

Tourism Workforce Development for Cluster Competitiveness

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EXECUTIVE SUMMARY

Introduction: Workforce Development and Cluster Competitiveness

Tourism is a labor-intensive, people-based industry. When tourists visit a destination or attraction, they “buy” not only the physical amenities and attractions, but also the skills and services of tourism employees. For this reason, human resource development should be a pre-eminent concern of tourism professionals. Yet the Lebanese tourism cluster has not yet awakened to the fact that workforce is one of the main factors of competitiveness in the new global tourism market. While attention is understandably focused on building the country’s “hard” infrastructure, little resources are being spent on its “soft” infrastructure.

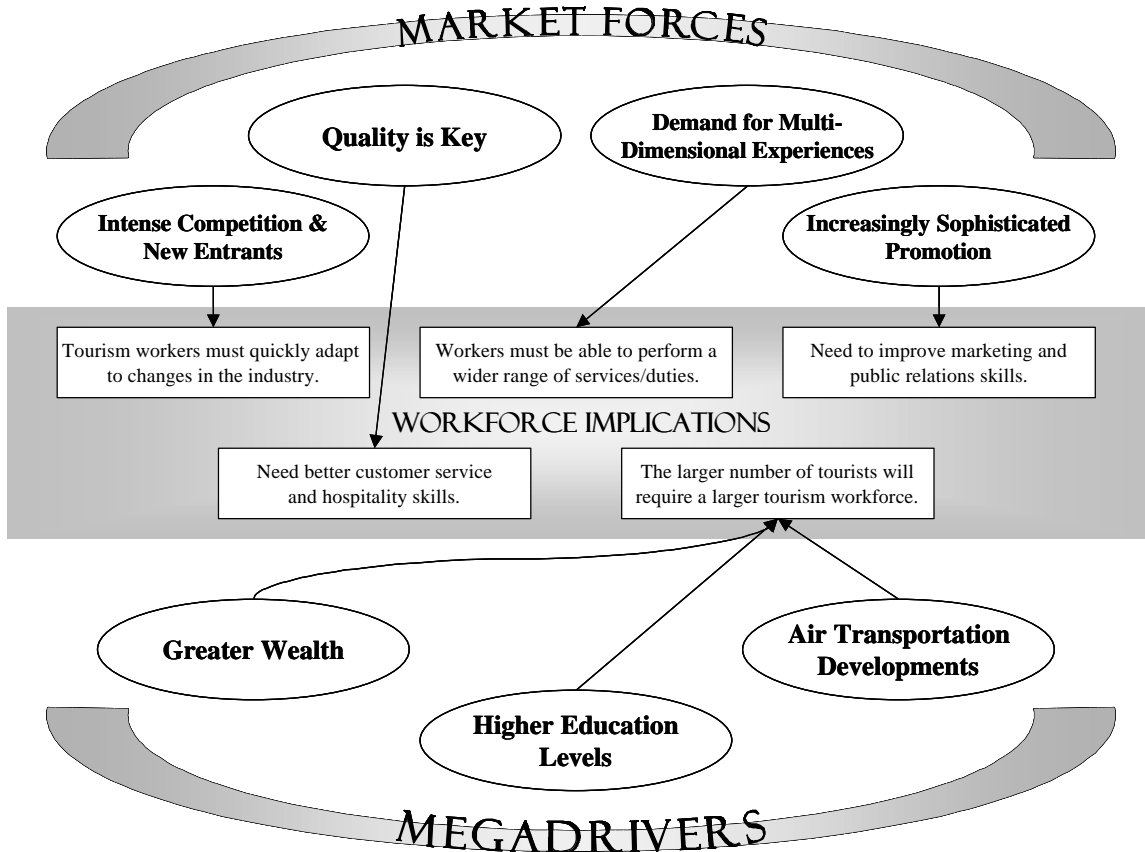
Global Tourism Trends and their Workforce Implications

Tourism is a growing industry with high long-term potential. Long-term investments into tourism resources, if strategically done, are likely to pay off. Increased global wealth, education and access to air transportation have caused total global arrivals to more than double between 1980 and 2000, while receipts have more than quadrupled. Between 1998 and 2010, arrivals are expected to grow by 63 percent, while tourist receipts are projected to jump 248 percent.

However, tourism is a different industry than it was when Lebanon was at its tourist peak thirty years ago, and this has profound implications for what the Lebanese tourism workforce needs to look like now and in the future. Specifically:

- **High global competition will require Lebanese businesses to constantly innovate and improve their productivity levels, including the efficiency of their workforce.** Hotels with workers who understand information technologies can install systems for express checkout. Similarly, restaurant staff need to be trained in how to use computers to place orders, keep track of bills and manage inventory.
- **The need for quality will force Lebanon to maintain a high quality visitor customer service at all chains of the tourist cluster.** The globalization of the tourism industry means that hotel service will need to be the same in Lebanon as it is in London, and local restaurants as high quality as those found in Rome.
- **New product development will force Lebanon to develop new workforce skills to match.** More fragmentation of the tourism industry among niche markets and the need to provide tourists with multidimensional experience means that Lebanon will need to engage in product diversification. This does not only mean building new infrastructure, but also developing a workforce with specialist skills in areas such as mountain trekking, ski lift maintenance and interpretation of religious sites.

- **Managers and public officials will need to learn new skills to attract visitors into the country.** Tourism promotion will become ever more difficult as other countries enter the market and the overall promotional efforts of destinations become more sophisticated worldwide. Lebanon will therefore need to develop skills in market segmentation, advertising, corporate/conference attraction, the Internet, and other areas which are not currently present in the country.



Lebanese Tourism Cluster Trends and Workforce Implications

Lebanon’s national rebuilding program, coupled with global tourism trends, will continue to transform the country’s tourism industry. As the cluster evolves over the next ten years Lebanon will need a significant number of new workers throughout the country, with a more diversified skill set and with an international level of efficiency and service able to cater to high-end travelers.

- **Size:** An estimated 673,000 visitors arrived in Lebanon in 1999, a number projected by the World Tourism Organization to grow by 8 percent a year to 1.5 million in 2010. Meeting this expected growth will require almost 20,000 new workers in the cluster over the next ten years.

- **Markets:** Lebanon's markets are likely to continue to diversify, which will require workers to be culturally attuned to a diverse set of customers. In particular, front-office personnel will need to develop further customer skills with European travelers.
- **Product Line:** Business travelers will expect knowledgeable hospitality employees familiar with state of the art telecommunications and computer equipment and able to provide prompt, efficient service. Recreational travelers will require multilingual tour guides able to interpret the country's rich cultural and religious heritage. Winter sporting tourism will require ski trainers, and concierges knowledgeable about snow conditions.
- **Market Positioning:** A focus on high-end customers will necessitate comprehensive improvements in Lebanon's workforce skills and their utilization. Travelers paying top dollar will expect top dollar service. Hotel service will need to equal East Asian standards, while culinary offers will need to be competitive with Rome and Paris. Proper management of human resources by employers will help maintain costs while providing excellent service.
- **Development Strategy:** Regional diversification of product offer will mean that hotels/restaurants in the South, North and the Bekaa will need to find workers in those areas able to provide the same excellence in service as those in Beirut.

Workforce Demand, Supply and Linkages

In light of global and national tourism developments, the SRI International/Lebanese-American University/Information International team conducted extensive research assignments over a ten-month period to assess the current state of the Lebanese tourism workforce market. Some of the most significant findings are highlighted below.

Workforce Demand:

- The Lebanese workforce has many of the qualifications most often cited by employers as key, but continued work is needed to equip workers with specialized skills.
- Almost 60 percent of hotel managers and 75 percent of restaurants and travel agencies indicated difficulties in hiring for specific positions, from the frontline through the managerial levels.
- Employees are responsive to market dynamics, and are predisposed to changing jobs when better opportunities arise.
- The tourism cluster can offer many rewarding career tracks for Lebanese worker, with managers having a good idea about typical career tracks.

Workforce Supply:

- A growing number of educational and training institutions are offering tourism and hospitality programs, graduating approximately 1,400 students a year.
- There is a serious dissociation between the skills graduates have and real market needs, resulting from outdated curricula and a lack of practical training.
- Lack of adequate facilities and poorly trained teachers will serve as obstacles to improving Lebanese tourism programs.
- Workforce training does not seem to be a priority for Lebanese hotels and restaurants, with only about half of companies surveyed having an official In-House Trainer or Training Department.
- External training is virtually non-existent among Lebanese tourism-related companies, with only one of all surveyed firms reporting use of outside training professionals.
- Few companies in Lebanon have or understand modern human resources systems outside of firms affiliated with international chains.

Demand and Supply Linkages:

- Graduates from tourism & hospitality programs have an important advantage when looking for employment in tourism and hospitality, yet there appears to be a relative lack of knowledge by employers about tourism/hospitality training programs.
- Internships are widely offered among Lebanon's hotels and restaurants; however, employers, students and schools reveal dissatisfaction about their workings.
- Only about 35 percent of companies reported to have some type of communication, however defined, with technical schools or universities.

Critical Action Areas

According to research findings, all cluster stakeholders need to do a better job of preparing Lebanon's tourism workforce. The table below summarizes the team's assessment of the tourism workforce "market."

SUMMARY ASSESSMENT OF LEBANESE WORKFORCE MARKET			
Category	Critical Area	Needs Improvement	Cluster Strength
<u>Workforce Demand</u>			
Basic Qualifications			×
Specialized Skills	×		
Recruitment Practices		×	
Retention and Turnover		×	
Career Advancement		×	
Human Resources Management	×		
<u>Workforce Supply</u>			
Quantity of Programs and Trainees and Study Fields		×	
Programmatic Content	×		
Educational Facilities and Resources	×		
Internal Corporate Training Programs		×	
External Corporate Training Programs	×		
<u>Demand-Supply Linkages</u>			
Graduate Placement		×	
Supply-Side Information		×	
Formal Employer-School Linkages	×		
Other Cluster Linkages	×		

Throughout the research process, a common thread found among cluster stakeholders has been the propensity of all parties to assign responsibility for workforce problems to other actors. Yet our findings conclude that significant work needs to be done by all involved.

