem solving, preferences and team relationship. By understanding one's perception, it allows to develop and improve communication skills and methods. It also will allow understanding one's strong features and the features each person wants to individually improve towards. Also, by understanding and acknowledging others HBDI's profiles, a natural acceptance towards other people styles will allow a better communication stream. In teamwork, this information becomes a way to interact efficiently with other members of the group or organization, creating gain-gain outcomes.

Ultimately, it is a common language that can be shared among HEIs and corporations that use these tools for internal efficiency accomplishment.

#### **7.4.2 HBDI in Hotels**

Through scientifically designed questions, the strength of preferences for each of these four thinking parts can be isolated and measured, and further determining the individuals thinking style as well as his preferred learning, communicating and problem-solving style, among others.

The process allows the staff elements to understand their positioning within the team, the hotel philosophy, the desired career path and oneself. The knowledge of each person's dominance features will allow a better team work and a smoother professional experience, as well as create clearer assessment tools for Human Resources Department as well as project training needs for the team and for each individual. Ultimately, this will help Human Resources to make career plans and HGMs to recognize potential element to mentor or invest in.

#### **7.4.3 HBDI in HEIs**

The HBDI model has been referred by van Oordt, van Oordt and du Toit (2014) in a collaborative teaching approach, where lecturers work in a coactive and coordinated manner to teach academically to a group of students in a single space.

In a broader perspective, this model is useful to motivate students to be more focused and attentive in their personal growth process, giving motivation to the creation of goals that will create career choice awareness from students, and allow teachers to know and understand better their own students, using the more appropriate techniques to get through to them.

## **7.5 The Stakeholder's Synergetic Model**

The Synergetic process among stakeholders depends, naturally, of each party's involvement in building a structured and reliable "class" of people that may or not be part of the future generation of HGMs. Synergy, according to Benecke, Schurink and Roodt (2007) is a systemic process from which business units of various organizations may generate added value to all parties by working as one entity rather than as separate ones. It is a dynamic process involving adaptation and learning, creating solutions not necessarily compromising, that release team energy of all parties involved (Harris, 2004).

Synergy is therefore the "invisible" tool that should appear and materialize itself, and should be present among all stakeholders in order to build the Hotel Industry skills consistency, from the students first expectation the moment they think in getting involved in the Hotel Industry and go to school, to the moment they become "actors" in the Hotel business.

### **7.5.1 Proposed Synergetic Model**

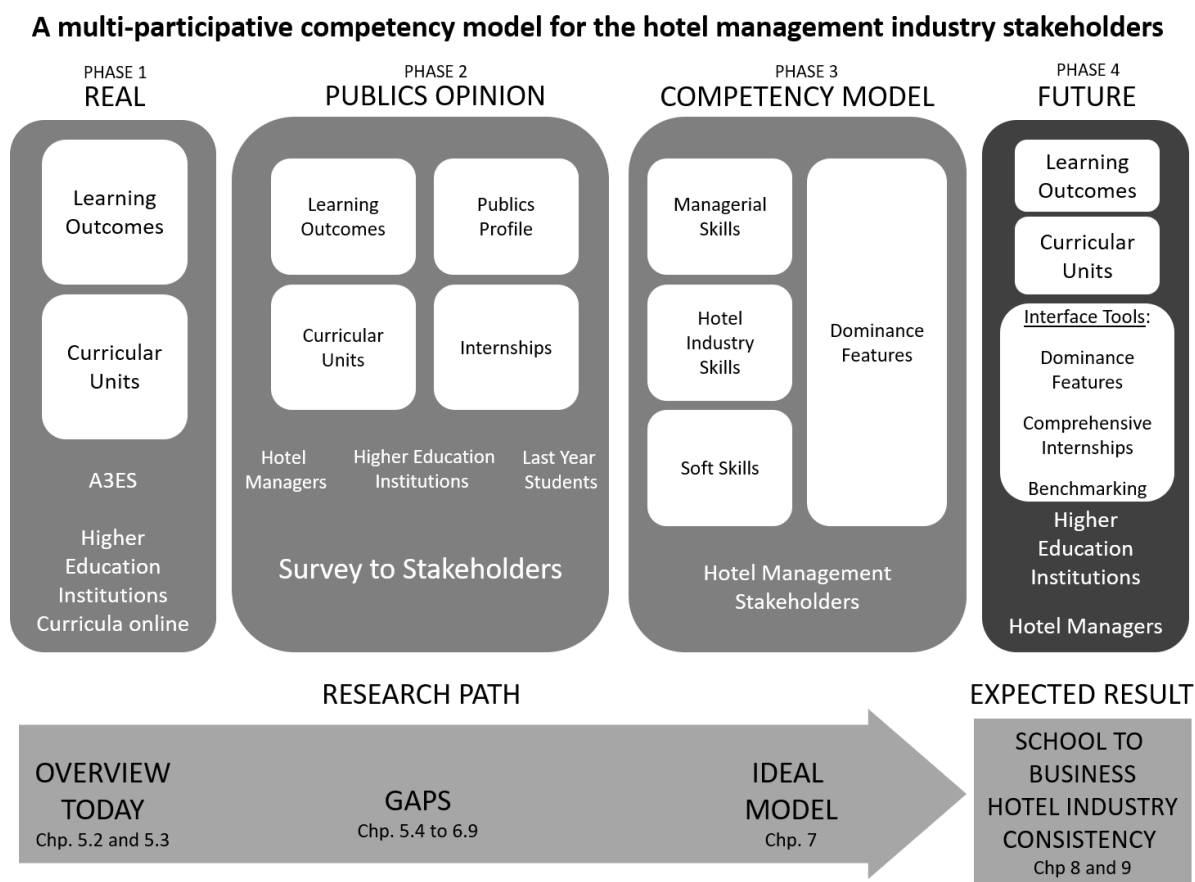
The CMHS relies on the participation of all Stakeholders. As a concept alone, it would only serve as a guidance for the relationship between 2 parties (hotels and HEI) with benefits for a third party (students). As a financed project, it could become a bonding element between Knowledge and Political deciders.

The last phase of the study, having followed the initial research path, drives the model into the future.

On Phase 4, the final one of present study (perhaps the first of FUTURE studies), it is possible to disclose the contribution process leading to the maintaining and updating of the Competency Model by all stakeholders, as well as the identification of the interface tools that are suggested.

It is represented in figure 12:

Figure 11 - Research Path - phase 4



Source: Own Production

Only when proof that working together towards the same goals exists (although not always visible on a short-term basis) will parties undertake the mission of involvement and sacrifice, to build sound ground for future consistency and solidity. In the process, each party must “elect” a leader, so as to make decisions on how the process will take place and be managed. But this may be a difficult job.

The hotel Industry is a scattered group of interests mainly guided by economic interests, which live together in a secretive environment even more competitive than the environment HEIs live in. Nevertheless, they are more united as they aggregate in associations and in groups that create mutual gains as they use synergies in opaque areas of interest. Therefore, their interests are divided in short- and long-term goals when HEIs and new-graduates are concerned, and always constrained by the social-economic conjuncture. The approach to making hotels participate has to be motivated by the vision of opinion makers of the industry. Their participative actions as



promotional acts, is something to be expected. Regardless of that, these actions are welcome if they contribute positively to benefit all other discretionary stakeholders.

Equally, the competitive environment in which HEIs live in leaves little space to an understanding among them. On the other hand, revisiting the idea of the Dominant element of the relationship between Stakeholders, HEIs do depend upon Hotels to establish the technical factor and expertise to apply as teaching Knowledge in the Hotel Management Courses that they hold in their offer. Therefore, it obliges HEIs to reflect on their mission and involve Hotels in the teaching process, either by consulting them to better adapt the curricula programs, or by having key elements as faculty. HEIs could be a meeting point between hotels, if the interest were to be maintained “in the benefit of knowledge”.

A few questions we can be asked: “how will Hotel Industry Stakeholders work together?”, “who is the dominant party?”, “which are the group and individual benefits?”, “what is each stakeholder’s contribution?”

In the Portuguese case, as Costa (2013) refers, an effective coordination between knowledge producers and the corporate area does not exist, and urges for new approaches that can allow overcoming the problem. He further directs solutions to the Knowledge Centers such as Research Centers that can be funded by FCT – Foundation for Science and Technology<sup>25</sup> towards partnerships between the Tourism corporate area and the Universities, allowing gaining dimension and making more pragmatic and effective approaches. In the perspective of the present study, all stakeholders could gain and would be more willing to contribute if they encountered solutions that would accommodate them.

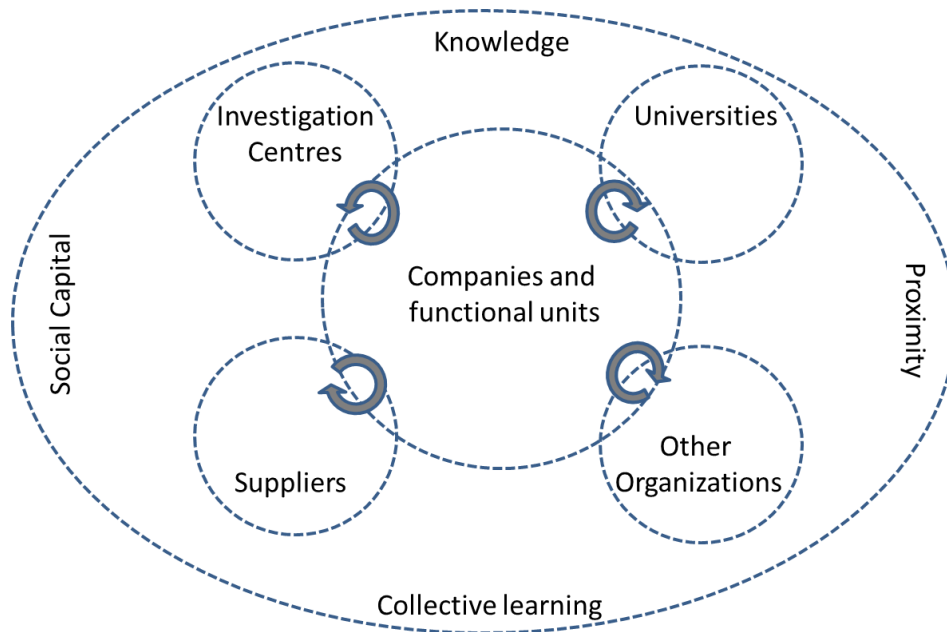
Costa (2013) describes this as “The symbiotic relationship sought among the producers of knowledge, companies and society” and summarizes it in a figure that represents the “The reinvention of the relationship between producers and consumers of knowledge.” This figure, represented below as figure 11, inspires a serious solution for the sharing and nourishing of the CMHS.

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<sup>25</sup> Fundação para a Ciência e a Tecnologia (FCT) is the Portuguese national public agency to support science, technology and innovation research in all areas of knowledge that is sponsored by the Ministry of Science, Technology and Higher Education.



Figure 12 - "The reinvention of the relationship between producers and consumers of knowledge"



Source: Adapted from Costa & Brandão (2011) in Costa (2013)

As presented above, figure 11 suggests a central entity that manages what is established in the CMHS, allowing that a shared flow of knowledge adds, changes and summarizes the trends of the Hotel Management Industry, safeguarding the integrity of the tool and using towards knowledge production to be share by all the stakeholders.

It furthermore can have an official identity and goal, allowing the profusion of practical results on which both Education and Tourism entities can fall back on, not only to be a supplier of identified solutions for the field, but also represent the country in strategic decisions that imply a global centralized policy for the Industry. Being a legally certified entity, it can be supported on strategic central funding and act in a sharing manner as to become a trend laboratory.

The stakeholder's synergetic element is hereby identified and suggested as the path towards which the dynamic character of a Competency Model can be embodied into.

As any synergetic model, all stakeholders must give and receive, so that opportunities may be identified. These synergies are represented in table 41, presented below.

Table 41 - Synergetic contributions of CMHS

RECEIVE GIVE		HOTEL RECEIVES	HEI RECEIVES	STUDENT RECEIVES
HOTEL GIVES	Through HDBI - competences and skills of own teams and knowledge on pursued profile of future employees that better fit the available positions in own company.	Through HDBI - expected competences and skills hotels need to recruit towards	Company desired HBDI profile for recruitment	
	Diversification of HGMs experience by taking educational role in HEIs faculty	Experienced HGMs that take educational role in HEIs faculty and relate courses to day-to-day activities	HGMs regular input that allows students access to critical information of Hotel Industry's activities and trends	
	Faster and efficient recruitment process by using HEIs database	Recruitment opportunities for students, through HEIs, and consequently higher credibility in the market	Position profiles for recruitment, as well as opportunities for comprehensive internships	
		Knowledge of career paths within the company to which HEI can better prepare LOs and CUs	Knowledge of career paths within the company	
		Participation in studies that hotels do not have expertise to perform, and create moments of event where sharing the results becomes both a hotel and HEI event	Access to hotel's day-to-day concerns, combined with motivation in HEI activities, leading to diversified experience and CV development	
		Operational areas on internal staff training areas that HEIs can introduce in curricula or specific CUs that may in the future reduce Hotels' costs		
HEI GIVES	Prepared Students adapted to hotels' needs, both for internship situation and candidates for future positions	Adapt the course curricula according to the expectancy of the Hotel Industry, and therefore become more credible in the eyes of Hotel Industry.	Updated SSUs and extra-curricular education that allows higher eligibility for recruitment	
	Shared credibility for quality employment opportunities	HEI Course Directors/Coordinator select the extracurricular activities (seminars, conferences, field trips) that will facilitate students career choice	Through HDBI - assistance for specific competence and skill development	
	Assistance in studies that promote enhancement of hotel's economic results		Recruitment opportunities for students, through HEIs	
STUDENT GIVES	Availability to participate in specific studies for hotels	Through HDBI - own participation to create profile to decide on which skills to develop	Through HDBI - own profile for self-knowledge and decision making on skills to develop	
	Availability for internships		Development of essential LOs that require mostly integration in hotel environment	
	Provisory cheaper manpower	Availability to participate in studies that give HEIs the possibility of bonding with hotels and creating more employability opportunities for students		
CMHS GIVES	Better prepared professionals, more adequate for the positions	Information of Hotel Industry's areas of interest that HEI courses of Hotel Management may explore - SSUs and LOs	Information to better understand the expectations that both Hotel Directors and HEI deposit in the system to achieve the LOs the best adapted to professional environment.	
	Updated Hotel Industry profiles of all positions as an aid to recruitment situations, establishing career path within the organization towards management positions	Updated trends of Hotel Industry regarding areas or development	Knowledge of career paths within the Hotel Industry	
		Knowledge of career paths within the Hotel Industry in general	Profiles of positions within Hotel Industry	
			Understanding of the recruitment process made in hotels, allowing to better relate to Hotel Industry expectations from professionals	

Source: Own Production

The application of the CMHS, and considering each parties contribution, the model presents several opportunities for all stakeholders:

- a) Mentoring, creating opportunity for qualified career paths;
- b) Higher quality in service rendering, as Soft-skills are better addressed;
- c) Higher reputation for the Hotel Industry's devotion towards Clients' satisfaction;
- d) Higher reputation for the Hotel Industry's contribution towards global Tourism's success;
- e) Solid ground to build databases, leading Hotel Management into scientific research;
- f) Regulation of Internship's goal as educational experience, hence serious participation of all stakeholders in establishing a fair internship Protocol for all;
- g) Comprehensive Internships for longer periods;
- h) Successful matching of needs and deliveries between Hotel Industry and HEIs, expressed in comparable indexes.

The synergetic process can also provide further benefits:

To Hotels:

- A common guide line to understand the expected learning outcomes that hotel management courses work towards;
- The main curricular units that are administered in the university hotel management courses in order to match the learning outcomes;
- Suggestions for knowledge production and sharing moments that involve other stakeholders and can allow them to actively participate in strategic the professional day-to-day activities;

To High Education Institutions:

- A list of learning outcomes, curricular units and tools that all stakeholders consider appropriate and balanced to create or adapt course curricula that will provide students and industry with better prepared students and future professionals;
- Suggestions for multiparticipative actions, procedures and tools that will potentiate the learning process in the classroom and in hotels, as well as the understanding of a career path universities should lead students towards;

To Students and future professionals:

- Information that completes university hotel management courses' institutional brochures so as to elucidate students that are considering embracing a career in hotel management;
- Opportunity to better focus on individual choices of areas within the hotel industry, and therefore manage and develop individual skills and competences that make students stand out;
- A profile to look up to and follow for students that pursue Management positions, from the moment they choose the Hotel Industry as the main area of work.

To all stakeholders:

- Guiding lines and trends that will prepare students in a consistent manner, from school to business.
- Common procedures that will simplify and create some uniformity in several processes in which all stakeholders may be involved, such as internships, profile matching to job candidates, focuses studies in specific areas of the business, seminars and conference organization, curricular update and, among others, investigation in general;
- Benchmarking information, synergetic opportunities for touristic destination services, trade information, trends and recruitment channels.
- Lines to act, in a consistent and organized fashion, in the advising of Institutional Authorities, through a "Competency Model Knowledge Center", on policies that better adjust to working conditions and client satisfaction within the hotel industry.

## 8 Conclusions

One of the challenges of the HEI CDCs when building a Hotel Management Course Curricula is, as simple as it may seem, to reduce in 1000 characters all the LOs they believe should be mentioned and expected from the course. It is, nevertheless, the priority that becomes important. The LOs that are most expected by the stakeholders are those that should be formally worked towards by faculty and HEI, despite the fact that the other can be considered and worked upon during the course.

The mission of HEI courses is to prepare students for a professional life considering the largest group of skills that can be developed within the teaching-learning process. Furthermore, it is the acknowledgement of the complementary skills that they will be expected to acquire throughout their careers that will motivate and inspire newly graduates to undergo the continuous learning process and hopefully transmit this to followers they will encounter and even mentor.

This implies that HEI courses should give students the tools to be “informal teachers” and share their experience and knowledge along their paths.

The present study started by observing the State of Art, what is done in HEI Hotel Management courses in Portugal, from the SSUs listing and LOs point of view by observing the online curricula and documents that based the (re)accreditation of course submitted to A3ES. The following step was to ask the stakeholders what their opinion was on both matters, and adding a few more questions to help understanding the trend of the market from these three stakeholders’ point of view. The individual and global analysis of the answers led to the identification of each public’s preferences and focus, establishing to which side each public’s mission led them to. After ranking both SSUs and LOs according to the survey’s results, these preferences were compared with the previously obtained observation of the online curricula, and some gaps were identified. By respecting the observed results and attempting to fill in the gaps with recommendations, a Competency Model was drawn out, establishing suggested contents for the final model. Furthermore, the goal was to integrate in this model a tool or methodology that would allow both HEI and Hotels to connect in a common language and tools. The final step was to find linking points and entities that could ensure the knowledge sharing among stakeholders. Kicking off the process, some Hypothesis were laid out and are now assessed, by establishing the findings and conclusion for each one in tables 42 to 46:

Table 42 - Findings and Conclusions for Hypothesis 1

FINDINGS	CONCLUSIONS
<b><i>Hypothesis 1- HGMs value more “Soft skills” and “Specific Knowledge – Hotel Industry” over “Management Knowledge” area related CUs.</i></b>	
<p>The survey aimed to find out whether the hypothesis is licit and proven. To settle this, several points were considered:</p> <p>(i) The voted SSUs were divided in categories in order to assess whether the most chosen SSUs from the available ones in each category were consistent with what the hypothesis suggests: among HGMs, the most voted SSUs were firstly those belonging to the “Soft Skills” category, followed secondly by those of the “Hotel Industry Specifics” category (see table 21);</p> <p>(ii) To seek reassurance of the above information, the data retrieved from a question of the survey, referred in section 6.2.1, also indicates that, HGMs voted 4,8 out of Likert scale of 7 that soft-skills are mostly conquered by experience, with a deviation of 1,43 showing divided opinions;</p> <p>(iii) The interviewed Stakeholders that contributed towards the survey construction identified Soft-skills as valuable assets to conquer, and have to be work upon in hotel environment (see table 11);</p> <p>(iv) Presently in HEI Hotel Management courses, Soft-skills are the least pursued among SSUs, and Hotel Specifics are less pursued than Management Knowledge (see table 9).</p>	<p>The study regarding hypothesis 1 leads to the following conclusion:</p> <p>(i) the retrieved data clearly give indicates Soft-skills are most valued among publics;</p> <p>(ii) Soft-sills are proven more efficiently obtained in professional environment;</p> <p>(iii) Specific Knowledge - Hotel Industry is believed to be very relevant for HEI Hotel Management Courses, and a bigger emphasis should be given to these SSUs in the curricula.</p>

Source: Own Production

Table 43 - Findings and Conclusions for Hypothesis 2

FINDINGS	CONCLUSIONS
<b><i>Hypothesis 2 - Despite Portuguese HEIs struggle against the lack of PhDs in the hospitality area, the publics consider that the faculty of Hotel Management courses have suitable qualifications and adequate professional background.</i></b>	
<p>Several question on the survey aimed to assess the information on HGMs, to find answers to the following:</p> <p>(i) Would the average accademic level of HGMs be high enough to integrate faculty? The data indicates, as referred in section 6.1.1, that 49,2% (62 HGMs) have qualifications to teach in Hotel Management courses.</p> <p>(ii) Would their length of career path or years of experience on the job and experience in teaching in Hotel Management courses be enough to dismiss the lack of PhD? There is no data available to disclose this issue, but the average 12,8 years of experience in hotels, as well as the average 2,5 years teaching in Hotel Management courses and 4,8 years training teams internally can very much give a clear idea that HGMs have long experiences doing their jobs. Nevertheless, according to A3ES, this does not dismiss a PhD.</p> <p>(iii) Do students believe that the course in Hotel Management courses has enough teachers with suitable background in Hotel Management? The data referred in section 6.3, indicates that 60,3% of students agree, but only 34,9% of HGMs and 56,2% of HEI CDCs believe this. It is also HGMs generalized opinion that students would have much to gain to have them as teachers.</p>	<p>The study regarding hypothesis 2 leads to the following conclusion:</p> <p>(i) There are perhaps not enough efforts to have more HGMs teaching in Hotel Management courses, as they are mostly invited for seminars, but few do actually teach in the courses;</p> <p>(ii) A3ES's determinations may limit HEIs attempts to have specialized professionals teaching in HEI Hotel Management courses;</p> <p>(iii) The majority of the publics is satisfied with the present level of teachers in the area.</p>

Source: Own Production

Table 44 - Findings and Conclusions for Hypothesis 3

FINDINGS	CONCLUSIONS
<b><i>Hypothesis 3 - Students believe that in-HEI taught soft-skills and experience are important for their careers, and value the practical weight of their studies over the theoretical.</i></b>	
<p>The survey seeks for answers to assess, among other:</p> <p>(i) The correct balance of soft-skills and experience-oriented SSUs that a HEI Hotel Management course should provide. The data collected from LYSs, visible in section 6.5.9, valued in 5,9 out of a Likert scale of 7, with a deviation of 1,4, showing a strong confirmation of this assumption;</p> <p>(ii) As established in Hypothesis 1, the data retrieved from a question of the survey, referred in section 6.2.1, also indicates that, LYSs voted 4,6 out of Likert scale of 7 that soft-skills are mostly conquered by experience, with a deviation of 1,52, showing divided opinions, as did HGMs;</p> <p>(iii) The interviewed Stakeholders that contributed towards the survey construction identified Soft-skills and practical tuition as valuable assets to conquer, establishing internships important integration moments, and further refer the relevance of broadening them in time and management areas. (see table 11);</p> <p>(iv) The data resumed in figure 6 (section 6.2.3) indicates how internships may give a different perspective on the importance of SSUs to follow, valuing highly those areas related to operational aspects of management;</p> <p>(v) Further conclusions from observing the results summarized in table 31 (section 6.5.8) importance of in-Hei soft-skill SSUs are more valued by LYSs that did not have internship experience.</p>	<p>The study regarding hypothesis 3 leads to the following conclusion:</p> <p>(i) The weight of the SSUs among the 35 most voted by LYSs for the “Soft Skills” category is precisely the highest, as it is also for HGMs. Also, LYSs answers showed that they value practical experience in their course over the theoretical weight that their courses give to them;</p> <p>(ii) HEI CDCs should consider including a more practical perspective to the SSUs, considering that their voting tendency is to exclude SSUs as “Restaurant service”, “Kitchen service” and “Bar Service”, but maintain Front-office subjects;</p> <p>(iii) Even the more theoretical subjects should contain a direct connection to the practical characteristics of the subjects, and efforts should be made to produce these moments along the course.</p>

Source: Own Production



Table 45 - Findings and Conclusions for Hypothesis 4

FINDINGS	CONCLUSIONS
<b><i>Hypothesis 4 - Although Internships take place mostly in the operational areas such as front-office, restaurant and kitchen, all publics believe that internships should be given more importance and be held in more management areas and in a more structured method.</i></b>	
<p>The survey dedicates 6 specific questions on survey, besides characterizing the publics according to internship experience. The study seeked information on several points:</p> <p>(i) Other authors enphacized the value of internships on enrichening professional experience;</p> <p>(ii) Interviewed stakeholders stresses the importance of internships and expressed the need for wider range of departments where they should be held (see table 11), and 2 specific questions of the survey addressed this point (see section 6.2.3).</p> <p>The results led to that internships were taking place in less departments than wished or expected, specially LYSs (see figure 6);</p> <p>(iii) The great majority of responders had internship experiences, and voted that, despite not having had experiences in very many areas, consider important the range width in diversity and time;</p> <p>(iv) LYSs believe, as referred in section 6.2, that internships are a relevant for the future career, and that all publics believe that soft-skills are mostly conquered by experience;</p> <p>(v) All publics strongly believe that internships are extremely important for the consolidation of student's education (see section 6.2.1) and that show to be very important when being assessed on a student's CV for a working position (see section 6.2.2);</p> <p>(vi) Two further questions of the survey (section 6.2.4) assessed the process, regarding monitoring and student consulting, showing how deceptive LYSs opinion is, when observing both HGMs and HEI CDCs opinion on the matter;</p> <p>(vii) It is visible in table 31 referring SSU choice and table 39 referring LO choice, how undergoing an internship does change LYSs perspective on prioritizing key areas on interest.</p>	<p>The study regarding hypothesis 4 leads to the following conclusion:</p> <p>(i) Internships should be compulsory in order to broaden the professional and practical angle of HEI Hotel Management courses, providing students a better understanding of its contribution towards their education;</p> <p>(ii) Internships should be more comprehensive in areas of management, and longer in time;</p> <p>(iii) The intership protocols and control system need attention and should be standard to all HEIs and Hotels.</p>

Source: Own Production

Table 46 - Findings and Conclusions for Hypothesis 5

FINDINGS	CONCLUSIONS
<i>Hypothesis 5 - Portuguese HEI Hotel Management courses do not have curricula and Learning Outcomes that match the stakeholders needs or expectations for future hotel managers.</i>	
<p>The survey seeks for answers to building a Competency Model that embodies the perfect contents to provide the Hotel Management area with better prepared professionals.</p> <p>(i) By observing the gaps between LOs that are proposed to the public by HEIs and the opinion of the stakeholders, several mismatches are evident (see table 37);</p> <p>(ii) By observing the gaps between SSUs that are proposed to the public by HEIs and the opinion of the stakeholders, several mismatches are evident (see table 28).</p>	<p>The study regarding hypothesis 5 leads to the following conclusion:</p> <p>(i) There is a clear gap between what showed to be offered to stakeholders by HEIs and what is expected from the Hotel Management industry that should be offered;</p> <p>(ii) HEI should update their curricula towards more realistic standards, as they do not correspond to reality;</p> <p>(iii) The best result relies on holding among stakeholders a consistent Competency Model that can be co-updated, co-monitored and co-validated by all stakeholders, in their own interest;</p> <p>(iv) It is still to be determined, beyond the scope of this study, what specific economic gain such cooperation can bring to each and all stakeholders.</p>

Source: Own Production

Furthermore, some Research Questions were expected to be answered throughout the study, and now are equally assessed:

*(1) Considering the opinions of the Hotel Industry stakeholders, which are the evident gaps identified by each one of the three publics – HGMS, HEI CDCs and LYSs?*

From the most voted 35 SSUs, only 6 are *not* unanimously voted by all publics, and can be divided by less voting publics:

- HGMS – “Financial Management”, “Entrepreneurship” and “Information Systems” SSUs are *voted out*.
- HEI CDCs – “Portuguese Language”, “Financial Management”, “Food Safety and Hygiene”, “Entrepreneurship” and “Safety at Work” SSUs are *voted out* of the 35 top. It is mostly the HEI CDCs that present a higher number of gaps and surprisingly most of them are theoretical.
- LYSs – this public vote for all the SSUs that are among the 35 top voted ones. Despite initial doubt that this public could be a passive voter, it is this public that in general is most consistent, even though choices were observed among those that *did* and *did not* undergo internships.