- **Training Providers:** At the core, training providers, be they technical schools or universities, need to become more responsive to workforce market needs. Specific issues that need to be addressed are curricula, facilities, career mentoring and support services and faculty development. Moreover, private corporate training providers need to be encouraged to target services to hospitality and tourism companies.

- **Employers:** At the core, employers need to modernize their workforce attitudes and practices in a way that regards workers as assets to be carefully groomed and managed. Specific issues that need to be addressed are the expansion and professionalization of workforce development practices across a larger proportion of companies, the adoption of modern recruitment and retention practices, and investment into improvement of human resources systems within companies.

- **Government:** While the role of government was not specifically examined in the study, one of government's clear mandates is to modernize current hospitality and tourism curricula to meet current workforce demand needs and to upgrade existing public school programs.

- **Cluster-wide:** At the core, stakeholder linkages need to be created and improved at all levels. Specifically, communication and active partnerships between schools and companies are a must. Private companies need to actively articulate their needs to existing schools and be willing to invest the time and financial resources to improve the quality of their job applicants. Links to be developed could include structured internship programs, professional guest lectures, donation of surplus equipment, industry advisory boards, and faculty "internship" programs for professional development. Employer and school associations may be able to play a role in catalyzing such relations. A formal mechanism for interaction may need to develop at the cluster level.

I. WORKFORCE DEVELOPMENT AND TOURISM CLUSTER COMPETITIVENESS

A. Workforce Development and Cluster Competitiveness

Tourism is a labor-intensive, people-based industry. When tourists visit a destination or attraction, they “buy” not only the physical amenities and attractions, but also the skills and services of tourism employees. For this reason, human resource development should be a pre-eminent concern of tourism professionals. Over the past few decades, however, countries have responded to the growth in the tourism industry by focusing on product development and marketing. With limited resources to spend on tourism, countries typically place highest priority on building hotels, airports, roads, and other facilities, and on developing marketing campaigns.

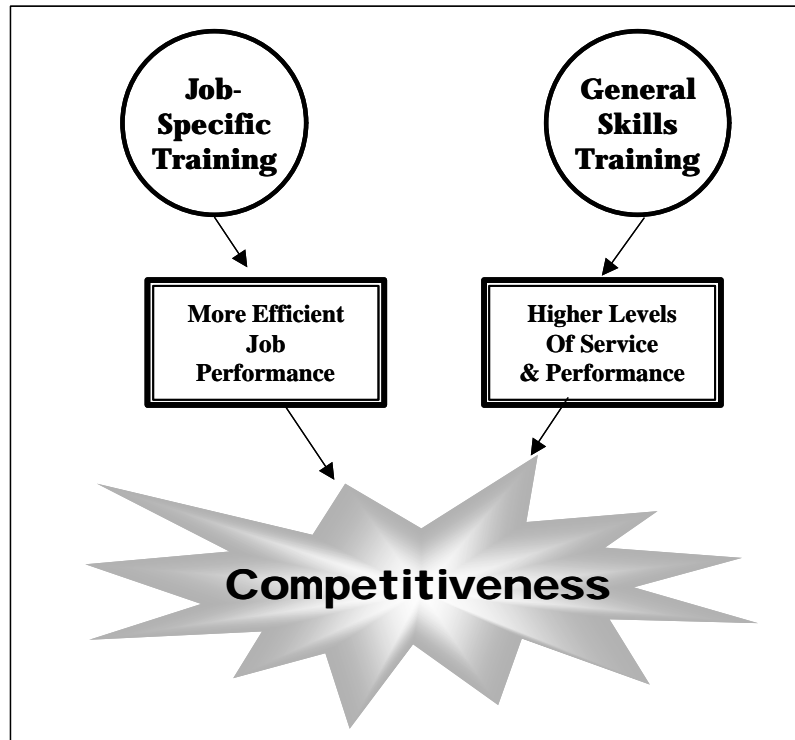
Human resources, on the other hand, tend to be an afterthought. Workforce development and training programs are often implemented on an ad hoc basis, with skill-specific programs introduced to meet the most pressing needs of an industry sector. There is a tendency to develop remedial training initiatives, which respond to what is currently happening, rather than proactive training initiatives, which anticipate what the future needs of the industry will be. Important labor resources are not viewed as an integral part of tourism development.

This lack of emphasis on workforce development is as much of a problem in Lebanon as anywhere in the world. Raymond Khalife, regional president of Bass Hotels and Resorts, best summarized the issue when he said, “The industry has a mindset which looks at the employee as a ‘cost’ rather than an investment”¹. In the future, the development of the tourism industry in Lebanon, and in countries throughout the world, will depend more and more on the emphasis they place on investing in their tourism workforce.

In most industries it is generally recognized that better-educated and better-trained workers are more productive. Industries with higher labor productivity are more competitive in world markets. Well-developed tourism training programs can boost employee productivity – and thus industry competitiveness – in two ways:

- ◆ ***Job-specific training*** provides employees with the technical skills necessary to perform their jobs more efficiently (e.g., hotel management or travel agent training).
- ◆ ***General skills training*** provides skills that enhance the service and performance of the industry (e.g., language or computer training).

¹ *Daily Star*, April 6, 2000.



Although the tourism industry employs a vast range of professions and skills, all sectors of the industry face similar human resource challenges concerns: skill and labor shortages, recruitment and retention, education and training, and labor management. Pro-active efforts to implement workforce development initiatives can be an integral part of dealing with these issues throughout the industry.

B. Methodology of the Study

The present study is product of the combined efforts of SRI International, the Lebanese-American University’s Center for Sponsored Research and Development and Information International. Its objective is to provide an accurate and systematic overview of the status of Lebanon’s tourism workforce, in order to guide stakeholders toward actions that will improve the cluster’s competitiveness through workforce development.

Research was conducted in a variety of ways. Prof. Fuad M. Awad first conducted a series of stakeholder workshops and over twenty interviews to identify the main workforce skills gaps in the tourism cluster. His findings and research anchor much of the report. Prof. Said Ladke compiled information on the Lebanese tourism and hospitality programs at the technical and university levels and evaluated their performance. Most of this information can be found in Chapter IV. To support the assessment of workforce development issues and needs in Lebanon, Information International conducted a survey on the tourism cluster’s human resource structure, issues and needs. A total of thirty-one companies in the hotel, restaurant, and travel agency

sectors participated in this comprehensive, two-hour long survey, providing the study team with invaluable data and insights into the state of the human resources in Lebanon's tourism industry cluster. All data not otherwise annotated originates from this effort. Finally, throughout the past ten months SRI International has actively guided all research efforts and analyzed the findings' implications for Lebanon's workforce development practices.

The report is divided into the following sections:

- **Global Tourism Trends and Workforce Implications:** Highlights the major trends in the tourism cluster worldwide that will affect the Lebanese tourism cluster and its workforce.
- **Lebanese Tourism Cluster Trends Analysis and Workforce Implications:** Provides a high-level description of the Lebanese tourism cluster, focusing on information that is relevant for understanding the workforce development challenges in the cluster.
- **Workforce Demand and Use:** Summarizes original research on corporate workforce-related practices, which should be of interest to employers, workers and hospitality and tourism programs.
- **Tourism Human Resources Supply:** Analyzes workforce development practices at the technical and university level, as well as at the corporate level. The section seeks to quantify and qualify these programs' "output."
- **Connections Between Supply and Demand:** Explores the interaction between schools, employers and employees, including corporate recruiting practices, the use of internships, and direct school-corporate linkages.
- **Summary Workforce Evaluation:** Provides a panoramic assessment of the state of Lebanon's tourism workforce and highlights priority areas to address by various cluster stakeholders.

II. GLOBAL TOURISM TRENDS & WORKFORCE IMPLICATIONS

The global travel and tourism industry is in the midst of a great long-term growth trend, and is quickly becoming one of the most important economic sectors in the world in terms of both size and growth prospects. As the table below illustrates, total global arrivals have more than doubled since 1980, while receipts have more than quadrupled during this time. Looking towards the future, between 1998 and 2010 arrivals are expected to grow by 63 percent, while tourist receipts are projected to jump 248 percent.

Table 1

INTERNATIONAL TOURIST ARRIVALS AND RECEIPTS WORLDWIDE (1980, 1990-98)										
	1980	1990	1991	1992	1993	1994	1995	1996	1997	1998
Arrivals (millions)	287	458	464	503	519	550	565	597	611	625
<i>% annual change</i>		7	1	10	3	6	3	6	2	2
Receipts (\$ bil.)	105	269	278	315	324	354	405	436	436	445
<i>% annual change</i>		22	3	14	3	9	14	8	0	2

Source: World Tourism Organization

The impact of tourism on the world economy cannot be underestimated. According to the World Tourism Organization, travel and tourism constituted \$3.5 trillion of world GDP in 1998, supporting 12 percent of total world employment. This growth is expected to continue and accelerate over the long-term, with travel and tourism expected to account for \$8.0 trillion of world GDP by 2010, a 129 percent increase over 1998 levels. Given such projections, many economists believe that tourism and information technology will be the two most important industries of the coming century.

The future growth of tourism is determined by two factors: “market forces,” defined as the demand for and supply of products and services; and “external elements,” described as factors not directly related to tourism, but which influence the extent of demand for such activity. Megadrivers are ensuring that tourism will continue to grow in importance for the world economy, while market forces are determining what this industry will look like in the coming years. Given the importance of this industry to the overall health of the Lebanese economy, national political and economic decision-makers need to be attuned to how well Lebanon adapts to global industry trends.

A. Industry Megadrivers

As explained, tourism “megadrivers” are the external factors, which drive long-term demand in the industry. Some of the most important drivers currently affecting global tourism include the following:

- ◆ **Wealth.** Since tourism generally involves discretionary spending, there is a correlation between rising incomes and tourism spending. Growing world and

regional wealth allows more people able to take time off from work and spend money on travel, increasing the demand for travel services.

- ◆ **Education.** There is a direct link between level of education and proclivity to travel – the more education people receive, the more likely they are to seek new experiences. In the MENA (Middle East & North Africa) region, the percentage of males (of school age) attending high school rose from 52 percent in 1980 to 65 percent in 1993. There is a potential that this higher education level will lead to higher regional demand for tourism.
- ◆ **Air Transportation Developments.** Two main developments in the airline industry will continue to exert an upward pressure on travel demand, by making flying cheaper and more comfortable. First, continuing advances in avionics are reducing the cost of air transportation, while facilitating travel over long distances. Second, deregulation of air transportation (which started in the United States, and is now moving to the rest of the world) is increasing competition among transportation providers and lowering the price of airfares.

B. Market Forces

“Market forces” affect the near-term supply and demand for tourism products and services. With the currently high levels of growth in tourism, important market developments are having a tremendous impact on the shape of the industry. The countries best able to adjust and embrace these market forces are likely to be the biggest winners from the industry's overall growth. Four of the most important characteristics of the evolving tourism market are as follows:

- **Intense Competition Driven by New Entrants.** Many regions and countries are continuing to enter the tourism market in search of a share of its high growth prospects and economic benefits. Moreover, new destinations are becoming world-class competitors in record time. In the Middle East, for example, Jordan became a formidable competitor in the early 1990s, followed by Syria in the mid-1990s. Often new entrants benefit from the element of novelty and are more sensitive to what visitors want, thus quickly becoming formidable competitors.

This competitive dynamic is being intensified by the fact that tourists can now travel more easily across greater distances. For this reason, destinations can no longer rely on a steady supply of captive regional customers. Instead, they are having to compete with destinations that may not be in the same region. For example, it is becoming just as easy for a tourist from the Persian Gulf to travel to Paris or London, as it is to visit Beirut. On the other hand, world-class destinations are now able to draw from a broader pool of visitors than they were before.

- **Quality is Key.** The increased competition among destinations has created an environment in which providing a quality experience for visitors is key for

maintaining, and improving, market share. Travelers are now more experienced, having typically visited more destinations, and are therefore more demanding about the quality of their trips. International standards of excellence, previously demanded only in wealthier countries, are starting to be expected worldwide.

Quality is now being demanded in all aspects of the travel experience. Attractions, including historical or natural sites, are expected to be clean, have available high-quality and precise information for site interpretation, and cannot be overcrowded. Transportation to and from destinations is expected to be efficient and hassle-free. Service at the local hotels and restaurants needs to be customer oriented, with employees able to communicate with their customers in the visitors' home languages and to provide them with the same high-quality service they would receive in their country of origin. Quality factors such as these, beyond the uniqueness of the local attraction that is being visited, are the key contributors to a quality experience and are determinants of how successful a destination is in attracting new and returning visitors.

- **Demand for Multi-Dimensional Experiences.** Countries are having to expand the sets of attractions available to visitors, and are no longer able to rely on any one site or site-type to maintain their visitor flows. Two main factors are behind this. First, there is a growing recognition that visitors enjoy doing a variety of things during their stays, and that places that are able to offer good variety of experiences (including beaches, historical sites, entertainment, and other attractions) are able to extend their average visitor stays. A second reason for expanding the sets of local attractions is the growth in niche tourism. There are increasing groups of travelers interested in particular types of activities, such as natural attractions (e.g., scuba diving, safaris, bird watching); historical/educational/religious tourism (e.g., visits to museums or historical religious sites); and heritage tourism (e.g., visits by immigrants to their places of origin).

Finally, destinations are developing new types of attractions because they desire to even out seasonal patterns that may be characteristic of their traditional type of tourism. Seasonality is a long-time problem of the tourism industry, as it leaves infrastructure and full-time labor underutilized. To the degree that countries are able to develop activities that can attract counter-seasonal visitors, the industry's resources are more efficiently used to the benefit of the tourism cluster and its overall competitiveness. Examples of countries seeking to expand their tourism product include beach destinations that seek to attract business conventions during the off-months, and destinations primarily dependent on historical tourists that develop beach tourism on undeveloped coasts.

- **Increasingly Sophisticated Promotion.** Given the high degree of competition in the industry, the new choices available to tourists, the fragmentation of the market, and the high pay-off for successful destinations, countries are increasingly sophisticated in their efforts at attracting tourists. The industry is becoming more

"professionalized," practicing many marketing and product positioning techniques that have long been used in other industries, while also developing practices unique to the tourism industry. Among the main components of sophisticated promotional strategies are:

- **Strategic Marketing:** Traditional marketing has consisted of promoting whatever assets a country possessed. Current marketing is becoming more customer-oriented – identifying an attractive market segment and then seeking to find out what types of experiences such individuals enjoy and are willing to purchase. This entails further segmentation of larger groups according to demographics and socio-economic status, as well as developing products to meet the desires of such sub-segments.

- **Use of Internet:** The Internet is becoming an important medium for information dissemination and bookings of air tickets, hotels, and rental cars. This, in turn, is having an effect on traditional tourism distribution channels, altering the relative importance of travel agencies, airlines, and tour operators. As a result, destination marketers are developing relationships with relevant Internet sites and portals that act as travel point-of-sales.

- **Strategic Alliances:** Partnerships between diverse segments of the tourism cluster have enabled destinations to stretch their marketing budgets, improve their product offering, capitalize on partners' strengths and image, and provide learning opportunities. Typical partnerships that are being developed are between airlines and destination promotion organizations; among hotels, travel agencies, and travel operators; and between any of these players and local businesses that are trying to market local products to visitors.

C. Workforce Implications

The above-mentioned trends demonstrate that the tourism industry is a different industry than it was thirty years ago when Lebanon was at its tourist peak. This has profound implications for what the Lebanese tourism workforce needs to look like both now and in the future.

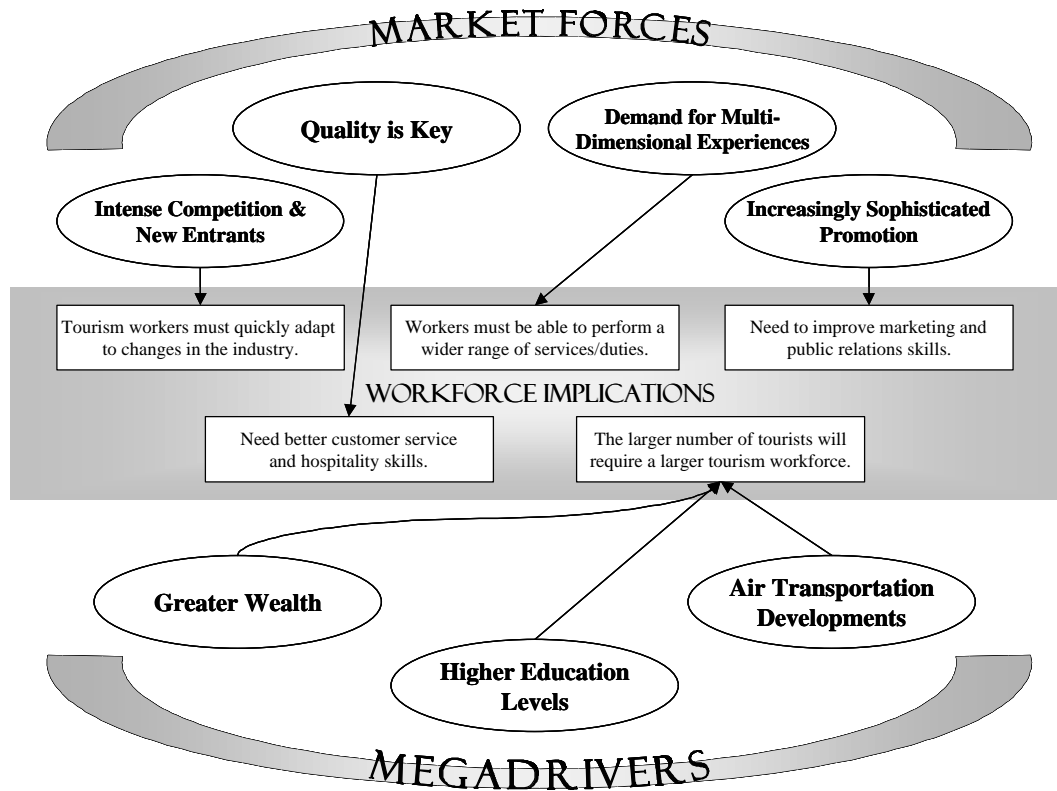
- **Intense global competition will require Lebanese businesses to constantly innovate and improve their productivity levels, including the efficiency of their workforce.** For example, hotels with workers skilled in information technologies can install systems for express checkout. Similarly, restaurant staff need to be trained in how to use computers to place orders, keep track of bills, and manage inventory.

- **The increasing demand for quality will force Lebanon to maintain high quality visitor customer service at all levels of the tourist cluster value chain.** The globalization of the tourism industry means that hotel service will need to be

the same in Lebanon as it is in London, and local restaurants as high quality as those found in Rome.

- **Development of new products will force Lebanon to develop new workforce skills to match them.** More fragmentation of the tourism industry among niche markets and the need to provide tourists with multidimensional experience mean that Lebanon will need to engage in product diversification. This means not only building new infrastructure, but also developing the "soft" infrastructure with it, including a workforce with specialist skills in areas such as mountain trekking, ski lift maintenance, and interpretation of religious sites.
- **Managers and public officials will need to learn new skills to attract visitors into the country.** Tourism promotion will become ever more difficult as other countries enter the market and the overall promotional efforts of destinations become more sophisticated worldwide. Lebanon will therefore need to develop skills in market segmentation, advertising, corporate/conference attraction, an Internet strategy, and other areas which are not currently present in the country.

The following chart summarizes global megadrivers and market forces and their workforce implications.



III. LEBANESE TOURISM TRENDS & WORKFORCE IMPLICATIONS

An analysis of current and expected developments in the Lebanese tourism cluster highlights important implications for the development of the country's tourism workforce.

A. Market Size and Growth

An estimated 673,000 visitors arrived in Lebanon in 1999, a number projected to grow by 8 percent a year to 1.5 million in 2010.

The Lebanese tourism industry is in a major rebuilding stage, and is expected to grow at high rates in the next ten years. Since 1992, the emergence of a relatively secure political situation and the process of reconstruction have brought renewed growth to the tourism industry. The number of tourists has increased steadily, growing from 210,000 in 1992, to 673,000 in 1999 (an average annual growth rate of over 18 percent) (see *Table 2*). According to WTO estimates, the number of visitors to Lebanon is expected to grow by 8 percent a year in the next ten years, and is projected to reach 1.5 million by 2010. The Ministry of Tourism's growth projections are even higher, at 9.8 percent a year, which would bring the total number of tourists to 1.85 million by 2010.