Equally observed was the weight that each category of SSUs had with each public, leading to some conclusions:

- Specific Knowledge - Hotel Industry subjects are mostly voted by HGMS and HEI CDCs, whereas students *do not* vote them as highly.
- Soft Skills are voted mostly by HGMS and LYS, as they are more in contact with day-to-day reality of hotels.
- Management Knowledge Subjects are mostly voted by HEI CDCs and LYSs, suggesting that HGMS consider these subjects learnt in the field.
- Languages are most voted by HGMS and LYSs as they value them more due to client contact needs.

Another group of SSU gaps was encountered as the survey's results are compared with the courses curricula. In this case, the ones that outstand are:

- With a smaller difference - Software applied to Hospitality, Communication, Human Resources Management, Interpersonal Relationships, Marketing for services, Portuguese Language, Reception Hosting, Tourism and Hospitality Law and corporate strategy;
- With a larger difference (and in some cases inexistent in HEI Course curricula) – Revenue Management, Leadership, Marketing, Sales Negotiation, E-Business, Business Plan, Quality Management, Consumer Behavior, Strategic Marketing, Market surveys, Public Relations, Digital Marketing and Safety at work.

The above referred gaps are those that HEIs should approach most urgently, as they represent the abysm between the publics' expectation and the reality HEIs provide to them. Mainly, we see that 7 are soft skills, 8 are General Management subjects, 4 are Hotel Industry specifics, and 1 is a language.

Five gaps were also identified among the publics' opinion on the LOs, and are listed below:

- HGMs *do not* vote among the 19 most voted LOs “Decision Making”, Leadership” and “Information Technology skills” and *do* include “Motivation for continuous Learning”, Creativity and Innovation” and “Ethics and professional deontology”.
- HEI CDCs *do not* include among the most voted 19 LOs “General Knowledge”, “Social Economic and Environmental sustainability concern” and “Information Technology skills” and *do* include ”Written communication ability”, “Conflict Management”, and “Specific Knowledge Practical”.
- LYSs votes were all consistent with the global results.

Again, another group of LO gaps was encountered as the survey's results are compared with the courses curricula. In this case, the ones that outstand are:

- More relevant in the survey than in the course curricula – “Teamwork”, “Respect for diversity and multiculturalism”, “Master a foreign language”, “Working in interdisciplinary team”, “Motivation for excellence”, “Working in international team” and “Adapting to new situations”;

- More relevant for HEIs than for publics results from survey – “Organization and Planning Skills”, “Creativity and Innovation”, “Initiative and entrepreneurial spirit”, “Development of autonomous work”, “Critical and Reflexive analysis”, “Written communication ability” and “Leadership”.

In what concerns the LO gaps, there is not really a pattern of mismatch, rather a different priority given by each party.

*(2) As gaps are identified by each public, whose opinion should prevail?*

Having determined that even though the Dominant Stakeholder (HGMs) has clearly weight over decision-making in the employment aspect, in what concerns SSU and LO importance determination, all publics showed to be valid. The question that should now be put is whether the publics’ opinion prevails over the HEIs and should they adapt their Course curricula to adjust better to the publics.

*(3) Which of the stakeholders is responsible for each identified gap?*

Some of the gaps identified are clearly either HGMs or HEI CDCs responsibility. Students do not have any possible action towards changing anything else other than the SSU priority selection and LO priority to apply to all SSUs through questionnaires that they can answer. Nevertheless, there is a direct responsibility of the HEIs, as they can select adequately both the curricula SSUs as well as the methodology applied in order to bring out the highest number and best selection of LOs. Also, other initiatives can be developed in order to articulate with HGMs their participation in some HEI activities, seminars, visits and more. On the other hand, in what concerns Internship management, there is still a lot to be done: a better choice of departments where the internships take place, a rigorous accompaniment process and more challenging goals that can be agreed upon between HGMs and HEIs. Involvement

Ultimately, HEI CDCs have the responsibility of engaging students in a richer academic activity, and therefore, the more faculty includes HGMs, the higher the chance of reducing these gaps.

*(4) How could these gaps be monitored in order to be reduced or eliminated, and consequently satisfy all stakeholders?*

By the creation of a common based competency model monitored by a Research Centre co-participated by Hotels, HEIs and government institutions directly related to tourism, as suggested in the study, the identification and further reduction or elimination of gaps could be achieved. The trend of globalization could bring out a more efficient benchmarking system and allow a broader dissemination of relevant solutions, techniques and trends for hotels that could not only be taught but pursued by HEIs and hotels, satisfying the needs of all.

*(5) How can academia contribute in order to reduce the gaps?*

The first step is to acknowledge the gaps but reassessing their own curricula. The introspective assessment should lead to sharing information with the trade. The next step would further consider adapting their curricula towards a more realistic perspective of the hotel management industry, and integrate in all subjects the need to comply with the most LOs that becomes possible to answer to. In the stream of the answer to the previous question, HEIs' students could be included in studies where laboratory solutions could be found by their research efforts and dedication in what, in the near future, will become their professional working area.

*(6) How can the Hotel Industry contribute in order to reduce the gaps?*

Besides the above answers, Hotel Industry could comply with the need to participate in studies that would nourish the other stakeholder with data, examples and opportunities allowing their participation in day-to-day activities, besides the already referred broader internships.

Also, considering the case of TdP that manage a chain of schools working to the Tourism and Hotel Industry's advantage, it is the naturally elected institution that could influence Internship regulations in hotels, as well as stakeholder's participation in the CMHS. By integrating the quality of HEI Hotel Management courses in the global Tourism strategy, not only would it encourage HEIs to research more in this area and interact more with hotels, but also it would create a valued place for students in the hotels. The hotel industry would have to comply with this regulation and integrate in their day-to-day management more initiatives that allow mostly Hotel Management students to become the most wanted professionals in the industry, due to their specialized competences and skills.

*(7) Which are the **LOs** that simultaneously fulfill both hotel industry and HEI's needs and expectations through a dynamic two-way synergy learning model?*

With the identified LOs that are included in the final list of the CMHS, the most voted ones reunite HEIs and HGMs in a consensus that is also shared with students in a weighted opinion survey on the most relevant LOs the stakeholders have to work towards.

#### FINAL CONSIDERATIONS:

It was found that, although HEI course curricula are not completely mismatched from students and hotel managers' expectations, there are important gaps that should be assessed in order to better serve all hotel management stakeholders, allowing a better education of students and higher satisfaction level from employing hotels. The continuous disregards of the students opinion is proven in this study to be incorrect and does not contribute to a more modern way of serving clients.

The creation of a Competency Model for Hotel Management Stakeholders to which all stakeholders participate towards with opinions, solutions, expectations, methodologies and whatever can contribute to create more efficient and well-prepared professionals is the final result and contribution towards lining up needs, expectations and curricula. The maintenance of such tool by an "external" interested party brings the potential of non-dispersion of such knowledge, and guarantees a desired neutrality. The further inclusion of a job profile – individual profile matching tool would provide an updated database that could allow the job appliance process or the "head hunting" process ever so easier for all.

This study contributes towards enlightening the stakeholders of the voted path the educating institutions should drive towards and that hotels should contribute to. Also, it allows students to understand what is expected from them and what they can expect from the HEIs and hotels. More than a "market" study, it aims to help the stakeholders to understand that cooperation and synergy can in fact bring out a better professional environment to all parties and for the Hotel Management industry in general.

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## ANNEXES

**Annex I - Graduates in courses / cycles of studies that confer CITE level of higher education by nature of the educational establishment and type of education, establishment / organic unit, course, branch, area of education and training - detailed area, course / cycle of studies and sex in the school year 2015/16**

Nature and Type of education	Establishment / Organic unit	Name of Course	Education and training area - detailed area	Course / Study Cycle	Graduates	Observations
Higher Education Public - University	ISCTE - Instituto Universitário de Lisboa	Gestão de Hotelaria e Turismo	Management and Administration	Masters 2 <sup>nd</sup> cycle	1	Had no students
Public Higher Education - Polytechnic	Instituto Politécnico de Castelo Branco - Escola Superior de Gestão de Idanha-a-Nova	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	10	
Public Higher Education - Polytechnic	Universidade do Algarve - Escola Superior de Gestão, Hotelaria e Turismo	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	21	
Public Higher Education - Polytechnic	Universidade do Algarve - Escola Superior de Gestão, Hotelaria e Turismo	Direção e Gestão Hoteleira	Hotel Management and Catering	Masters 2 <sup>nd</sup> cycle	8	
Public Higher Education - Polytechnic	Universidade do Algarve - Escola Superior de Gestão, Hotelaria e Turismo	Direção e Gestão Hoteleira	Hotel Management and Catering	Masters 2 <sup>nd</sup> cycle	7	
Public Higher Education - Polytechnic	Instituto Politécnico da Guarda - Escola Superior de Turismo e Hotelaria	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	14	
Public Higher Education - Polytechnic	Instituto Politécnico de Leiria - Escola Superior de Turismo e Tecnologia do Mar de Peniche	Gestão Turística e Hoteleira	Management and Administration	Degree 1 <sup>st</sup> cycle	27	
Public Higher Education - Polytechnic	Instituto Politécnico de Leiria - Escola Superior de Turismo e Tecnologia do Mar de Peniche	Gestão Turística e Hoteleira	Management and Administration	Degree 1 <sup>st</sup> cycle	5	
Public Higher Education - Polytechnic	Instituto Politécnico de Leiria - Escola Superior de Turismo e Tecnologia do Mar de Peniche	Gestão Turística e Hoteleira (regime pós-laboral)	Management and Administration	Degree 1 <sup>st</sup> cycle	4	
Public Higher Education - Polytechnic	Instituto Politécnico de Leiria - Escola Superior de Turismo e Tecnologia do Mar de Peniche	Gestão Turística e Hoteleira (regime pós-laboral)	Management and Administration	Degree 1 <sup>st</sup> cycle	1	
Public Higher Education - Polytechnic	Instituto Politécnico de Leiria - Escola Superior de Turismo e Tecnologia do Mar de Peniche	Gestão e Direção Hoteleira	Management and Administration	Masters 2 <sup>nd</sup> cycle	5	
Public Higher Education - Polytechnic	Instituto Politécnico do Porto - Escola Superior de Estudos Industriais e de Gestão	Gestão e Administração Hoteleira	Management and Administration	Degree 1 <sup>st</sup> cycle	36	
Public Higher Education - Polytechnic	Instituto Politécnico do Porto - Escola Superior de Estudos Industriais e de Gestão	Direção Hoteleira	Management and Administration	Masters 2 <sup>nd</sup> cycle	3	
Public Higher Education - Polytechnic	Escola Superior de Hotelaria e Turismo do Estoril	Direção e Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	61	
Public Higher Education - Polytechnic	Escola Superior de Hotelaria e Turismo do Estoril	Direção e Gestão Hoteleira (regime pós-laboral)	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	41	
Public Higher Education - Polytechnic	Escola Superior de Hotelaria e Turismo do Estoril	Gestão Hoteleira	Hotel Management and Catering	Masters 2 <sup>nd</sup> cycle	6	
Private Higher Education - University	Universidade Europeia	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	128	
Private Higher Education - University	Universidade Europeia	Gestão do Turismo e da Hotelaria	Travel, tourism and leisure	Masters 2 <sup>nd</sup> cycle	9	
Private Higher Education - Polytechnic	Instituto Superior de Administração e Gestão	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	32	Not authorised
Private Higher Education - Polytechnic	Instituto Superior de Ciências da Administração	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	15	
Private Higher Education - Polytechnic	Instituto Superior de Educação e Ciências	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	8	
Private Higher Education - Polytechnic	Instituto Superior de Espinho	Gestão Hoteleira	Hotel Management and Catering	Degree 1 <sup>st</sup> cycle	1	No longer exists
Private Higher Education - Polytechnic	Instituto Superior Politécnico do Oeste	Gestão de Empresas Turísticas e Hoteleiras	Management and Administration	Degree 1 <sup>st</sup> cycle	2	No longer exists
Private Higher Education - University	Universidade Portuguesa Infante D. Henrique	Gestão da Hospitalidade	Management and Administration	Degree 1 <sup>st</sup> cycle	0	No graduates yet
Private Higher Education - University	Universidade Portuguesa Infante D. Henrique	Turismo e Hospitalidade	Travel, tourism and leisure	Masters 2 <sup>nd</sup> cycle	0	Had no students
Private Higher Education - Polytechnic	Instituto Superior De Administração E Línguas	Organização e Gestão Hoteleira	Management and Administration	Degree 1 <sup>st</sup> cycle	0	

## Annex II – Subject Counting from HEI Hotel Management Courses online pages

Subject counting from actual  
HEI Hotel Management  
Courses (part A)

[illegible]