Several factors will determine the actual future rate of growth of the industry, the most important of which is the possibility of a regional peace accord. Even without such a development, a secure Lebanon could still experience significant growth based on increasing international interest in Middle East destinations, as well as on an expected rebound on arrivals from the lows of the 1980 and early 1990s.

Table 2

INTERNATIONAL TOURIST ARRIVALS AND RECEIPTS IN LEBANON (1992-1999)								
	1992	1993	1994	1995	1996	1997	1998	1999
Arrivals (thousands)	210	311	380	450	424	558	632	673
<i>% annual change</i>		48	22	18	-6	32	13	7
Receipts (\$ mil.)		600	672	710	715	1,000	1,285	
<i>% annual change</i>		-9	12	6	1	40	29	

Source: World Tourism Organization

B. Tourism Markets

The most significant visitors into Lebanon are Lebanese expatriates, Arabs, and Europeans.

A regional breakdown of travelers into Lebanon reveals that tourists from the Arab world represent the largest market segment, with 265,581 visitors in 1999, followed closely by European travelers, with 223,853 visitors in 1999 (see *Table 3*). The most important countries of origin in the Arab world include Saudi Arabia, Jordan, Kuwait, and Egypt. European visitors come predominantly from France, Germany, Britain, and Italy. Other important tourist markets include the United States, Australia, and Canada. Exact data for Lebanese nationals' travel into the country is unavailable, as currently government data is gathered by citizenship, with Lebanese living abroad counted as either foreign tourists, or not counted at all if they are traveling with a Lebanese passport. Local industry experts and informal surveys nevertheless reveal that the number of Lebanese expatriates traveling to Lebanon is quite high.

Table 3

TOTAL TOURIST ARRIVALS BY NATIONALITY (1999)		
	# of Visitors	% of Total
Arab Countries	265,581	39
Europe	223,853	33
Americas	84,516	13
Asia	54,349	8
Oceania	28,733	4
Africa	15,729	2
Other	500	1
Total	673,261	100

Source: Ministry of Tourism

C. Tourism Products

The main current attractions in Lebanon are business travel, friends and family, mountain summer holidays, beach tourism, and cultural/religious tourism.

No good data exists on travel purpose, yet numerous interviews with hotel managers and tour operators reveal the importance of the following tourism "products:"

- Business travel
- Visiting friends and family

- Mountain summer holidays
- Cultural/religious tourism

According to a recent Ministry of Tourism-commissioned survey, 52 percent of travel into Lebanon in 2000 is done for business purposes. Much of this is done by Syrians and other Arabs, as well as non-Arabs who are often involved in the reconstruction process. Visits to friends and family are regarded by all observers as an important component of travel, mostly done by Lebanese expatriates. Mountain summer holidays are taken by nationals of other Arab countries, as well as Lebanese expatriates. Beach tourism is mostly done by Lebanese expatriates. Cultural/religious tourism is done by Lebanese expatriates as well as by European tourists, predominantly arriving in groups that tour Lebanon and neighboring countries. As the tourism industry recuperates, it is expected that the overall percentage of business travel will drop, and new products such as winter sporting (skiing) and trade fairs/conventions will become an important part of Lebanon's product mix.

D. Market Positioning

Visitor expenditures in Lebanon are the highest in the Middle East, but the price/value ratio needs to improve for tourism to continue expanding.

One of the main characteristics of visits to Lebanon is the high expenditure per visit. According to figures by the World Tourism Organization, in 1996 Lebanon led in per capita visitor expenditures in the Middle East. This data is confirmed by local Lebanese studies comparing the cost of traveling to Lebanon to that of neighboring countries. One such recent study compares the cost of hospitality services in Lebanon to those in Cyprus, Dubai, Egypt, Greece, Israel, Syria, and Jordan, finding Lebanon to be second only to Dubai in terms of room rates, with an average luxury single room rate at \$186, and first in terms of meal costs, with an average meal cost of \$32 (see *Table 4*). Lebanon's food, car rental, and airfare costs are also at or near the top within this group of countries.

Table 4

AVERAGE ROOM & MEAL COSTS (1998)		
	Single Room Rates- Luxury (\$)	Average Meal Cost (\$)
Lebanon	186	32
Dubai	189	22
Cyprus	143	20
Egypt	133	25
Israel	118	15
Syria	106	12
Greece	95	20
Jordan	80	20

Source: Oxford Business Group, Emerging Lebanon.

Until recently, a main reason for such high prices was the basic lack of infrastructure. However, as new hotels have come on-line, there has been downward pressure on prices. Also, the proportion of business travel, which is characterized by high expenditures, is likely to decrease as other segments grow. However, for these other segments to grow the price/value ratio will need to significantly improve, as there is a strong sentiment among observers that value per dollar is low. Improving value will require lowering prices on current offerings or significantly improving the quality of the travel experience.

E. Tourism Strategy

Lebanon has a clear tourism development strategy centered on the need to grow.

Lebanon's tourism development strategy is explicitly stated in the 1995 Master Plan put together by the Ministry of Tourism and the World Tourism Organization. The main strategic points are:

- **Visitors and revenue growth** by promoting the expansion of the tourism infrastructure and investing into tourism promotion.
- **Regional diversification**, expanding tourism offerings beyond the capital area.
- **Diversification of product offerings**, developing sites and infrastructure for winter tourism, trade fairs/conventions, and cultural/religious tourism, among others.
- **Achievement of a high-end market positioning strategy** by maintaining high visitor expenditure levels while improving the quality of stays.

F. Workforce Implications

Lebanon will need a significant number of new workers throughout the country, with a more diversified set of skills and with an international level of efficiency and service, able to cater to high-end travelers.

1. Workforce Requirements for the New Tourism Industry

The size, markets, product line, market positioning, and development strategy of the future Lebanese tourism industry have profound implications for the type of workforce that will be needed. Below are some of the most important implications from the present strategy.

- ◆ **Size:** The continued recovery and expansion of the tourism sector in the next ten years will require increasing numbers of workers in hotels and other

lodging establishments, restaurants, and travel agencies. According to SRI estimates, the Lebanese tourism cluster will employ almost 70,000 workers in the year 2010, requiring an average of 2,700 new workers every year beyond normal attrition replacement.



Table 5

REQUIRED TOURISM EMPLOYMENT BY SUB-SECTOR²				
Sector	2000	2005	2010	Avg. Annual Growth
Hotels	10,000	13,600	18,400	840
Other Lodging	2,700	4,600	6,300	290
Restaurants	24,500	30,800	38,800	1,430
Travel Agencies	2,300	2,700	3,100	80
Total	41,500	53,700	68,600	2,700

Source: SRI International

- ◆ **Markets:** The workforce will need to be culturally attuned to a diverse set of customers. In particular, front-office personnel will need to develop higher quality customer service skills and understand the needs of European travelers.

- ◆ **Product Line:** Business travelers will expect knowledgeable hospitality employees familiar with state-of-the-art telecommunications and computer equipment and able to provide prompt, efficient services. Recreational travelers will require multilingual tour guides able to interpret the country's rich cultural and religious heritage. Winter sporting tourism will require ski trainers and concierges knowledgeable about snow conditions.

- ◆ **Market Positioning:** A focus on high-end customers will necessitate comprehensive improvements in Lebanon's workforce skills and their utilization. Travelers paying top dollar will expect world-class service. Hotel service will need to equal East Asian standards, while culinary offers need to be competitive with those in Rome and Paris. Proper management of human resources by employers will help contain costs while providing excellent service.

- ◆ **Development Strategy:** Regional diversification of product offer will mean that hotels/restaurants in the South, North and Bekah will need to be staffed to provide the same level of excellence in service as those in Beirut.

² While little workforce data exists in Lebanon, the SRI team utilized industry-accepted methodologies for estimating size and growth rates. For a fuller explanation please see Appendix A.

IV. WORKFORCE DEMAND AND USE³

The following section explores current workforce-related practices by Lebanese tourism companies. In an indirect way, the findings seek to shed light on the ability and readiness of cluster firms to adjust to the previously discussed national and global developments.

A. Qualifications and Skills

The Lebanese workforce has many of the qualifications most often cited by employers as key, but continued work is needed to equip workers with specialized skills.

More than in other industries, "people skills," such as good customer service disposition, good command of foreign languages, and a professional demeanor are necessary prerequisites for tourism employees. The Lebanese workforce exhibits many of these basic but necessary qualities, providing employers in the country with a known advantage over others in the Middle East region.

Table 6

MOST FREQUENTLY CITED DESIRED EMPLOYEE CHARACTERISTICS		
Frontline	Supervisory	Management
Good presentation	Experience relevant to the job	Experience relevant to the job
Customer service	Customer service	Language skills
Language skills	Language skills	Skills specific to the job/Customer service

However, these qualities should only be seen as necessary prerequisites; they are not sufficient on their own for a competitive industry. Successful tourism cluster companies and countries stand out for finding workers with the raw basic qualities, and then providing them with the specific skills necessary for conducting their jobs in the most efficient manner. A working group of tourism professionals assembled by Professor Fuad Awad has helped to identify the jobs, skills, and training which are deemed most critical by lodging and restaurant employers in Lebanon. Below is a summary of their conclusions.

³ Unless otherwise stated, research presented under this section originates from the Information International workforce assessment survey of tourism employers.