Subject counting from actual HEI Hotel Management Courses (part B)		Universidade de Lisboa																								Frequency of CUS	
		Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Masters 2 <sup>nd</sup> cycle	Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle	Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle	Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Degree 1 <sup>st</sup> cycle	Masters 2 <sup>nd</sup> cycle	Degree 1 <sup>st</sup> cycle		
Leadership				1	1									1					1							1	5
Market surveys																											0
Marketing						1			1				1		1	1				1	1						8
Marketing for Services		1	1	1	1		1			1			1				1			1				1		1	11
Mathematics			1			1	1	1	1	1																	6
Nutrition and Dietetics														1	1												3
Oenology		1				1	1	1	1	1			1		1	1				1	1						13
Operations and Services Direction	1	2	2			1	1	1	4	2	1		1		2	3	1			2	1		3	1	1	1	31
Organizational Behavior		1	1												1	1											5
Procurement and Logistics								1			1							1			1			1			5
Protocol		1				1																					2
Psychology of Work																								1			1
Public relations								1			1		1				1			1			1	1			4
Quality management										1	1						1	1		1	1			1		1	10
Quantitative methods						1						1		1	1					1	1		1	1		1	9
Real Estate Management			1		1	1																					4
Tourist Destinations						1	1	1	3	1			1	1	2		1			1						1	15
General Accounting		1	3		1	2	1	1	3	2		2		2	1		2		2	1	2		2	1		4	33
Reception/Hosting	1	2				1	1	1	1	1				1	1					1							11
Research Methods	1	2				1					1			1			1	1		1				1	1	1	12
Restaurant service		1				2	1	1	1	1		3		1	1					2			2	1			17
Revenue Management				1	1																						



## **Annex III – Summaries of Interviews made to Hotel Industry Stakeholders**

### **1. Summary of the interview with Hotel Chain Administrator**

Mr. HOTEL CHAIN ADMINISTRATOR, a Law graduate, is the CEO of the X Group, a Portuguese self-financed Hotel Group based in Lisbon – Portugal that currently has 21 open hotels between 2- and 4-star hotels, and 7 hotels in Brazil of equivalent category. The group still has 6 openings previewed for 2017 in Portugal. Having opened the possibility of investing in Cuba and Angola, the Group decided to maintain for the moment their investments in Portugal and Brazil. Within the group, they have grossly 1000 employees, and therefore the need of a Human resources strategy that counts with HEI to provide. Nevertheless, they developed a small internal career development program to accommodate new incomers called 365 (365 days of training). This program takes place in 3 hotels of the chain, in several positions, and is meant to give background of the company's policy and modus operandum to the newly integrate elements from HEI.

Candidates undertake a 3 to 4-month internship in 3 different hotels of the group, passing by most all services, already having the perspective of becoming a number 2 of a hotel. This internship is payed and accompanied by the Human resources department. As administrative functions are reduced to reporting activity, the main load is centralized in the main office, and this internship is mainly operational as candidates work side by side with other workers, from dishwashing to kitchen, restaurant, housekeeping and front-office.

Besides being evaluated for technical skills, the main features that the CEO is looking for are (i) active leadership, (ii) clients' needs perception and (iii) team management. These areas are identified as not being worked in HEI when candidates' course curricula and profile are observed. The identified candidates are mainly young freshly graduate elements (among staff or newly integrated people), selected by human resources and the CEO himself (CEO was directly involved in the program creation).

Aside this program that today allows 4 people to build career within X Group, the Human resources have still to comply with the legal obligation of ensuring that each



worker is submitted to 35 hours of active on-the-job training. This training is divided in three groups:

- 1) Specific training – this training is performed in association with INESP Hotelaria e Turismo – a training company that provides training course to the associates of ADHP – Associação de Diretores de Hotel de Portugal (Portuguese Hotel Director Association) and of AHETA Associação de Hotéis e Empreendimentos Turísticos do Algarve (Association of Hotels and Touristic Real Estate Agencies of Algarve).
  - Behavioral oriented – how to deal with clients, for those that have contact with clients, as well as dealing with hierarchy, co-workers and for example suppliers. Simultaneously with all administrative tasks performed in front-office day-to-day situations, workers are expected to perform in a multitask fashion, and helping out other departments when in need, always incentivized by the Hotel General Managers presence;
  - Creating Empathy with client – working on personal skills to empathize with client, which contributes to client satisfaction and complaints reduction;
  - Complaint management – how to deal with client’s complaints and reduce dissatisfaction, while dealing with solution management;
  - Sales management – Change personnel’s attitude towards having a proactive selling behavior, identifying opportunities for cross and up sale of products and services of all departments.
- 2) Leadership - Training for Management team and heads of Department, is established according to each hotel situation and each person, provided by an exterior trainer.
- 3) Training designed and provided with internal trainers, transversal to all hotels, regarding procedures and chain policies. Elements from all hotels are trained in groups, providing inter-hotel interaction and experience sharing, leading to best practice and benchmarking situations. The main subjects are:
  - Recruitment
  - Performance evaluation

- Motivation programs
  - Planning and delegation
- 4) Training on basics and compulsory (law determinations) skills, essential for day-to-day work and contact with clients. This training is done internally.
- Excel
  - First Aids
  - HACCP – Hazard Analysis Critical Control Points
  - Health and Safety at work

The following step is to prepare internal elements of the top and intermediate lines of hierarchy with “Training for Trainers”. This strategy has been common among several companies, as they have to comply with the Labor Code<sup>26</sup> that obliges private companies to do continuous training to staff elements – Professional Training.

According to Labor Code paragraph 3 of article nb. 131, employers must: (i) Promote the development and adequacy of the worker's qualification, with view to improving their employability and increasing the productivity and competitiveness of the company; (ii) Ensure that each worker has the individual right to training, through a minimum annual number of hours of training, through actions carried out in the company or the granting of time for attendance at Training on the initiative of the worker.

Correlatively with this duty of the employer, paragraph 2 of the same article mentions the right to continuous training (at least 35 hours per year, in Contract, and proportional to the duration of the contract, in the case of a contract Term  $\geq 3$  months). This training may be done by exterior certified entities, or by internal trainers. Although it is not mandatory that these trainers undertake the course “Training for Trainers”, it becomes mandatory that in situations that companies apply for funding to government or European institutions, trainers must be certified. These internal training concur, therefore, to complete the 35 hours of individual training each employee is entitled to.

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<sup>26</sup> Código Laboral Português, Artºs 131º e 132º.

## **2. Summary of the interview with Coordinating Director of Training of TdP**

The Interview was led with CTD - Mrs. COORDINATING TRAINING DIRECTOR FOR TdP - Turismo de Portugal chain of Schools. TdP has a chain of 12 Schools spread throughout the country and it administrates professional courses of level IV and V. Level IV is the equivalent to the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> year of high school in areas such as kitchen, restaurant, lodging and tourism; level V is above 12<sup>th</sup> year, but is not equivalent to any degree administered by HEI although when in cases of enrolment in HEI courses, some subjects are credited to the student as long as both establishments share a protocol.

TdP consults Hotel Directors for curricula revisions for the courses taught in the schools and Mrs. CTD coordinated the curricula revision in partnership with Lausanne School by making several workshops with school directors to reach a diagnosis by assessing the 6 years of work in the schools under the same programs. Further on, they opened a discussion in a workshop with several hotel managers and professionals from different areas, each one with a specific discussion area, and swopped the themes amongst them. Also, a more extended consultation was made to experts, professional associations, companies and unions. All this work was to revise the curricular contents then to publish on the “Caderno Nacional de Qualificação” which is the “bible” that contains all professional administered courses of lower levels of all schools of the country that choose to provide course in this area. TdP does not have degrees in their schools. The Portuguese system of education allows degrees only to be administered by the Education Ministry, and as all schools from TdP answer directly to the Ministry of Economy, there is no access to degrees within the TdP Schools

TdP is the only country with OCDE that has a chain of schools that provided directly courses in this area. In some countries there are Local administrations as city councils that administer courses of the kind, but the direction is always assumed by the Ministry of Education. This situation suggests advantages and disadvantages. As TdP teams are mostly composed of operational elements of a sector, TdP does not participate in the transversal policies which can present itself as a disadvantage. But on the other hand, it presents itself as an advantage, for TdP is integrated in the Ministry that decides on the national strategies for the tourism sector, and benefits directly by this direct access.

There would be advantages for the current Degrees in Hotel Management if they were to be managed by TdP, for two reasons: (i) it would clear up situations of uncertainty in

following national tourism strategies. As an example, Morocco's Tourism Ministry (because they have one) is responsible for all school and University courses in the Tourism and Hotel Management area; (ii) as funding HEI is something that politically worries University presidents and Deans, as they are prevented from different Ministries budgets, some of the operating partners of the tourism teaching market are cannibalized. This confuses the market as well as the students that want to pursue studies in the tourism area. If all HEI hotel management and tourism courses were to be under TdP it would clarify these situations and be beneficial for tourism.

The main gaps course-content-wise that exist in TdP courses were, up to now the soft-skills, but the new program pays now special attention to personal competencies, such as soft-skills, attitude, adaptability to new situations and tourism concepts, marketing, entrepreneurship (which had been already included in the previous program) and managerial competency, aside from the technical competency that has been adjusted. Students must "fall in" the businesses goals and contribute to making the businesses work. One of the main problems in the tourism area is the lack of skills of the owners of existing tourism enterprises and businesses, in terms of finances and technical areas that lead to short life of many businesses. Therefore, one of the goals of the new program is to prepare students to build their own businesses and work towards successful results for them and for tourism – it should be noted that 90% of tourism related businesses are small sized businesses.

When comparing TdP courses and HEI courses, the later provide to students an extra element which is maturity. Students are older when they complete their degrees and that is an advantage. As 60% of the courses offered by TdP are of level V, which means students have finished high school, it is becoming evident nowadays is that TdP courses have now older students, that either have already a degree or have had life experience, and are more focused future-wise.

This coordinating director wishes that students go to TdP schools not specifically to obtain a diploma, but to obtain skills that will allow them to be more competent in their area of work.

HEI have the scientific thought factor that adds value to new trends, whereas the TdP schools do not have this goal, which makes HEI's action complementary to TdP schools action.

Students from HEI courses in hotel management have more theoretical subjects, and many students that attend TdP courses after obtaining a HEI degree find that they obtain a higher knowledge of the Hotel Industry with these courses than just by their degree. Hotel management is a very practical area, and therefore it is understandable that this may occur, as TdP schools replicate experience of hotel and restaurant operation that most HEI cannot or choose not to have in their curricula. Students graduated by TdP have clearly three possible paths: (i) to create their own businesses, (ii) to integrate the existing work market and (iii) to pursue HEI courses after TdP courses. TdP's goal is to create support mechanisms for the market, by creating protocols between TdP schools and HEIs so that they can credit students for their previous education within TdP at a national and international level. This is TdPs main synergetic instrument for the tourism and hotel industry stakeholders. Another synergetic instrument is the possibility of international internships. With this, the TdP brand will be enhanced and valued, allowing the Portuguese success in the tourism area to contribute towards making Portugal a tourism education destination. Another instrument that TdP created in order to incentivize students to create their own business is the "Creative Tourism Factory", where students from TdP schools and HEIs as well may obtain consultancy in practical issues of the bureaucratic process of company creation, service qualification standards, investments, marketing, promotion and strategic products of Portuguese National Tourism Strategy.

Nevertheless, as a stakeholder, hotels could be more participative and invest more. TdP is not sponsored by hotels, and has a stretched budget. Very few hotels provided scholarships for students in the tourism and hotel management area. The only way that hotels participate as stakeholders is by accepting internships, which is also a financial advantage for them.

TdP schools in major cities can seduced more easily hotel managers and other professionals to teach, whereas in smaller cities it is more difficult.

As a final opinion, this coordinating director believes that all courses or degrees in hotel management should pass by TdP but the management area would have to be developed to provide better skilled graduates.

### **3. Summary of the interview to a Four Star Hotel Manager**

Mrs MG is the Managing Director of 4 star Hotel, and has a large experience in her career as general manager of hotels and Aparthotels. She has a degree from Escola de Hotelaria e Turismo do Porto, as well as a university degree, and has been a hotel director for 20 years. She has strong opinions about the hotel industry and has shared for this study her own experienced view.

A phenomenon that is happening is that hotel businesses are still paying very low salaries, although they are requested to have previous education in the hotel area, speak languages, they must also be responsible, organized, empathic and pro-active. It is demotivating and accounts for staff rotation. The consequences of staff rotation in the front-office department is that, as a central department of the hotel, it takes a long time to train people until the optimum point, and meantime, the department lives and must work with not-yet-prepared staff.

Small differences of salary can be the argument to move on to another hotel; therefore, several efforts are made to retain the workers, such as training, parties and initiatives to value the workers. The hotel chain effect is also a motivational factor, to seduce people to work in the hotel, but it can also make the hotel a passing point to other hotels of the chain due to promotion or opportunity to professional growth, which also creates rotation inevitably.

Newly graduates that have been targeted by a Hotel Director to be mentored towards a management position are not prepared enough operation-wise. It becomes an easier task if they have IT, new technology and marketing skills. But it is a two-way effort.

The hotel chain has a program to internally challenge and train some employees towards a career growth that includes internal and external tuition. Internally, training is provided by the hotel director and management team, and also by online programs of self-learning. Externally, every year the chain holds a business school in different locations to send people from among their own staff. These “students” are assessed throughout the modules they attend, and according to their performance can be awarded scholarships to attend further modules. The cost of this investment falls on the hotel’s budget, but is a motivation element and has a return on career invested professionals that follow a career path within the chain.

IGC has inter-hotel training for different areas to which all employees are sent according to perceived training needs.

Each hotel worker has a PDP – Personal Development Plan which is an annual individual assessment that allows identifying training and development expectations throughout the years. It is applied to every member of the staff. There are some professionals that having been mentored by the manager to evolve to management positions, flee to other hotels seduced by career opportunities. Although this may represent in some way a loss to the chain and to the hotel in particular, despite the good work and knowledge this professional leaves behind, it is a way of hotels nourishing the industry.

The recruitment in this hotel is always made through an outside recruitment company and then filtered by the head of department, but the last decisive interview is performed by the director, this is an established rule that works towards candidates having the correct attitude, and this is felt most surely and mainly by the director that holds the knowledge of how this element fits in all aspects in the existing team. It goes therefore beyond the curriculum vitae analysis, and takes the form of understanding whether the newly graduate is in this business by vocation and interest, rather than being a second or last choice of course by exclusion.

When recruiting among newly graduates, although references are asked for directly to schools and HEIs, in the example of front-office staff, having a HEI degree is important, not only because of the preparation he or she may have had technically, but also by having the potential ability of understanding the client, knowing how to interact with him, having a welcoming posture, a positive view, being able to solve problems and showing a team attitude only perceived on a day-to-day performance.

No school is sufficiently equipped to demand from students the rigor that is necessary to mold students towards excellence, and hospitality in the original understanding of the word requires dedication, posture and attitude of giving. The basis of home-breed education cannot be taught by schools, which is difficult to be substituted, and the new generation lacks simple rules of education that are basic elements for performances of excellency in hotel management.

The recruitment that has mostly happened for higher positions in the hotel is of students from HEI courses, and many of them are integrated post-internship period. Her own ascending between being a newly graduate and a hotel direction was five years. This is not normal nowadays, but for this to happen, the newly graduate must have a mentor that puts them in monitored responsibility situations, and this reduces the duration of the period of time to ascend to direction positions. Nevertheless, the situations of having a same director for several hotels of the chain brings advantages, as synergetic actions become more possible commercially, operationally, and staff-wise, and quality is not sacrificed.

The biggest gap that happens nowadays in the hotel industry is the lack of people willing to work in this sector, and as it happens already in Azores, Porto will feel this effect very soon. The first consequence will be that hotels will start to have multi-racial diversity in their teams. This can bring some problems when one must manage inside your own team religious sensitivity and food constraints. There are not enough professionals in the market, trained, and Portugal is exporting professionals due to economic challenges. There is a lack of communication within the Tourism industry that does not value these jobs and bring pride to the sector. The fear is that tourism and hotels become so dense of visitors that locals will not be perceivable among others and the destination loses personality. The city does not have enough planning and structure. The companies that are stakeholders for the tourism and hotel industry should invest in human resources, and overworking their teams shows little responsibility for the future.



## Annex IV – Part 1 of the Questionnaire, administered to HEI – Course Directors/Coordinators

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders.

### Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders.

Dear Course Director / Coordinator,

I would like to thank you for taking this time to answer this questionnaire, that will help me to study and apply your input on the teaching of skills that you believe newly graduates from hotel management higher education courses should have, in order to comply with the demands of a hotel management position.

I myself was a hotel director for 15 years, and a hotel management course coordinator and believe a lot can still be done. As indicated above, your answers will be used for my PhD thesis, and I will be more than glad to share the global results of this study with you.

Please classify the Learning Outcomes that Graduate Courses provide to students according to the importance of the employers/Hotel Directors point of view. These Learning Outcomes relate to the perspective of career development towards hotel management positions.

Thank you once more for your cooperation.

Kevin Hemsworth

\*Obrigatório

### General Information

#### 1. A1 - What is your present position? \*

*Marcar apenas uma oval.*

- ☐ Course Director  
☐ Course Coordinator  
☐ Course Responsible  
☐ Outra: \_\_\_\_\_

#### 2. A2 - What is your accademic degree? \*

*Marcar apenas uma oval.*

- ☐ Postdoctoral  
☐ PhD  
☐ Master  
☐ Specialist  
☐ Graduate  
☐ Bachelor Degree  
☐ Post-graduate  
☐ High school level  
☐ No accademic degree  
☐ Outra: \_\_\_\_\_

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1/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**3. A3 - What is your gender? \***

*Marcar apenas uma oval.*

- ☐ Male  
☐ Female

**4. A4 - What is your age? \***

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**About you...**

**5. A5 - What is your previous NATIONAL experience in professional area of hotel management?(number of years) \***

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**6. A6 - What is your previous INTERNATIONAL professional experience in hotel management? (number of years) \***

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**7. A7 - Do you have previous NATIONAL experience in hotel management direction / coordination? (number of years) \***

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**8. A8 - Do you have previous INTERNATIONAL experience in hotel management direction / coordination? (number of years) \***

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**9. A9 - Do you have previous NATIONAL experience in other professional area? (number of years) \***

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**10. A10 - Do you have previous INTERNATIONAL experience in other professional area? (number of years) \***

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**11. A11 - VOID**

Please follow to next question

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2/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**12. A12 - Indicate your personal career path in hotel industry towards the course you are directing / coordinating (choose positions you occupied) \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist
- ☐ Head of Front-office
- ☐ Housekeeper
- ☐ Serveur
- ☐ Head of Restaurant
- ☐ Sales Deputy
- ☐ Accountant
- ☐ Administrative
- ☐ Cook
- ☐ Chef
- ☐ Assistent Manager
- ☐ Logding Manager
- ☐ F&B Manager
- ☐ Sales Manager
- ☐ Finantial Manager
- ☐ Deputy Manager
- ☐ Outra: \_\_\_\_\_

**13. A13 - Did you undertake an internship before, during or after your course? (If YES, choose area)**

*Marcar tudo o que for aplicável.*

- ☐ Receptionist
- ☐ Head of Front-office
- ☐ Housekeeper
- ☐ Serveur
- ☐ Head of Restaurant
- ☐ Sales Deputy
- ☐ Accountant
- ☐ Administrative
- ☐ Cook
- ☐ Chef
- ☐ Assistent Manager
- ☐ Logding Manager
- ☐ F&B Manager
- ☐ Sales Manager
- ☐ Finantial Manager
- ☐ Deputy Manager
- ☐ Outra: \_\_\_\_\_

## Internships

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3/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**14. B1 - How important do you consider Internships in Hotels for the consolidation of the students education? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

**15. B2 - How important do you think internships are when evaluating a newly graduates' Curriculum Vitae for a working position in a hotel? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

**16. B3 - In what areas do you consider that internships of students should take place? \***

*Marcar tudo o que for aplicável.*

- ☐ Front-office
- ☐ Reservations
- ☐ Housekeeping
- ☐ Sales Department
- ☐ Revenue Management
- ☐ Administrative Department
- ☐ Financial Department
- ☐ Kitchen
- ☐ Restaurant / Bar
- ☐ Accountant
- ☐ General Management
- ☐ Outra: \_\_\_\_\_

**17. B4 - In the hotels you send your students to, in what areas do internships take place? \***

*Marcar tudo o que for aplicável.*

- ☐ Front-office
- ☐ Reservations
- ☐ Housekeeping
- ☐ Sales Department
- ☐ Revenue Management
- ☐ Administrative Department
- ☐ Financial Department
- ☐ Kitchen
- ☐ Restaurant / Bar
- ☐ Accountant
- ☐ General Management
- ☐ Outra: \_\_\_\_\_

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4/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

18. **B5 - Do students receive a visit from the internship tutor during their internship in hotels? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much

19. **B6 - Do you consult the students opinion on their internships quality? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much

## Education

20. **C1 - Do you consider that soft skills in the hotel business are only conquered by experience? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

21. **C2 - Do you invite Hotel Managers to participate or speak in Seminars or Conferences in the Hotel Managment Area in your Course? \***

*Marcar apenas uma oval.*

☐ Yes  
☐ No

22. **C3 - Do you believe that presently the Hotel Management course has enough teachers that have a suitable professional background in the (hotel) area? \***

*Marcar apenas uma oval.*

☐ Yes  
☐ No

23. **C4 - Are Hotel Managers consulted when you are (re)designing the curricula in the Hotel Management Course? \***

*Marcar apenas uma oval.*

☐ Yes  
☐ No

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**24. C5 - To your knowledge, which are the positions that Hotel Industry offers to newly graduates? \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist
- ☐ Head of front-office
- ☐ Housekeeper
- ☐ Serveur
- ☐ Head of Restaurant
- ☐ Sales department
- ☐ Accountant
- ☐ Administrative
- ☐ Cook
- ☐ Chef
- ☐ Assistant Manager
- ☐ Lodging Manager
- ☐ F&B Manager
- ☐ Sales Manager
- ☐ Financial Manager
- ☐ Deputy Manager

**25. C6 - Would you consider positive having Hotel Directors as part of the faculty of the Hotel Management Course? \***

*Marcar apenas uma oval.*

- ☐ Yes
- ☐ No

**26. C7 - Do Hotel Managers consult you when recruiting employees for their hotel? \***

*Marcar apenas uma oval.*

- ☐ Yes
- ☐ No

## Annex V – Part 1 of the Questionnaire, administered to HGM - Hotel Managers

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

### Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

Dear Hotel Director / Manager,

I would like to thank you for taking this time to answer this questionnaire, that will help me to study and apply your input on the teaching of skills that you believe newly graduates from hotel management higher education courses should have, in order to comply with the demands of your position.

I myself was a hotel director for 15 years, and believe a lot can still be done. As indicated above, your answers will be used for my PhD thesis, and I will be more than glad to share the global results of this study with you.

Please classify the Learning Outcomes that Graduate Courses provide to students according to the importance of the employers/Hotel Directors point of view. These Learning Outcomes relate to the perspective of career development towards hotel management positions.

Thank you once more for your cooperation.

Kevin Hemsworth

\*Obrigatório

### General Information

#### 1. A1 - What is your present position? \*

*Marcar apenas uma oval.*

- ☐ Administrator
- ☐ Director / Manager
- ☐ Deputy Manager
- ☐ Owner
- ☐ Outra: \_\_\_\_\_

#### 2. A2 - What is your accademic degree? \*

*Marcar apenas uma oval.*

- ☐ Postdoctoral
- ☐ PhD
- ☐ Master
- ☐ Specialist
- ☐ Graduate
- ☐ Bachelor Degree
- ☐ Post-graduate
- ☐ High school level
- ☐ No accademic degree
- ☐ Outra: \_\_\_\_\_

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1/22

17/08/2018

Questionnaire for the PhD Thesis intitlred: A multi-participative competency model for the hotel industry stakeholders.

**3. A3 - What is your gender? \***

*Marcar apenas uma oval.*

- ☐ Male  
☐ Female

**4. A4 - What is your age? \***

---

**About you...**

**5. A5 - What is your previous NATIONAL professional experience in hotel management? (number of years) \***

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**6. A6 - What is your previous INTERNATIONAL professional experience in hotel management? (number of years) \***

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**7. A7 - Do you have previous NATIONAL experience in hotel management teaching? (number of years) \***

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**8. A8 - Do you have previous INTERNATIONAL experience in hotel management teaching? (number of years) \***

---

**9. A9 - Do you have previous NATIONAL experience in other professional area? (number of years) \***

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**10. A10 - Do you have previous INTERNATIONAL experience in other professional area? (number of years) \***

---

**11. A11 - Do you have experience in internal training? (number of years) \***

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17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**12. A12 - Indicate your personal career path in hotel industry towards your current position (choose positions you occupied) \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist
- ☐ Head of Front-office
- ☐ Housekeeper
- ☐ Serveur
- ☐ Head of Restaurant
- ☐ Sales Deputy
- ☐ Accountant
- ☐ Administrative
- ☐ Cook
- ☐ Chef
- ☐ Assistant Manager
- ☐ Lodging Manager
- ☐ F&B Manager
- ☐ Sales Manager
- ☐ Financial Manager
- ☐ Deputy Manager
- ☐ Outra: \_\_\_\_\_

**13. A13 - Did you undertake an internship before, during or after your course? (If YES, choose area)**

*Marcar tudo o que for aplicável.*

- ☐ Receptionist
- ☐ Head of Front-office
- ☐ Housekeeper
- ☐ Serveur
- ☐ Head of Restaurant
- ☐ Sales Deputy
- ☐ Accountant
- ☐ Administrative
- ☐ Cook
- ☐ Chef
- ☐ Assistant Manager
- ☐ Lodging Manager
- ☐ F&B Manager
- ☐ Sales Manager
- ☐ Financial Manager
- ☐ Deputy Manager
- ☐ Outra: \_\_\_\_\_

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3/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**14. A14 - Did you undertake an internship in the company you are presently working for?**

*Marcar apenas uma oval.*

- ☐ Yes  
☐ No

## Internships

**15. B1 - How important do you consider Internships in Hotels for the consolidation of the students education? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

**16. B2 - How important do you think internships are when evaluating a newly graduates' Curriculum Vitae for a working position in your hotel? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

**17. B3 - In what areas do you consider that internships of students should take place? \***

*Marcar tudo o que for aplicável.*

- ☐ Front-office  
☐ Reservations  
☐ Housekeeping  
☐ Sales Department  
☐ Revenue Management  
☐ Administrative Department  
☐ Financial Department  
☐ Kitchen  
☐ Restaurant / Bar  
☐ Accountant  
☐ General Management  
☐ Outra: \_\_\_\_\_

[https://docs.google.com/forms/d/1HqvTV4ExJoRQVbVbGcCUaZXHeCd5mOw98XD7a58\\_Aek/edit](https://docs.google.com/forms/d/1HqvTV4ExJoRQVbVbGcCUaZXHeCd5mOw98XD7a58_Aek/edit)

4/22

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders.