Table 7

CRITICAL EMPLOYEE SKILLS IN THE HOTEL/RESTAURANT INDUSTRY	
Applicable to All Staff	Applicable to Guest-Contact Staff
<ul style="list-style-type: none"> • Health and safety procedures • First aid • Fire training • Hygiene and grooming practices • Stress management 	<ul style="list-style-type: none"> • Service expertise • Social skills • Guest courtesy • Product knowledge • Selling skills • Handling complaints • Handling difficult customers • Telephone techniques • Communication skills • Public speaking
Applicable to Supervisors/Management	Applicable to Specialized Occupations
<ul style="list-style-type: none"> • Time management • How to conduct successful meetings • Interviewing skills • Counseling and disciplinary measures • How to conduct appraisals • Training the trainers • Managing teams • Managing change • Leadership • Problem solving and decision-making 	<ul style="list-style-type: none"> • Laundry cleaning practices and procedures • Housekeeping cleaning practices and procedures • Protecting the property and guests – for security employees • Computer skills, typing, and languages • Food preparation • Service expertise • Check-in and check-out procedures • Financial control

The Lebanese tourism industry will only be able to capitalize on the basic qualities of its workforce once its schools and employers are able to provide these workers the specialized skills to go harness their potential.

B. Skills and Positions Suffering from Shortages

Training needs to be specially targeted at several specific positions and skills that are currently in short supply, and at certain jobs critical for the health of the tourism cluster.

Tourism employers show concern about a continuing gap in the supply of certain types of workers. In the hotel sector, almost 60 percent of interviewees indicated difficulties in hiring for specific positions, both at the frontline and managerial levels. Specifically, the following categories of employees were reported to be in short supply:

- Front and back room managers,
- Sales managers,
- Receptionists,
- Housekeeping supervisors,
- Skilled housekeepers,
- Chambermaids, and
- Assistant chefs.

Similarly, three-quarters of the restaurants and travel agencies interviewed stated that they faced difficulties in recruiting certain staff categories. For restaurants, the shortage of staff included:

- Head waiters,
- Assistant chefs,
- Chefs de cuisine,
- Female waitresses,
- Managers, and
- Night shift waiters.

For travel agencies, shortages include ticketing and reservations employees, accountants, and receptionists.

In addition, particular emphasis needs to be placed on the training needs of certain jobs that are critical to having a competitive cluster. Good workers in these positions have an important, positive impact on their company's performance, either because of the importance of a specialized skill or because of their management responsibilities. The following table summarizes critical jobs in the tourism cluster as identified by the working group of tourism professional assembled by Professor Fuad at LAU, as well as some of the more important training requirements for each position. It is important to note the large number of supervisory-level jobs cited by the participants.

Table 8

CRITICAL TOURISM JOBS & TRAINING REQUIREMENTS	
Executive Housekeeper	Director of Food and Beverage
<ul style="list-style-type: none"> • Procurement procedures • Housekeeping standards • Sanitation standards • Knowledge of related services such as laundry • Service excellence and guest satisfaction • Property training standards • Total quality management • Inventory control • Budgeting and costing • Training skills 	<ul style="list-style-type: none"> • Food and beverage operations • Budgeting • Training skills • Delegation • Languages • Total Quality Management • Costing • Leadership skills • Culinary skills • Restaurant management • Computer skills • Selling skills
Human Resource Manager	Executive Chef
<ul style="list-style-type: none"> • Training skills • Career planning • Recruitment • Compensation systems • Coaching and counseling • Motivation and conflict management • Total Quality Management • Computer skills • Management of cultural diversity • Legal training 	<ul style="list-style-type: none"> • Culinary skills and knowledge of culinary equipment • Menu engineering • Food safety • High volume catering • Training skills in the area of food handling and sanitation standards • Artistic culinary skills • Cost efficiency • Waste prevention
Chief Steward	Financial Controller
<ul style="list-style-type: none"> • Sanitation and health standards • Communication techniques • Safety skills • Scheduling, progress reports • Knowledge of purpose and use of cleaning supplies and equipment • Inventory control • Food safety • Costing 	<ul style="list-style-type: none"> • Hospitality financial control • Computer skills • Managerial skills
Tour Assistant	Captain
<ul style="list-style-type: none"> • Language skills • Organization skills • Communication skills • Leadership skills • First aid 	<ul style="list-style-type: none"> • Suggestive selling • Languages • Product/menu knowledge • Customer care • Attitude

Tour Operations Officer	Floor Manager
<ul style="list-style-type: none"> • Language skills • Communication skills • Cost accounting • Computer skills 	<ul style="list-style-type: none"> • Supervisory skills • Proactive leadership • Problem solving techniques • Communication techniques
Banquet Coordinator	Bartender
<ul style="list-style-type: none"> • Sales techniques • Product knowledge • Suggestive selling 	<ul style="list-style-type: none"> • Customer care • Waste prevention • Selling beverage • Courtesy and general attitude
Tourist Guide	
<ul style="list-style-type: none"> • Language skills • Organization skills • Office management skills • Ticketing • Airline reservations • Basic accounting 	

C. Recruitment Practices

The methods for filling new openings vary significantly between frontline, supervisory, and management positions.

While tourism cluster companies strongly prefer promoting "in-house," clear patterns emerge regarding the role of technical school and university graduates, and the practice of "poaching" other company's employees. In general, entry-level positions are more often filled by new technical school graduates than by university graduates. According to interviews, "poaching" other company's employees has become quite prevalent in the cluster. While this is a common pattern in the industry worldwide, this appears to have become more intense in the Lebanese hotel industry as new hotels have come on line and the need for qualified employees has become acute.

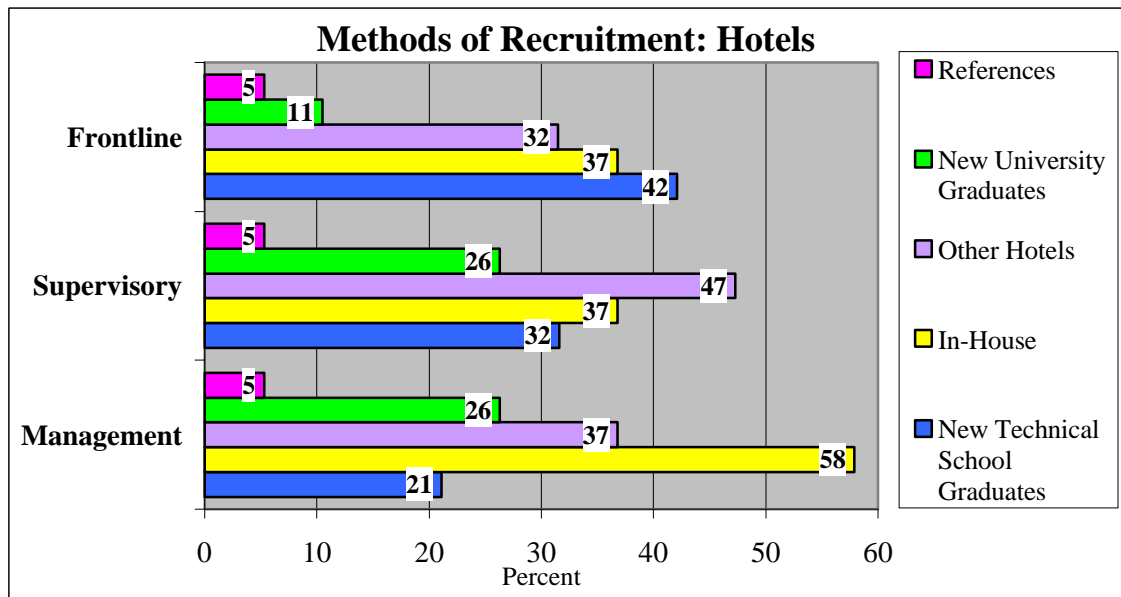
The implications of these general patterns are obvious. Technical schools should continue to concentrate on providing their students with the kinds of tools that are going to make them successful front-line employees. As these positions evolve, programs need to evolve as well. For example, in addition to hard technical skills, successful front-line employees now need more of the "softer" skills formerly associated with supervisors and managers, such as problem solving, resource management, and others.

The same holds true for university programs. Upon identifying where their graduates best fill market needs, university programs should seek to teach those skills that would make their students successful in such positions. The one complaint heard from Lebanese tourism employers is that local university graduates do not have necessary technical skills to go along with management aptitude.

Regarding the issue of employee "poaching," it is to be noted that successful firms take a strong, active interest in keeping their talent by investing in their employees, providing them with financial and professional growth opportunities, and providing an all-around satisfactory work environment. Continued high-competition for experienced personnel may force many companies to take a stronger interest in becoming more modern in their human resource management practices and policies.

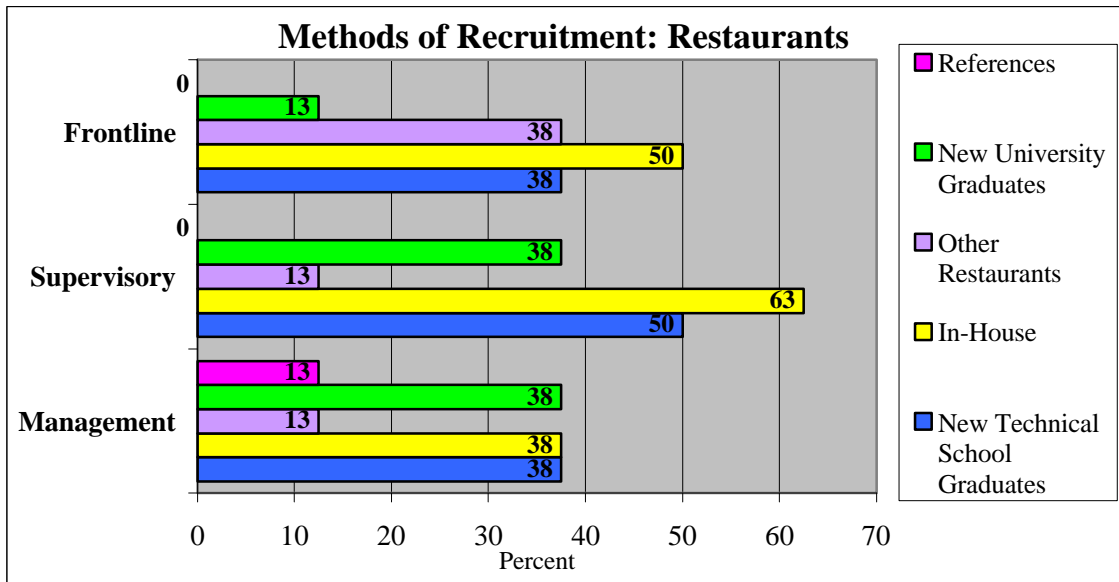
The figure below summarizes the survey results of lodging firms' preferred methods of recruitment. The data reflects the strong practice among hotels to seek supervisors and managers from among current employees.