**18. B4 - In your hotel, in what areas do internships take place? \***

*Marcar tudo o que for aplicável.*

- ☐ Front-office
- ☐ Reservations
- ☐ Housekeeping
- ☐ Sales Department
- ☐ Revenue Management
- ☐ Administrative Department
- ☐ Financial Department
- ☐ Kitchen
- ☐ Restaurant / Bar
- ☐ Accountant
- ☐ General Management
- ☐ Outra: \_\_\_\_\_

**19. B5 - Do students receive a visit from the schools internship tutor during their internship in hotels? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much

**20. B6 - Do you consult the students opinion on their internships quality? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much

## Education

**21. C1 - Do you consider that soft skills in the hotel business are only conquered by experience? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

**22. C2 - Do you participate in High Educations Institutions Seminars or Conferences in the Hotel Management Area as a speaker? \***

*Marcar apenas uma oval.*

- ☐ Yes
- ☐ No

[https://docs.google.com/forms/d/1HqvTV4ExJoRQVbVbGcCUaZXHeCd5mOw98XD7a58\\_Aek/edit](https://docs.google.com/forms/d/1HqvTV4ExJoRQVbVbGcCUaZXHeCd5mOw98XD7a58_Aek/edit)

5/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

23. **C3 - Do you feel that presently the Hotel Management courses have enough teachers that have a suitable professional background in the area? \***

*Marcar apenas uma oval.*

- ☐ Yes  
☐ No

24. **C4 - Are Hotel Managers consulted when (re)designing the curricula in the Hotel Management Course? \***

*Marcar apenas uma oval.*

- ☐ Yes  
☐ No

25. **C5 - To your knowledge, which are the positions that Hotel Industry offers to newly graduates? \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist  
☐ Head of front-office  
☐ Housekeeper  
☐ Serveur  
☐ Head of Restaurant  
☐ Sales department  
☐ Accountant  
☐ Administrative  
☐ Cook  
☐ Chef  
☐ Assistant Manager  
☐ Lodging Manager  
☐ F&B Manager  
☐ Sales Manager  
☐ Financial Manager  
☐ Deputy Manager

26. **C6 - Would you consider positive working as part of the faculty of the Hotel Management Course? (even if on a part-time basis, while working in the hotel) \***

*Marcar apenas uma oval.*

- ☐ Yes  
☐ No

27. **C7 - Do you consult High Education Institutions when recruiting employees for your hotel? \***

*Marcar apenas uma oval.*

- ☐ Yes  
☐ No

[https://docs.google.com/forms/d/1HqvTV4ExJoRQVbVbGcCUaZXHeCd5mOw98XD7a58\\_Aek/edit](https://docs.google.com/forms/d/1HqvTV4ExJoRQVbVbGcCUaZXHeCd5mOw98XD7a58_Aek/edit)

6/22

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders.

**28. C8 - Are you familiar with the High Education Institutions Hotel Management Course Curriculae? \***

*Marcar apenas uma oval.*

☐ Yes

☐ No

**29. C9 - Do you consider students would gain by having Hotel Managers as teachers? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much

## Annex VI – Part 1 of the Questionnaire, administered to LYS – Last Year Students

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

### **Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário para a tese de doutoramento intitulada: Um modelo de competência multi-participativo para as partes interessadas da indústria hoteleira.**

Dear last year Student,

I would like to thank you for taking this time to answer this questionnaire, that will help me to study and apply your input on the teaching of skills that you believe future professional from hotel management higher education courses should have, in order to comply with the demands of a hotel management position.

I myself was a hotel director for 15 years, and a hotel management course coordinator and believe a lot can still be done. As indicated above, your answers will be used for my PhD thesis, and I will be more than glad to share the global results of this study with you.

Please classify the Learning Outcomes that Graduate Courses provide to students according to the importance of the employers/Hotel Directors point of view. These Learning Outcomes relate to the perspective of career development towards hotel management positions.

Thank you once more for your cooperation.

Kevin Hemsworth

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Caro Aluno Finalista,

Gostaria de lhe agradecer por ter tirado este tempo para responder a este questionário, que me ajudará a estudar e aplicar a sua opinião sobre o ensino de competências que acredita que os futuros profissionais dos cursos de Gestão Hoteleira de ensino superior deverão ter, a fim de cumprir com as exigências de uma posição de direção hoteleira.

Também eu fui diretor de hotel durante 15 anos, e coordenador de um curso em gestão hoteleira, e acredito que muito ainda pode ser feito. Como indicado acima, suas respostas serão usadas para minha tese de doutoramento, e eu terei todo o prazer em compartilhar os resultados globais deste estudo consigo.

Por favor classifique os Resultados de Aprendizagem que a sua Licenciatura oferece aos alunos, de acordo com a importância do ponto de vista dos empregadores / Diretores de Hotéis. Estes Resultados de Aprendizagem relacionam-se com a perspectiva de desenvolvimento de carreira para posições de gestão hoteleira.

Obrigado mais uma vez por sua cooperação.

Kevin Hemsworth

\*Obrigatório

### **General Information/Informação Geral**

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**1. A1 - What is your present accademic position /Qual é a sua situação académica atual? \***

*Marcar apenas uma oval.*

- ☐ Final Year student with no subjects from previous years / Aluno finalista sem unidades curriculares atrasadas de anos anteriores
- ☐ Final Year student with subjects from previous years to finish / Aluno finalista com unidades curriculares atrasadas de anos anteriores
- ☐ Outra: \_\_\_\_\_

**2. A2 - What is your accademic degree? / Qual o seu grau académico? \***

*Marcar apenas uma oval.*

- ☐ Postdoctoral / Pós-doutorado
- ☐ PhD / Doutorado
- ☐ Master / Mestre
- ☐ Specialist / Especialista
- ☐ Graduate / Licenciado
- ☐ Bachelor Degree / Bacharel
- ☐ Post-graduate / Pós-graduado
- ☐ High school level / 12º ano
- ☐ No accademic degree / Sem grau académico
- ☐ Outra: \_\_\_\_\_

**3. A3 - What is your gender / Qual o seu sexo? \***

*Marcar apenas uma oval.*

- ☐ Male / Masculino
- ☐ Female / Feminino

**4. A4 - What is your age? / Qual a sua idade? \***

\_\_\_\_\_

**About you... / Acerca de si...**

**5. A5 - What is your previous NATIONAL experience in professional area of hotel industry?(number of years) / Qual a sua experiência profissional prévia NACIONAL na indústria hoteleira? (número de anos) \***

\_\_\_\_\_

**6. A6 - What is your previous NATIONAL experience in professional area of hotel industry?(number of years) / Qual a sua experiência profissional prévia NACIONAL na indústria hoteleira? (número de anos) \***

\_\_\_\_\_

17/08/2018

Questionnaire for the PhD Thesis intituled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

7. **A7 - Do you have previous NATIONAL studies in hotel management ? (number of years) / Têm formação prévia NACIONAL em Gestão Hoteleira? (número de anos) \***

---

8. **A8 - Do you have previous INTERNATIONAL studies in hotel management ? (number of years) / Têm formação prévia INTERNACIONAL em Gestão Hoteleira? (número de anos) management direction / coordination? (number of years) \***

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9. **A9 - Do you have previous NATIONAL experience in other professional area? (number of years) / Tem experiência profissional prévia NACIONAL em outras áreas? (número de anos) \***

---

10. **A10 - Do you have previous INTERNATIONAL experience in other professional area? (number of years) / Tem experiência profissional prévia INTERNACIONAL em outras áreas? (número de anos) \***

---

11. **A11 - VOID / VAGO**

Please follow to the next question / Por favor siga para a questão seguinte.

---



17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**12. A12 - Indicate your personal career path in hotel industry towards the course you are finishing (choose positions you occupied) / Indique o seu percurso profissional na indústria hoteleira até ao momento do curso que agora finaliza (escolha posições que ocupou) \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist / Rececionista
- ☐ Head of Front-office / Chefe de Recepção
- ☐ Housekeeper / Governanta
- ☐ Serveur / Empregado(a) de Mesa
- ☐ Head of Restaurant / Chefe de Mesa
- ☐ Sales Deputy / Agente Comercial
- ☐ Accountant / Contabilista
- ☐ Administrative / Administrativo(a)
- ☐ Cook / Cozinheiro(a)
- ☐ Chef / Chefe de Cozinha
- ☐ Assistant Manager / Assistente de Direção
- ☐ Lodging Manager / Diretor de Alojamento
- ☐ F&B Manager / Diretor de Alimentos e Bebidas
- ☐ Sales Manager / Diretor de Vendas ou Comercial
- ☐ Financial Manager / Diretor Financeiro
- ☐ Deputy Manager / Diretor de Hotel
- ☐ Outra: \_\_\_\_\_

**13. A13 - Did you undertake an internship before your course? (If YES, choose area) / Fez algum estágio antes do seu curso (indique as posições que ocupou) \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist / Rececionista
- ☐ Head of Front-office / Chefe de Recepção
- ☐ Housekeeper / Governanta
- ☐ Serveur / Empregado(a) de Mesa
- ☐ Head of Restaurant / Chefe de Mesa
- ☐ Sales Deputy / Agente Comercial
- ☐ Accountant / Contabilista
- ☐ Administrative / Administrativo(a)
- ☐ Cook / Cozinheiro(a)
- ☐ Chef / Chefe de Cozinha
- ☐ Assistant Manager / Assistente de Direção
- ☐ Lodging Manager / Diretor de Alojamento
- ☐ F&B Manager / Diretor de Alimentos e Bebidas
- ☐ Sales Manager / Diretor de Vendas ou Comercial
- ☐ Financial Manager / Diretor Financeiro
- ☐ Deputy Manager / Diretor de Hotel
- ☐ Outra: \_\_\_\_\_

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4/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**14. A14 - VOID / VAGO**

Please follow to the next question / Por favor siga para a questão seguinte.

**15. A15 - Do you work presently in a company related to hotel industry? (for how many years) / Trabalha presentemente numa empresa relacionada com a indústria hoteleira) (há quantos anos) \***

**16. A16 - Did you graduate in a normal high school? / Fez a sua educação numa Escola Secundária normal? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

**17. A16 - Did you graduate in a professional education high school? / Fez a sua educação numa Escola Secundária profissional ? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

**18. A17 - Is this your first course in the hotel industry? / Este é o seu primeiro curso na indústria hoteleira ? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

**19. A18 - Is this your first course in hotel management? / Este é o seu primeiro curso em gestão hoteleira ? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

**20. A19 - Is this your last course in hotel management? / Este é o seu último curso em gestão hoteleira ? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

**21. A20 - Was this course your first choice? / Este curso foi a sua primeira escolha? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

## Internships

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRrxkxiit6x1f6-HbmYISyoTTM/edit>

5/26

17/08/2018

Questionnaire for the PhD Thesis intitlred: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

- 22. B1 - How important do you consider Internships in Hotels for the consolidation of the students education? / Quão importante considera os estágios em Hotéis para a consolidação da formação dos alunos? \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

- 23. B2 - How important do you think internships are when evaluating a newly graduates' Curriculum Vitae for a working position in a hotel? / Quão importante considera os estágios para o Currículo para uma posição de trabalho num hotel? \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / Bastante

- 24. B3 - In what areas do you consider that internships of students should take place? / Em que áreas considera que os estágios dos alunos deveriam ter lugar? \***

Marcar tudo o que for aplicável.

- ☐ Front-office / Recepção
- ☐ Reservations / Reservas
- ☐ Housekeeping / Andares
- ☐ Sales Department / Departamento Comercial ou Vendas
- ☐ Revenue Management / Gestão de Receitas
- ☐ Administrative Department / Departamento Administrativo
- ☐ Financial Department / Departamento Financeiro
- ☐ Kitchen Cozinha
- ☐ Restaurant / Bar
- ☐ Accountant / Contabilidade
- ☐ General Management / Direção Geral
- ☐ Outra: \_\_\_\_\_

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRnxdxlt6x1f6-HbmYISyoTTM/edit>

6/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**25. B4 - During your course, in which areas did you undertake an internship? / Durante o seu curso, em que áreas fez um estágio? \***

*Marcar tudo o que for aplicável.*

- ☐ Front-office / Recepção
- ☐ Reservations / Reservas
- ☐ Housekeeping / Andares
- ☐ Sales Department / Departamento Comercial ou Vendas
- ☐ Revenue Management / Gestão de Receitas
- ☐ Administrative Department / Departamento Administrativo
- ☐ Financial Department / Departamento Financeiro
- ☐ Kitchen Cozinha
- ☐ Restaurant / Bar
- ☐ Accountant / Contabilidade
- ☐ General Management / Direção Geral
- ☐ Outra: \_\_\_\_\_

**26. B5 - Do students receive a visit from the internship tutor during their internship in hotels? / Os alunos recebem a visita do seu tutor de estágio nos hotéis? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much / Bastante

**27. B6 - Are the students consulted on their opinion on their internships' quality? / A opinião dos alunos sobre a qualidade dos estágios é consultada? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much / Bastante

**28. B7 - Rate how important you think the internships were for your future career. / Classifique quão importante os estágios foram para a sua futura carreira. \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much / Bastante

**29. B8 - How do you grade your course's theoretical weight? / Como classifica o peso teórico do seu curso? \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much / Bastante

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRrxklxit6x1f6-HbmYISyoTTM/edit>

7/26

17/08/2018

Questionnaire for the PhD Thesis intituled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

30. **B9 - How do you grade your course's practical weight? / Como classifica o peso prático do seu curso? \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much / Bastante

31. **B10 - Do you believe you would be more successful in your career if you had more practical weight in the Hotel Management curricula than what your present course has? / Considera que teria mais sucesso na sua carreira se o peso prático do seu curso em Gestão Hoteleira fosse maior? \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / Muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much / Bastante

## Education / Educação

32. **C1 - Do you consider that soft skills in the hotel business are only conquered by experience? / Considera que os "soft skills" na indústria hoteleira são unicamente conquistados com a experiência? \***

"soft skills" - habilidades interpessoais

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

33. **C2 - Do you invite Hotel Managers to participate or speak in Seminars or Conferences in the Hotel Management Area in your Course, when you are organizing seminars? / Convida Diretores de Hotel para participar ou falar em Seminários ou Conferências na Área de Gestão Hoteleira do seu Curso, quando está a organizar seminários? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

34. **C3 - Do you believe that presently the Hotel Management course has enough teachers that have a suitable professional background in the (hotel) area? / Considera que atualmente o seu curso de Gestão Hoteleira tem professores suficientes que têm experiência adequada na área (hotalaria)? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

35. **C4 - Are students consulted when the course director is (re)designing the curricula in the Hotel Management Course? / Os alunos são consultados quando o diretor do curso está a (re) definir os conteúdos do Curso de Gestão Hoteleira? \***

Marcar apenas uma oval.

- ☐ Yes / Sim  
☐ No / Não

<https://docs.google.com/forms/d/1BlomlGlXG1cXLGpirJRnXkXit6x1f6-HbmYISyoTTM/edit>

8/26

17/08/2018

Questionnaire for the PhD Thesis intitlred: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**36. C5 - To your knowledge, which are the positions that Hotel Industry offers to newly graduates? / Do seu conhecimento, quais são as posições que a Indústria Hoteleira oferece aos recém-formados? \***

*Marcar tudo o que for aplicável.*

- ☐ Receptionist / Rececionista
- ☐ Head of Front-office / Chefe de Recepção
- ☐ Housekeeper / Governanta
- ☐ Serveur / Empregado(a) de Mesa
- ☐ Head of Restaurant / Chefe de Mesa
- ☐ Sales Deputy / Agente Comercial
- ☐ Accountant / Contabilista
- ☐ Administrative / Administrativo(a)
- ☐ Cook / Cozinheiro(a)
- ☐ Chef / Chefe de Cozinha
- ☐ Assistant Manager / Assistente de Direção
- ☐ Lodging Manager / Diretor de Alojamento
- ☐ F&B Manager / Diretor de Alimentos e Bebidas
- ☐ Sales Manager / Diretor de Vendas ou Comercial
- ☐ Financial Manager / Diretor Financeiro
- ☐ Deputy Manager / Diretor de Hotel
- ☐ Outra: \_\_\_\_\_

**37. C6 - Would you consider positive having Hotel Directors as part of the faculty of the Hotel Management Course? / Consideraria positivo ter Diretores de Hotel como parte dos Docentes do Curso de Gestão Hoteleira? \***

*Marcar apenas uma oval.*

- ☐ Yes / Sim
- ☐ No / Não

## Annex VII – Part 2 of the Questionnaire, administered to all publics

### Curricular Subjects / Unidades Curriculares

HOW IMPORTANT DO YOU THINK THESE STUDY SUBJECTS ARE TO THE STUDENTS EVERY DAY WORK IN A HOTEL? QUÃO IMPORTANTE PENSA QUE ESTAS UNIDADES CURRICULARES SERÃO PARA O DIA-A-DIA DO SEU FUTURO TRABALHO NUM HOTEL?

#### 38. C10 - Accommodation Management / Gestão de Alojamento \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

#### 39. C11 - Advertising / Publicidade \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomlGlxG1cXLGpirJRxdkt6x1f6-HbmYISyoTTM/edit>

9/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**40. C12 - Analysis of Investments and Projects / Análise de Investimentos e Projetos \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**41. C13 - Asset Management / Gestão de Património \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**42. C14 - Audits / Auditorias \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**43. C15 - Bar service / Serviço de bar \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**44. C16 - Business ethics / Ética empresarial \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**45. C17 - Business plan / Plano de Negócios \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**46. C18 - Communication / Comunicação \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRrxklxit6x1f6-HbmYISyoTTM/edit>

10/26



17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**47. C19 - Consumer Behavior / Comportamento do consumidor \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**48. C20 - Corporate Law / Direito das Sociedades \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**49. C21 - Corporate Strategy / Estratégia empresarial \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**50. C22 - Design of Hotel Spaces / Design de Espaços em Hotelaria \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**51. C23 - Digital Marketing / Marketing Digital \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**52. C24 - E-Business \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**53. C25 - Economy / Economia \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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11/26

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

## REMINDER / LEMBRETE

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### 54. C26 - Entrepreneurship / Empreendedorismo \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 55. C27 - Event Management and Tourism Animation / Gestão de Eventos e Animação \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 56. C28 - Financial Calculation / Cálculo Financeiro \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 57. C29 - Financial Management / Gestão Financeira \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 58. C30 - Fiscal Law / Direito Fiscal \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 59. C31 - Food and Beverage Management / Gestão de Alimentação e Bebidas \*

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRxxkixit6x1f6-HbmYISyoTTM/edit>

12/26

17/08/2018

Questionnaire for the PhD Thesis intituled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**60. C32 - Food Safety and Hygiene / Segurança e Higiene Alimentar \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**61. C33 - Fundamentals of Tourism / Fundamentos de Turismo \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**62. C34 - Gastronomy / Gastronomia \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**63. C35 - Human Resources Management / Gestão de Recursos Humanos \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**64. C36 - Information Systems / Sistemas de Informação \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**65. C37 - Internship / Estágio \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**66. C38 - Interpersonal Relationships / Relações Interpessoais \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRxxkIxit6x1f6-HbmYISyoTTM/edit>

13/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**67. C39 - Kitchen Service / Serviço de Cozinha \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**68. C40 - Labor Law / Direito Laboral \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

## REMINDER / LEMBRETE

HOW IMPORTANT DO YOU THINK THESE STUDY SUBJECS ARE TO THE STUDENTS EVERY DAY WORK IN A HOTEL? QUÃO IMPORTANTE PENSA QUE ESTAS UNIDADES CURRICULARES SERIAM PARA O DIA-A-DIA DO SEU FUTURO TRABALHO NUM HOTEL?

**69. C41 - Languages - English / Línguas - Inglês \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**70. C42 - Languages - French / Línguas - Francês \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**71. C43 - Languages - German / Línguas - Alemão \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**72. C44 - Languages - Italian / Línguas - Italiano \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomlGlxG1cXLGpirJRrxklxix6x1f6-HbmYISyoTTM/edit>

14/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**73. C45 - Languages - Mandarin / Línguas - Mandarin \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**74. C46 - Languages - Portuguese / Línguas - Português \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**75. C47 - Languages - Spanish / Línguas - Espanhol \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**76. C48 - Leadership / Liderança \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**77. C49 - Market Surveys / Estudos de Mercado \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**78. C50 - Marketing \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**79. C51 - Marketing for Services / Marketing de Serviços \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRnklxlt6x1f6-HbmYISyoTTM/edit>

15/26

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**80. C52 - Mathematics / Matemática \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**81. C53 - Nutrition and Dietetics / Nutrição e Dietética \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**82. C54 - Oenology / Enologia \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**83. C55 - Operations and Services Management / Gestão de Operações e Serviços \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**84. C56 - Organizational Behavior / Comportamento Organizacional \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**85. C57 - Procurement and Logistics / Aprovisionamento e Logística \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**86. C58 - Protocol / Protocolo \***

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomlGlXG1cXLGpirJRxxkxixit6x1f6-HbmYISyoTTM/edit>

16/26

17/08/2018

Questionnaire for the PhD Thesis intitlred: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**87. C59 - Psychology of Work / Psicologia do Trabalho \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**88. C60 - Public Relations / Relações Públicas \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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**89. C61 - Quality Management / Gestão da Qualidade \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**90. C62 - Quantitative Methods / Métodos Quantitativos \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**91. C63 - Real Estate Management / Manutenção e Equipamentos Hoteleiros \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**92. C64 - Tourist Destinations / Destinos Turísticos \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomIGlxG1cXLGpirJRrxklx6x1f6-HbmYISyoTTM/edit>

17/26

17/08/2018

Questionnaire for the PhD Thesis intituled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**93. C65 - General Accounting / Contabilidade Geral \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**94. C66 - Reception Hosting / Acolhimento \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**95. C67 - Research Methods / Metodologia de Investigação \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**96. C68 - Restaurant Service / Serviço de Restaurante \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**97. C69 - Revenue Management / Gestão de Receitas \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**98. C70 - Rural Tourism / Turismo Rural \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**99. C71 - Safety at Work / Segurança no Trabalho \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomlGlxG1cXLGpirJRrxkXit6x1f6-HbmYISyoTTM/edit>

18/26



17/08/2018

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**100. C72 - Sales Negotiation / Negociação de Vendas \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**101. C73 - Software applied to Hospitality / Software aplicado à Hotelaria \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**102. C74 - Spa Management / Gestão de Spas \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**103. C75 - Statistics / Estatística \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**104. C76 - Strategic Marketing / Marketing Estratégico \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**105. C77 - Taxation / Fiscalidade \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**106. C78 - Tourism and Hospitality Law / Direito Turístico e Hoteleiro \***

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

<https://docs.google.com/forms/d/1BlomlGlxG1cXLGpirJRnxxltit6x1f6-HbmYISyoTTM/edit>

19/26

17/08/2018

Questionnaire for the PhD Thesis intituled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

## Learning Outcomes - Resultados de Aprendizagem

CONSIDERING THE IMPORTANCE THAT EACH LEARNING OUTCOME HAS TO HOTELS OPERATION, DO EX-GRADUATES OBTAIN THESE SKILLS AND COMPETENCES IN THEIR COURSE? CONSIDERANDO A IMPORTÂNCIA QUE CADA RESULTADO DE APRENDIZAGEM TEM PARA AS OPERAÇÕES HOTELEIRAS, OS RECÉM-GRADUADOS ADQUIRIRAM ESTAS HABILIDADES E COMPETÊNCIAS NO CURSO?

### 107. D1 - Adapting to new situations / Adaptação a novas situações \*

Individuals are able to deal with uncertainty and adapt to new contexts and situations. (Integrates the resilience and the ability to deal with the unpredictability) / Os indivíduos são capazes de lidar com a incerteza e adaptar-se a novos contextos e situações. (Integra a resiliência e a capacidade de lidar com a imprevisibilidade)

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 108. D2 - Critical and reflective analysis - Critical Thinking / Análise crítica e reflexiva - Pensamento Crítico \*

Individuals are able to analyse critically and ground their conclusions by understanding, evaluating, reflecting and critically thinking on a topic. / Os indivíduos são capazes de analisar criticamente e fundamentar as suas conclusões através da compreensão, avaliação, reflexão e pensamento crítico sobre um tópico.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 109. D3 - Written communication ability / Capacidade de Comunicação Escrita \*

Individuals are able to express themselves in written, in such a way that they will clearly produce information, reports or solutions understandable to all kind of publics. / Os indivíduos são capazes de expressar-se por escrito, de tal forma que claramente produzem informação, relatórios ou soluções compreensíveis para todos os tipos de públicos.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

### 110. D4 - Oral Communication ability / Capacidade de Comunicação Oral \*

Individuals are able to express themselves orally, using adequate professional language in such a way that they will communicate assertively, clearly understandable to all kind of publics. This applies to private or public presentations. / Os indivíduos são capazes de expressar-se oralmente, usando linguagem profissional adequada de tal maneira que comunicarão de forma assertiva, claramente compreensível para todo o tipo de públicos. Isto aplica-se a apresentações privadas ou públicas.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**111. D5 - Information Management Ability / Capacidade de Gestão de Informação \***

Individuals are able to research, gather information, analyse, process and synthesize information, in such a way that it exchanges in a fast and dynamic manner. / Os indivíduos são capazes de pesquisar, reunir informações, analisar, processar e sintetizar informação, de tal forma que flua de forma rápida e dinâmica.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**112. D6 - Negotiation Skills / Capacidade de Negociação \***

Individuals have a negotiation spirit or skills. / Os indivíduos têm capacidade e espírito de negociação.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**113. D7 - Organization and Planning Skills / Capacidade de Organização e Planeamento \***

Individuals have planning and organization skills, choosing the most adequate working methods. Os indivíduos têm capacidade de planeamento e organização, escolhendo os métodos de trabalho mais adequados.

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Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**114. D8 - Interpersonal Relationship Ability / Capacidade de Reacionamento Interpessoal \***

Individuals are able to adequately relate with colleagues and upper management (negotiation and conflict managing) / Os indivíduos são capazes de relacionar-se adequadamente com colegas e com a alta administração (negociação e gestão de conflitos)

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**115. D9 - General Knowledge / Conhecimentos Gerais \***

Individuals have an average general culture and multidisciplinary knowledge as basic elements of his/her education. / Os indivíduos têm uma cultura geral média e conhecimento multidisciplinar como elementos básicos de sua educação.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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21/26

17/08/2018

Questionnaire for the PhD Thesis intituled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**116. D10 - Specific Knowledge - practical / Conhecimentos específicos - práticos \***

Individuals possess specific knowledge of course area, knowing the ways and tools to apply it prospectively within the organizations strategy (from start to end of projects). / Os indivíduos possuem conhecimento específico da área do curso, conhecendo as formas e ferramentas para aplicá-lo prospetivamente dentro da estratégia das organizações (do início ao fim dos projectos).  
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Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**REMINDER / LEMBRETE**

CONSIDERING THE IMPORTANCE THAT EACH LEARNING OUTCOME HAS TO HOTELS OPERATION, DO EX-GRADUATES OBTAIN THESE SKILLS AND COMPETENCES IN THEIR COURSE? CONSIDERANDO A IMPORTÂNCIA QUE CADA RESULTADO DE APRENDIZAGEM TEM PARA AS OPERAÇÕES HOTELEIRAS, OS RECÉM-GRADUADOS ADQUIRIRAM ESTAS HABILIDADES E COMPETÊNCIAS NO CURSO?