Figure 1



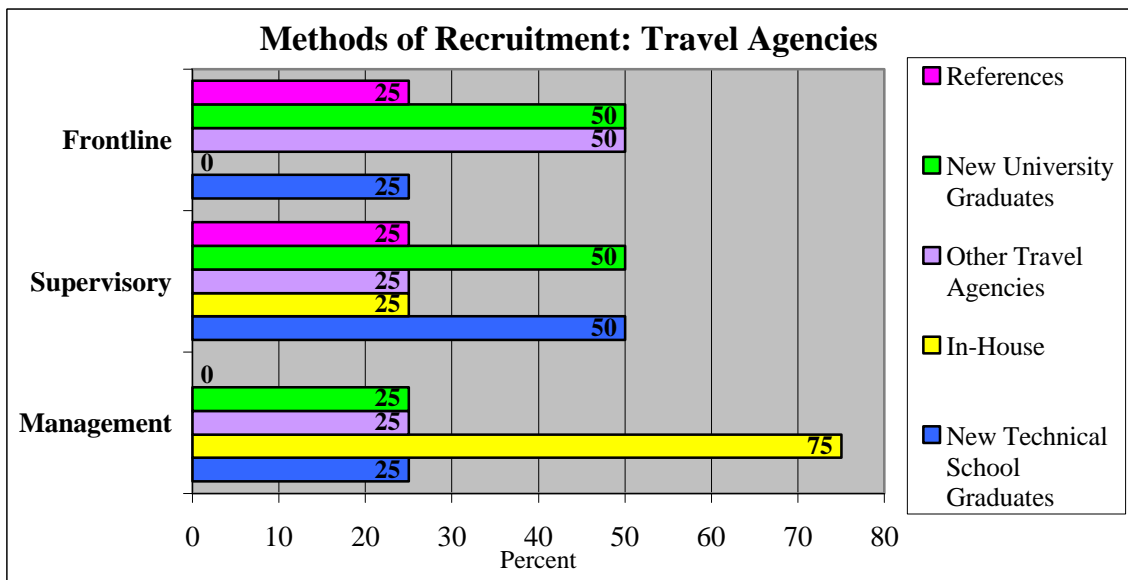
Restaurant results differ somewhat from those of hotels. The most striking fact may be the preference on the part of restaurants to hire technical school graduates over university graduates at both the frontline and supervisory levels. This probably reflects a perception that technical schools provide more hands-on skills than do university programs, and that such skills are necessary across all employment levels in the restaurant business.

Figure 2



Responses from the four travel agencies reflect a strong preference to hire in-house managers.

Figure 3



D. Employee Turnover

Employees are responsive to market dynamics, and are predisposed to changing jobs when better opportunities arise. In all three sectors, turnover is the highest among frontline employees.

Personnel turnover is a fact of life in modern market economies, and the Lebanese tourism cluster is no exception. According to survey results, hotels appear to have the

highest turnover of the three sectors evaluated, with the highest levels of turnover for frontline employees, followed by supervisory positions and then management. One striking feature about survey results is the fact that many companies claimed to have no turnover at all. This would seem to contradict much evidence to the contrary, and may speak more about managers' hesitancy to speak on the subject, or even about a lack of good information about their companies' employment patterns.

- In hotels, turnover rate is relatively high for frontline employees and tends to decrease for higher lever, managerial positions: 58 percent of hotels reported that they experience annual turnover for frontline employees, averaging 27 percent each year, while the remainder experience no turnover for frontline employees. For supervisory positions, 42 percent of hotels reported employee turnover averaging 25 percent per year, while the remainder reported no turnover. For managerial staff, employee turnover is the lowest: 79 percent of hotels experience no turnover of managerial staff, while the remainder experience annual turnover averages about 20 percent per year.
- The restaurant sub-sector appears to face lower turnover rates compared to hotels. For frontline employees, 63 percent of restaurants experience turnover, averaging about 15 percent per year. For supervisory and managerial positions, turnover is especially low: 75 percent of restaurants report no turnover, while the rest experience turnover averaging 5 percent per year. Despite the differences in percentage figures, the trend of higher turnover rates for frontline employees, as contrasted to supervisory and managerial positions, is similar to that of the hotels sub-sector.
- The travel agencies sub-sector experienced the lowest turnover rates. The average annual turnover rate reported by the four companies was 13 percent for frontline employees, while the turnover rate for supervisory and managerial positions was virtually non-existent.

Understanding the factors underpinning employee turnover can be crucial for understanding the workforce market in the tourism cluster. The table below summarizes the reasons employers believe employees leave their company. These are similar across all three cluster segments. The importance given to financial reasons/salaries, better positions, and promotions would certainly back the claim that employees in this cluster are very responsive to the market.

Table 9

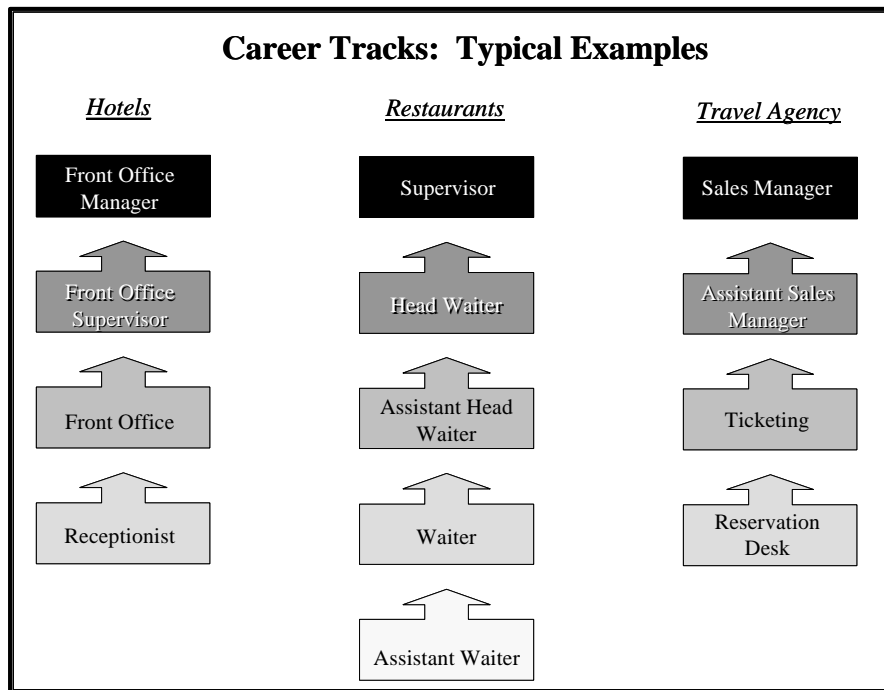
Reasons for Employee Turnover	
(%)	
Financial Reasons/Better Salaries	41
Better Positions	27
Couldn't Fit In	15
No Promotion	9
Other	2

When employers were asked where these workers went after being employed in their companies, they reported that 60 percent went on to other related businesses, while 20 percent went to work overseas, but that it is unclear where the remaining 20 percent of workers ended up. Understanding the factors behind turnover, including what are the opportunities pulling employees away, is the starting point for modern companies concerned with developing strategies to improve employee retention.

E. Career Advancement and Salaries

The tourism cluster can offer many rewarding career tracks for Lebanese workers.

In theory, tourism companies have clearly defined career tracks. While not every entry-level employee will become a general manager one day, achievable and transparent possibilities for career advancement are crucial for maintaining a high degree of job satisfaction and performance in any company. Managers in Lebanon seem to have a good idea about typical career routes. It must be admitted, however, that it is not completely clear how well these tracks work in practice. The chart below illustrates typical career routes, by cluster segment.



The following table summarizes the approximate salary ranges of employees according to position. Responses show almost no variation between salary ranges at hotels, restaurants and travel agencies.

Table 10

Tourism Cluster Salary Ranges (\$ per month)	
Upper Management	1,500-2,150
Junior Management	1,100-1,200
Supervisors	700-950
Frontline	400-500

F. Human Resource Structure of Lebanese Companies

Lebanese tourism and hospitality companies have gone through profound restructuring and are likely to continue to change shape in the coming five years. However, other than multinational firms, few companies in Lebanon have or understand modern human resources practices.

Companies in each of the tourism cluster segments have gone through important personnel transformations in the past five years, and anticipate further transformations in the medium term. One finding that can be drawn from the survey data is that there is a much higher variation in the number of frontline positions over the years, compared to the number of supervisory and management positions. This suggests that some of the frontline positions may be adding only marginal value to the operation, thus are often reduced in response to the slightest variation in demand. This fact, coupled with the continuing changing shape of cluster companies, implies that supervisors and managers need to be better trained in human resources management. A particular need of middle and upper management is to properly assess demand needs according to current market conditions.

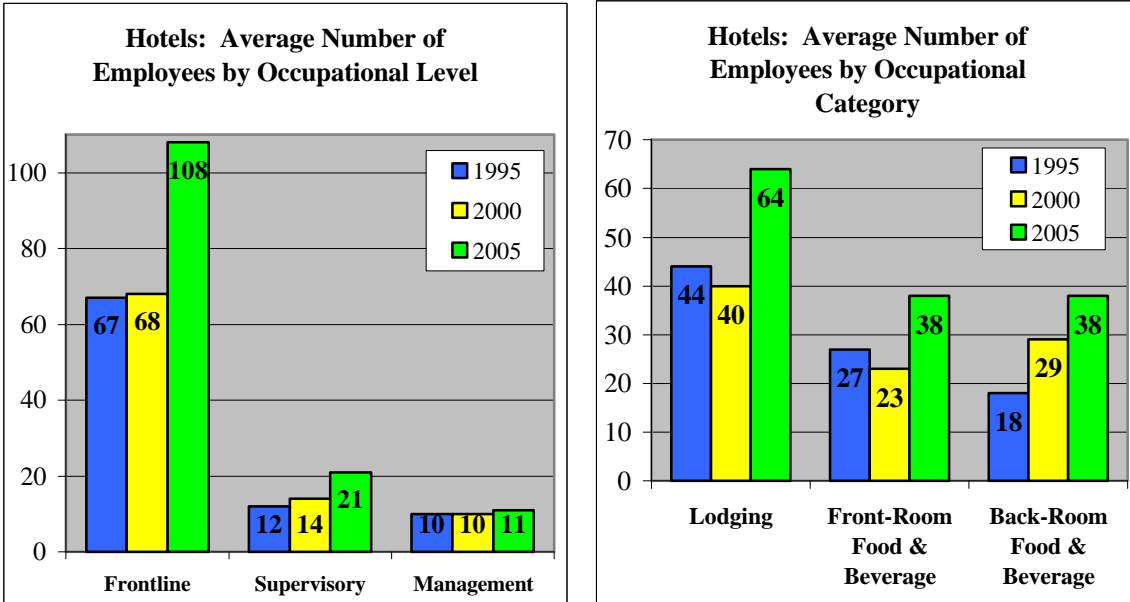
A second implication is that frontline employees need to be properly trained so that they are able to perform more tasks, more efficiently, to properly meet the needs of changing circumstances. Cross training, in particular, is becoming an integral element of workforce training practices in modern hospitality companies.