**117. D11 - Specific Knowledge - theoretical / Conhecimentos específicos - teórico \***

Individuals possess specific knowledge of course area as well as facts related to it. / Os indivíduos possuem conhecimento específico da área do curso, bem como dados relacionados com o mesmo.  
*Marcar apenas uma oval.*

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Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**118. D12 - Creativity and Innovation / Criatividade e Inovação \***

Individuals should show ability to create new and original ideas and solutions, applying the change process and renovation. / Os indivíduos devem mostrar capacidade de criar ideias e soluções novas e originais, aplicando o processo de mudança e renovação.  
*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**119. D13 - Development of Autonomous work / Desenvolvimento do Trabalho Autónomo \***

Individuals are able to work autonomous and independently. / Os indivíduos são capazes de trabalhar de forma autónoma e independente.  
*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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22/26

17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**120. D14 - Information Technology skills / Domínio das Tecnologias de Informação \***

Individuals possess use skills of Information Technology and master specific software. / Os indivíduos possuem habilidades de uso de Tecnologia da Informação e dominam um software específico.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**121. D15 - Master a foreign language / Domínio de uma língua estrangeira \***

Individuals are able to communicate well in a foreign language. / Os indivíduos são capazes de comunicar bem numa língua estrangeira.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**122. D16 - Ethics and professional deontology / Ética e deontologia profissional \***

Individuals act in an ethical manner and according to deontological principles of area. / Os indivíduos agem de maneira ética e de acordo com os princípios deontológicos da área.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**123. D17 - Conflict Management / Gestão de Conflitos \***

Individuals are able to manage and solve conflicts among group peers. / Os indivíduos são capazes de gerir e resolver conflitos entre pares do grupo.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**124. D18 - Initiative and entrepreneurial spirit / Iniciativa e espírito empreendedor \***

Individuals are entrepreneurs and pursue new projects of their own initiative, facing all adversities. / Os indivíduos são empreendedores e procuram novos projetos de sua própria iniciativa, enfrentando todas as adversidades.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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23/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**125. D19 - Leadership / Liderança \***

Individuals apply management, orientation, coordination and leading skills on a group of people. / Os indivíduos aplicam a gestão, a orientação, a coordenação e a liderança num grupo de pessoas.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**126. D20 - Motivation for continuous learning / Motivação para a aprendizagem contínua \***

Individuals are able to continuously increase knowledge throughout life, by academic investment, self-instruction and professional training. / Os indivíduos são capazes de aumentar continuamente o conhecimento ao longo da vida, pelo investimento académico, auto-instrução e formação profissional.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

## REMINDER / LEMBRETE

CONSIDERING THE IMPORTANCE THAT EACH LEARNING OUTCOME HAS TO HOTELS OPERATION, DO EX-GRADUATES OBTAIN THESE SKILLS AND COMPETENCES IN THEIR COURSE? CONSIDERANDO A IMPORTÂNCIA QUE CADA RESULTADO DE APRENDIZAGEM TEM PARA AS OPERAÇÕES HOTELEIRAS, OS RECÉM-GRADUADOS ADQUIRIRAM ESTAS HABILIDADES E COMPETÊNCIAS NO CURSO?

**127. D21 - Motivation for excellence / Motivação para a excelência \***

Individuals are able to develop their work orientated towards excellence and rigor. / Os indivíduos são capazes de desenvolver o seu trabalho orientado para a excelência e rigor.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**128. D22 - Social-Economic and environmental sustainability concern / Preocupação com a Sustentabilidade Social Económica e Ambiental \***

Individuals are able to integrate in their job social and environmental sustainability, avoiding natural resources wastage. / Os indivíduos são capazes de integrar no seu trabalho a sustentabilidade social e ambiental, evitando desperdício de recursos naturais.

Marcar apenas uma oval.

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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24/26

17/08/2018

Questionnaire for the PhD Thesis intitled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**129. D23 - Problem solving / Resolução de problemas \***

Individuals are able to identify a problem, present alternatives and consequences of each choice, and finally decide. / Os indivíduos são capazes de identificar um problema, apresentar alternativas e consequências de cada escolha, e finalmente decidir.

*Marcar apenas uma oval.*

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Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**130. D24 - Respect for diversity and multiculturalism / Respeito pela diversidade e multiculturalidade \***

Individuals are able to understand multiculturalism and respect cultural diversity. / Os indivíduos são capazes de compreender a multiculturalidade e respeitar a diversidade cultural.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**131. D25 - Personal and social responsibility / Responsabilidade pessoal e social \***

Individuals are self aware of personal and social responsibilities, as well as civic and ethic compromise. / Os indivíduos são conscientes de responsabilidades pessoais e sociais, bem como do compromisso cívico e ético.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**132. D26 - Decision Making / Tomada de decisão \***

Individuals are able to make the best decisions, based on possibility evaluation, needs, criteria and decision consequences. / Os indivíduos são capazes de tomar as melhores decisões, com base na avaliação de possibilidades, necessidades, critérios e consequências de decisão.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**133. D27 - Teamwork / Trabalho de Equipa \***

Individuals are able to contact, participate and cooperate towards group ideas and to group spirit. / Os indivíduos são capazes de entrar em contacto, participar e cooperar para idéias de grupo e para o espírito de grupo.

*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

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25/26



17/08/2018

Questionnaire for the PhD Thesis intitlled: A multi-participative competency model for the hotel industry stakeholders. / Questionário ...

**134. D28 - Working in Interdisciplinary Team / Trabalho em equipe multidisciplinar \***

Individuals are able to contact, participate and cooperate towards group ideas with participants from different scientific/working areas. / Os indivíduos são capazes de contactar, participar e cooperar para ideias de grupo com participantes de diferentes áreas científicas / de trabalho.  
*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**135. D29 - Working in International Team / Trabalho em equipa Internacional \***

Individuals are able to contact, participate and cooperate towards group ideas with participants from different cultures and nationalities. / Os indivíduos são capazes de contactar, participar e cooperar para ideias de grupo com participantes de diferentes culturas e nacionalidades.  
*Marcar apenas uma oval.*

	1	2	3	4	5	6	7	
Very little / muito pouco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very much / bastante

**136. The Questionnaire ends here! Thank you very much for your time and cooperation! I wish you a nice day! / O Questionário termina aqui! Muito obrigado pelo seu tempo e cooperação! Desejo-lhe um bom dia!**

May you wish to obtain the final results of the questionnaire, please be so kind as to send information of your e-mail and name. / No caso de desejar obter os resultados finais do questionário, por favor tenha a amabilidade de enviar informações do seu e-mail e nome.

\_\_\_\_\_

Com tecnologia



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26/26



## Annex VIII - Curricular Units Subjects Crossed with Learning Outcomes (with no relevant results)

Curricular Units Subjects Crossed with Learning Outcomes			LO »»																													
			Adapting to new situations Critical and reflective analysis / Critical Thinking Written communication ability Oral Communication ability Information Management Ability Negotiation Skills Organization and Planning Skills Interpersonal Relationship Ability General Knowledge Specific Knowledge - practical Specific Knowledge - theoretical Creativity and Innovation Development of Autonomous work Information Technology skills Master a foreign language Ethics and professional deontology Conflict management Initiative and entrepreneurial spirit Leadership Motivation for continuous learning Motivation for excellence Socio-economic and environmental sustainability Problem solving Respect for diversity and multiculturalism Personal and social responsibility Decision Making Teamwork Working in interdisciplinary Team Working in International Team																													
Curricular Units			Nb mentioned HEI CU Subj online	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	D18	D19	D20	D21	D22	D23	D24	D25	D26	D27	D28	D29
C13	Asset Management	5	0,221	0,253	0,291	0,184	0,285	0,272	0,223	0,169	0,266	0,174	0,189	0,224	0,226	0,188	0,121	0,203	0,202	0,178	0,218	0,176	0,213	0,312	0,291	0,275	0,266	0,255	0,209	0,176	0,191	
C14	Audits	0	0,255	0,310	0,307	0,252	0,285	0,314	0,259	0,272	0,309	0,262	0,229	0,223	0,256	0,274	0,138	0,241	0,246	0,234	0,208	0,273	0,292	0,254	0,289	0,235	0,292	0,291	0,309	0,233	0,186	
C25	Economy	13	0,184	0,197	0,291	0,228	0,319	0,200	0,194	0,235	0,260	0,105	0,195	0,259	0,247	0,240	0,167	0,241	0,172	0,201	0,144	0,191	0,262	0,200	0,169	0,237	0,250	0,184	0,168	0,210	0,159	
C26	Entrepreneurship	6	0,184	0,249	0,282	0,213	0,239	0,236	0,169	0,189	0,304	0,267	0,312	0,236	0,188	0,202	0,068	0,057	0,131	0,253	0,192	0,098	0,259	0,167	0,212	0,113	0,270	0,282	0,195	0,114	0,045	
C36	Information systems	17	0,202	0,191	0,174	0,169	0,363	0,201	0,182	0,274	0,178	0,125	0,189	0,248	0,278	0,380	0,233	0,232	0,168	0,221	0,122	0,278	0,256	0,203	0,211	0,249	0,222	0,178	0,256	0,220	0,115	
C37	Internship	15	0,110	0,135	0,137	0,164	0,208	0,143	0,161	0,184	0,303	0,229	0,207	0,148	0,162	0,156	0,206	0,126	0,093	0,094	0,074	0,076	0,198	0,104	0,111	0,183	0,218	0,159	0,197	0,172	0,109	
C38	Interpersonal Relationships	4	0,147	0,115	0,227	0,243	0,237	0,131	0,131	0,336	0,214	0,163	0,138	0,193	0,218	0,294	0,196	0,327	0,222	0,194	0,146	0,312	0,269	0,210	0,167	0,291	0,237	0,139	0,221	0,227	0,279	
C49	Market surveys	0	0,224	0,313	0,255	0,208	0,319	0,370	0,328	0,314	0,306	0,286	0,227	0,242	0,234	0,214	0,183	0,290	0,287	0,306	0,305	0,242	0,258	0,303	0,274	0,256	0,288	0,299	0,209	0,189	0,176	
C50	Marketing	8	0,260	0,287	0,248	0,235	0,328	0,294	0,307	0,282	0,268	0,231	0,266	0,294	0,284	0,334	0,227	0,244	0,263	0,306	0,228	0,310	0,245	0,230	0,240	0,238	0,264	0,266	0,254	0,260	0,205	
C51	Marketing for Services	11	0,236	0,264	0,220	0,234	0,304	0,253	0,233	0,263	0,237	0,205	0,248	0,316	0,236	0,337	0,206	0,219	0,232	0,274	0,203	0,278	0,243	0,244	0,239	0,240	0,291	0,256	0,226	0,234	0,204	
C57	Procurement and Logistics	5	0,189	0,206	0,245	0,192	0,298	0,259	0,234	0,305	0,164	0,235	0,231	0,237	0,238	0,278	0,179	0,175	0,209	0,196	0,236	0,282	0,258	0,246	0,217	0,163	0,160	0,244	0,150	0,166	0,192	
C60	Public relations	4	0,218	0,138	0,234	0,187	0,215	0,196	0,175	0,329	0,163	0,151	0,089	0,217	0,190	0,186	0,094	0,219	0,194	0,178	0,168	0,259	0,248	0,175	0,211	0,274	0,249	0,168	0,212	0,203	0,221	
C61	Quality management	10	0,172	0,217	0,272	0,210	0,259	0,246	0,195	0,318	0,244	0,214	0,159	0,159	0,190	0,243	0,140	0,199	0,148	0,164	0,155	0,230	0,220	0,260	0,234	0,300	0,238	0,198	0,141	0,116	0,138	
C62	Quantitative methods	9	0,255	0,227	0,234	0,204	0,281	0,257	0,202	0,302	0,158	0,226	0,172	0,273	0,208	0,353	0,096	0,246	0,260	0,230	0,183	0,284	0,257	0,252	0,228	0,238	0,220	0,232	0,187	0,209	0,147	
C63	Real Estate Management	4	0,314	0,352	0,360	0,281	0,340	0,411	0,390	0,302	0,189	0,331	0,369	0,338	0,334	0,272	0,203	0,280	0,363	0,395	0,401	0,302	0,362	0,311	0,351	0,243	0,336	0,384	0,273	0,347	0,204	
C64	Tourist Destinations	12	0,227	0,231	0,261	0,159	0,258	0,225	0,263	0,247	0,190	0,213	0,237	0,225	0,172	0,213	0,160	0,160	0,209	0,289	0,255	0,219	0,313	0,168	0,179	0,147	0,221	0,207	0,179	0,219	0,143	
C66	Reception Hosting	10	0,139	0,111	0,207	0,246	0,201	0,179	0,212	0,309	0,223	0,207	0,276	0,240	0,218	0,266	0,174	0,255	0,127	0,155	0,042	0,264	0,259	0,159	0,154	0,182	0,226	0,072	0,184	0,172	0,114	
C70	Rural tourism	0	0,338	0,353	0,328	0,284	0,333	0,366	0,349	0,264	0,255	0,343	0,277	0,353	0,343	0,267	0,169	0,264	0,398	0,419	0,381	0,312	0,359	0,281	0,298	0,207	0,300	0,329	0,264	0,330	0,254	
C71	Safety at work	0	0,262	0,258	0,284	0,280	0,284	0,181	0,221	0,291	0,229	0,177	0,236	0,293	0,265	0,358	0,202	0,350	0,253	0,285	0,194	0,372	0,343	0,242	0,243	0,303	0,391	0,204	0,303	0,266	0,236	
C72	Sales Negotiation	5	0,149	0,209	0,200	0,141	0,241	0,211	0,160	0,222	0,176	0,165	0,217	0,204	0,186	0,215	0,184	0,211	0,186	0,201	0,155	0,209	0,204	0,202	0,203	0,314	0,272	0,202	0,241	0,191	0,167	
C74	Spa Management	2	0,214	0,222	0,153	0,157	0,294	0,304	0,303	0,246	0,173	0,254	0,210	0,229	0,207	0,263	0,145	0,239	0,220	0,195	0,227	0,269	0,220	0,246	0,199	0,238	0,278	0,208	0,196	0,244	0,183	
C75	Statistics	10	0,190	0,196	0,203	0,200	0,339	0,223	0,195	0,239	0,175	0,241	0,226	0,266	0,204	0,275	0,151	0,222	0,209	0,221	0,151	0,260	0,225	0,162	0,207	0,191	0,195	0,224	0,232	0,249	0,164	
C76	Strategic marketing	4	0,247	0,231	0,204	0,192	0,305	0,274	0,240	0,260	0,222	0,243	0,243	0,242	0,212	0,326	0,201	0,162	0,203	0,225	0,214	0,240	0,245	0,172	0,216	0,222	0,252	0,274	0,237	0,230	0,174	
C77	Taxation	3	0,229	0,266	0,269	0,252	0,316	0,289	0,311	0,264	0,299	0,255	0,278	0,235	0,244	0,301	0,265	0,329	0,246	0,272	0,197	0,279	0,277	0,283	0,257	0,205	0,227	0,277	0,281	0,260	0,201	

expected matching

linear correlation result

overlapping expected and linear regression correlation