However, in the midst of all these changes, few companies outside of those affiliated with international chains seem to have a good grasp on human resources management systems to properly assess and plan workforce needs. In a context of workforce fluidity, this implies potentially high efficiency losses. Among the main functions of human resources management are understanding what type of workforce an organization needs in order to implement its corporate strategy; writing job descriptions to articulate each employee’s role and what skill sets he or she will need to possess; recruitment and orientation; performance monitoring and feedback loops; and developing policies linking promotions and incentives to performance.

In the lodging segment, the overall number of employees appears to have remained stable between 1995 and 2000, however, there have been important changes in terms of where people are employed, with strong growth in the Backroom of the Food and Beverage

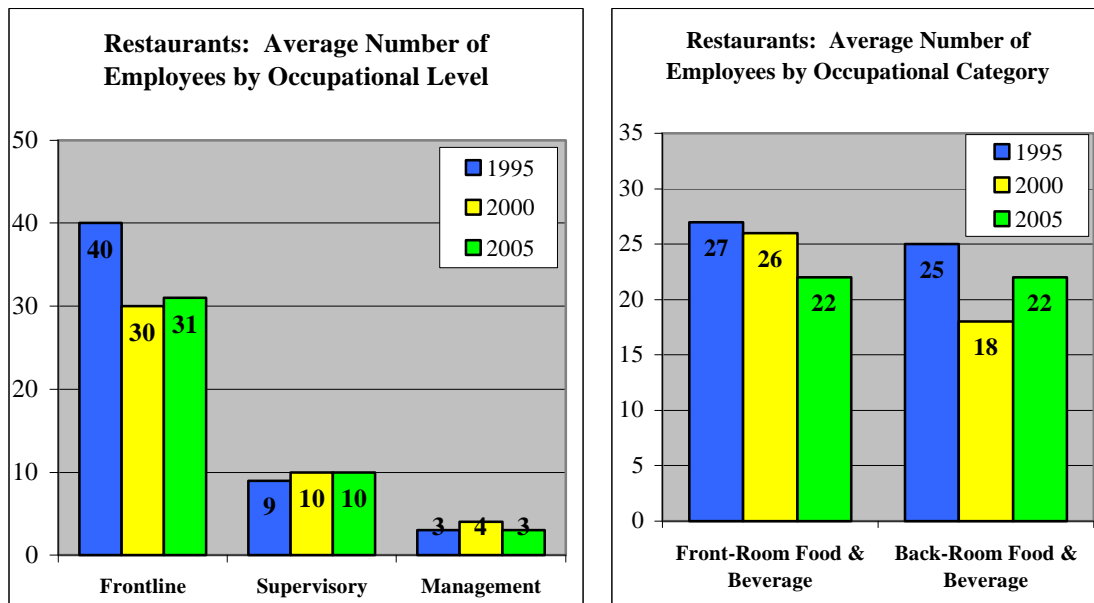
area, and declining numbers of employees in both the Lodging proper, and the Front Room of the Food and Beverage sections. Strong growth is expected in all three areas in the next few years.

Figure 4



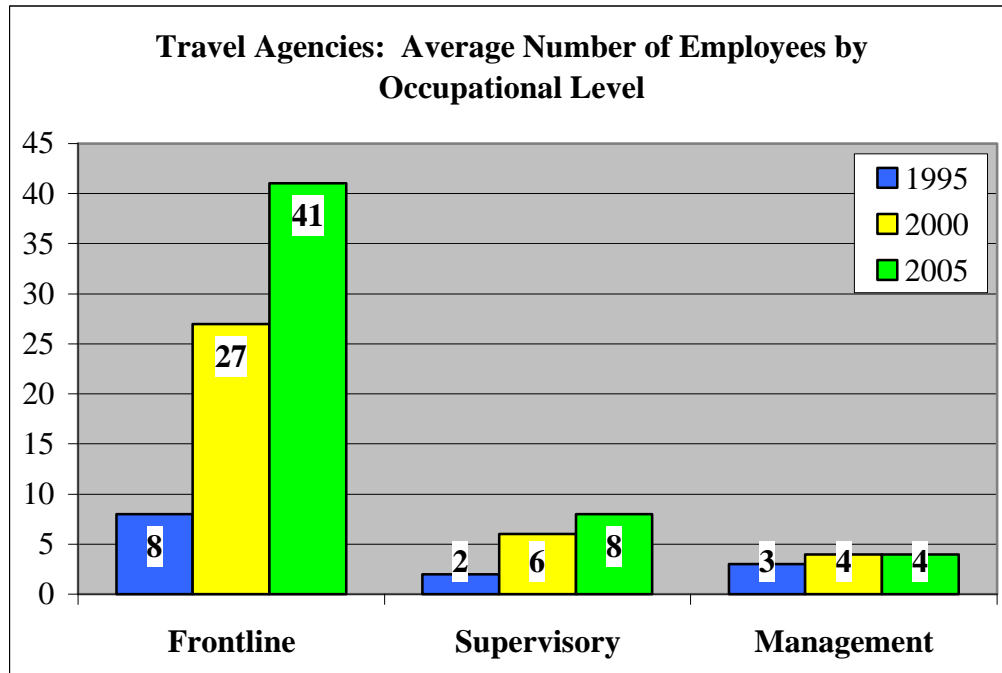
Companies interviewed in the restaurant segment reported a decline in average number of employees from 1995 to 2000, from 52 to 44 – this decline occurred entirely in the frontline employee category. Interestingly, restaurants interviewed did not expect any employment growth in the next five years, possibly in a measure to contain costs and remain competitive.

Figure 5



The four travel agencies interviewed reported strong employment growth from 1995 to 2000, especially among frontline employees, and expect to continue on such a pace through 2005. When asked about employment levels in the next year, two out of the four agencies claimed that they are likely to grow, in contrast to hotels and restaurants, where almost three-quarters of interviewees estimated that employment levels would remain the same.

Figure 6



The average size of tourism cluster companies has decreased in the past five years, forcing workers to become more efficient and able to perform a wider variety of tasks. Of the companies interviewed under the tourism workforce survey, 42 percent reported that the number of people they employed decreased in the last five years, with the rest evenly split between those that had increased the number of employees and those that had maintained a similar number between 1995 and 2000. While there may be several reasons for this decline, one strong possibility is that new entrants and increased competition in the hotel and restaurant sectors during this period have been forcing companies to become more efficient and cost conscious.

V. SUPPLY OF TOURISM HUMAN RESOURCES

A. Training Institutions

1. Number and Types of Programs Offered

A growing number of educational and training institutions are offering tourism and hospitality programs.

Thirty-one technical schools offer majors focusing on hospitality or tourism. These institutions are public and private, and are spread throughout the country, with a predominance in Mount Lebanon. *Table 11* shows the distribution of these schools among different geographic regions.

Table 11

GEOGRAPHICAL DISTRIBUTION OF TOURISM/HOSPITALITY TECHNICAL SCHOOLS			
District	Public	Private	Total
Beirut	3	2	5
Mount Lebanon	6	13	19
North	2	2	4
Bekaa	1	0	1
South	1	0	1
Nabatia	1	0	1
Total	14	17	31

Source: Ministry of Vocational and Technical Education, 1998.

Technical training at these institutions can be pursued on three levels, with most offering either the BT or TS diploma:

- ◆ **Baccalaureate Technique (BT):** All students who have completed their intermediate education (9th grade) are eligible to pursue three years of higher education to earn a BT certificate.
- ◆ **Technician Superior (TS):** All students who have completed their secondary education (high school) or hold a BT certificate are eligible to continue their education for *two additional years* to attain the TS certificate.
- ◆ **Baccalaureate Technician Superior (BTS):** All students who have completed their secondary education (high school) or hold a TS certificate are eligible to continue their education for *four years* to attain the BTS certificate.

Tourism/hospitality studies are also offered at the University level. University students majoring in tourism/hospitality earn a Bachelor’s degree after completing three or four years of education. There are currently six universities in Lebanon offering a tourism-related curriculum.

2. Number of Students

Approximately 1,400 students graduate from tourism and hospitality programs in Lebanon, a number that roughly meets estimated annual new labor pool entrant needs.

Lebanon's various technical schools and universities graduate a significant number of students every year. *Table 12* shows the number of students currently working toward the various types of technical diploma programs. Given that these are three-year programs, it is estimated that approximately 1,200 students graduate from the various technical schools every year.

Table 12

NUMBER OF TECHNICAL STUDENTS IN TOURISM MAJORS BY DIPLOMA LEVEL				
Tourism Major	Public		Private	
	BT	TS	BT	TS
Hospitality Management		335M, 105F	73M, 24F	349M, 56F
Hotel Management – Sales	605M, 53F		61M, 5F	
Hotel Management – Kitchen	766M, 14F		179M, 18F	26M, 5F
Hotel Management – Service & Production	466M, 19F		314M, 14F	
Tourism Management		19M, 128F		8M, 19F
TOTAL = 3,661	1,923 (1,837M, 86F)	587 (354M, 233F)	688 (627M, 61F)	463 (383M, 80F)
Note: There are also 39 students enrolled in a general Hotel Management BTS diploma offered in public sector schools.				

Source: Ministry of Vocational and Technical Education, 1998.

Table 13 also shows the number of students enrolled at the six Lebanese universities offering tourism-related programs. Given that university programs are completed in four years, the number of annual graduates is approximately 225.

Table 13

UNIVERSITIES OFFERING TOURISM DEGREES		
University	Major	Number of Students
Lebanese University (LU)	Tourism	235
Lebanese American University (LAU)	Hotel Management	150
Islamic University (IU)	Hotel Management	275
St. Joseph University (USJ)	Hotel & Tourism	11
Notre Dame University (NDU)	Hotel Management & Tourism	216
University of Balamand	Tourism & Hotel Management	20
TOTAL		907

Source: Lebanese-American University

The size of the workforce being prepared through these programs is encouraging in light of the fact that just a few years ago the number of similar graduates was in the low hundreds. According to SRI estimates, the tourism cluster will need to hire approximately 2,700 new workers a year in the next ten years, not counting the need to replace workers through natural attrition. Nowhere in the world are all new tourism cluster hires exclusively hired from tourism or hospitality graduates, and so it is expected that a fair number of workers will be hired from complementing programs such as business, marketing and languages. Many backroom workers will also be hired and given on-the-job training.

3. Fields of Study

Students can choose from a limited number of fields of study within hospitality and tourism at the various educational levels.

The standard tourism training offered by most technical institutions is the BT or TS diploma in Hospitality Management. *Table 14* shows the number of technical schools in Lebanon offering each of the five fields of study.

Table 14

TOURISM MAJORS OFFERED AT TECHNICAL SCHOOLS					
Major	Public		Private		Total Schools
	BT	TS	BT	TS	
Hospitality Management		2	7	7	9
Hospitality Management-Sales	8		8		14
Hospitality Management-Kitchen	8		7	1	18
Hospitality Service & Production	6		5		10
Tourism Management		1		2	3

Source: Ministry of Vocational and Technical Education, 1998.

In addition, many technical schools offer short-term programs in ticketing, which range from 4-12 months.

The curriculum at public institutions is mandated by the Department of Vocational and Training Education of the Lebanese Ministry of Education; however, private schools can also choose to develop their own. BT and TS students from both public and private schools are required to sit for an official exam at the end their studies to receive an official degree. *Table 15* summarizes the typical coursework required for the different tourism degrees at these schools.

Table 15

SELECTION OF COURSEWORK TYPICALLY REQUIRED FOR TECHNICAL TOURISM DEGREES IN LEBANON	
Hotel Management – Sales	Hotel Management – Service & Production
<ul style="list-style-type: none"> • Foreign Languages • Mathematics • Geography/ Social Science • Law • Principles of Hospitality Management • Hotel Management • Hotel Education • Food Technology • Hygiene Sciences • Kitchen • Practical Applications/ Field Training 	<ul style="list-style-type: none"> • Foreign Languages • Mathematics • Geography/ Social Science • Law • Computer • Introduction to the Hospitality Industry and Hotel Management • Hospitality Education • Sanitation • Food & Kitchen Technology • Food & Beverage Service • Practical Work
Tourism Management	Hospitality Management
<ul style="list-style-type: none"> • Foreign Languages • Mathematics & Economics • Geography • Law • Public & Human Relations • Business Communications • Information Systems • Managing & Marketing Travel & Tourism • Tourism Services • Transportation • Tourism Politics, Legislation, & Policies • Hospitality Management • Agency Management • Fares & Ticketing • Price Quotations • Marketing 	<ul style="list-style-type: none"> • Foreign Languages • Mathematics, Economics, &/or Finance/Accounting • Hotel & Restaurant Laws • Information Technology • Introduction to Hospitality Management • Principles of Food Production, Services, Purchasing, &/or Catering • Hygiene & Sanitation • Front Office/ Reception Procedures & Services Skills • Maintenance & Engineering • Restaurant Supervision • Sales Promotion, Public Relations, Marketing, &/or Communication • Sales & Kitchen Lab • Practical Applications/ Field Training

Source: Lebanese American University

Universities offer more or less similar academic programs leading to a Bachelor’s degree in hotel management and tourism. The period of study varies between 3 years (at LAU and NDU) and 4 years (at LU and IU).

While the curriculum at technical schools attempts to be more practically oriented, university programs provide a more general, liberal arts style education. As evident in the sample coursework from LAU detailed in *Table 16*, these are typically designed to train students for management and supervisory positions.

Table 16

SELECTION OF COURSEWORK TYPICALLY REQUIRED FOR A UNIVERSITY-LEVEL HOSPITALITY MANAGEMENT DEGREE IN LEBANON	
Core Requirements	Hospitality Management Courses
<ul style="list-style-type: none"> • Principles of Accounting I & II • Business Law • Micro- & Macro-economics • Managerial Finance • Introduction to Management • Introduction to Marketing • Business Statistics • Management Information Systems I • Geography • History/Social Sciences • Foreign Languages 	<ul style="list-style-type: none"> • Introduction to Restaurant/Hotel/Tourism Management • Hospitality Purchasing • Hotel Operations • Food Production & Service/Catering/Culinary Arts • Organization & Administration in Restaurant/Hospitality Industry • Cost Control in Restaurant/Hospitality Industry • Human Resources in Tourism Industry • Hospitality Management Senior Studies/ Internship

Source: Lebanese-American University

4. Programmatic Content

There is a serious dissociation between the skills graduates have and real market needs, as a result of outdated curricula and a lack of practical training.

Both technical schools and universities have important weaknesses. The survey conducted by Information International revealed that tourism employers regard "lack of practical experience" and "lack of new technical training" (outdated curricula)" as the two most important weaknesses of current tourism programs.

Outdated curriculum is reflected in three ways. First, in both technical schools and universities there is very little integration of theoretical material being taught with practical experience. Courses tend to lack enough lab hours to fully and practically engage students with the material they are learning. Second, the materials being taught in the courses are rather dated, particularly at the technical schools where curriculum materials have not been revised in many years. Finally, there is a profound lack of training in areas such as computers and general information technologies, which are at

the core of ticketing, reservations/sales, inventory management, and almost every single tourism and hospitality profession.

Similarly, university programs are typically designed to train students for management and supervisory positions, but they do not help students gain the practical understanding of cooking, housekeeping, etc. which is necessary to perform well as a manager or supervisor. A limited number of technical schools have foreign affiliations and offer better programs such as the ESITEL, which is based on the French official program, and the BEP, which is a French program for lodging. However, these are the exception.

Lebanese tourism programs also suffer from a lack of "practical experience" beyond just the lab hours at schools. The survey of tourism employers reveals that 97 percent of interviewees believes that "students should get more practical experience as part of their studies," with all respondents stating that this should take the form of more internships. While most schools at all levels encourage or require students to have some form of internship, these experiences are not properly woven into their overall programs. In comparison to major foreign institutions in Europe and the USA, applied and practical training at all the Lebanese Universities surveyed remains limited and unstructured. Premier foreign institutions such as Cornell University Hotel School (U.S.), Hotel Institute Cezar (Ritz, Switzerland), and Ecole des Arts Culinaires et de l'Hotellerie (Lyon, France), among others, all provide high-powered training that is equally divided between theoretical and practical internship training before graduation. According to research conducted by the LAU Human Resources Institute, internships in Lebanon are rather haphazard, with students having little understanding of what they need to be learning from their experience, and schools providing little overall focus and direction. As a result, students enter the workforce with little practical knowledge of their professions.

5. Training Facilities and Resources

Lack of adequate facilities and poorly trained teachers will serve as obstacles to improving Lebanese tourism programs.

Lebanese schools exhibit an important lack of physical and human resources. The lack of practice kitchens, restaurants, and lodging are a particular problem at the technical level, where training is supposed to be particularly focused and practical. An example often cited by hotel and restaurant managers are technical school graduates with a "Kitchen" concentration who have trouble handling various foods. A core reason for the fact that so much of the training is theoretical in nature, rather than practical, is that schools just do not have the proper facilities for such training. Some universities (LAU, LU) appear to be addressing the need for more laboratory facilities, but these are unlikely to make an impact in the overall market for a few years.

The quality of teachers is also poor, particularly at the technical levels where salaries are lower. Observers point out that teachers often have little practical knowledge of the areas they teach, which in large part contributes to the theoretical nature of instruction. There

appear to be no "faculty internship" programs, where teachers are able to update their practical knowledge by working at a private hotel or restaurant for a period of time.

B. Private Sector Training

1. Internal Training

Practices across companies vary widely, but as a general rule workforce training does not seem to be a priority for Lebanese hotels and restaurants.

Only about half of companies surveyed have an official In-House Trainer or Training Department. Responses varied by segment, with 62.5 percent of restaurants claiming to have such a specialized department or person, a figure that dropped to 47.7 percent for hotels. Interestingly, none of the four travel agencies surveyed has such a unit. A closer examination of these figures reveals that the firms most likely to provide such formalized training are those linked to international chains.

Most firms claim, however, to provide some sort of training. When managers were asked how they deal with situations where current staff skills prove inadequate, 83.3 percent answered that they train existing staff instead of recruiting new staff. This type of training tends to be non-systematic, performed by existing technical staff rather than training specialists, and is usually rather inefficient.

The low propensity of Lebanese tourism firms to formally train workers is consistent with other studies (National Master Plan, LCPS Tourism Survey) which report that at least half of all tourism related workers are seriously under-qualified for their respective positions.

2. External Training

External training is virtually non-existent among Lebanese tourism-related companies.

The market for outside trainers is completely underdeveloped in Lebanese tourism-related firms, with only one of all surveyed firms reporting use of outside trainers. This one firm used a private training organization, rather than an existing university department or technical school, as is often practiced in other countries. This lack of connection with outside trainers could be a result of several potentially significant problems, including a lack of understanding among companies of the importance of workforce training and/or a lack of qualified firms for providing such services.

There are signs, however, that a potential demand for training courses exists among cluster firms. Nearly 100 percent of the firms surveyed believe that training courses are "effective" or "very effective."

VI. CONNECTIONS BETWEEN SUPPLY & DEMAND

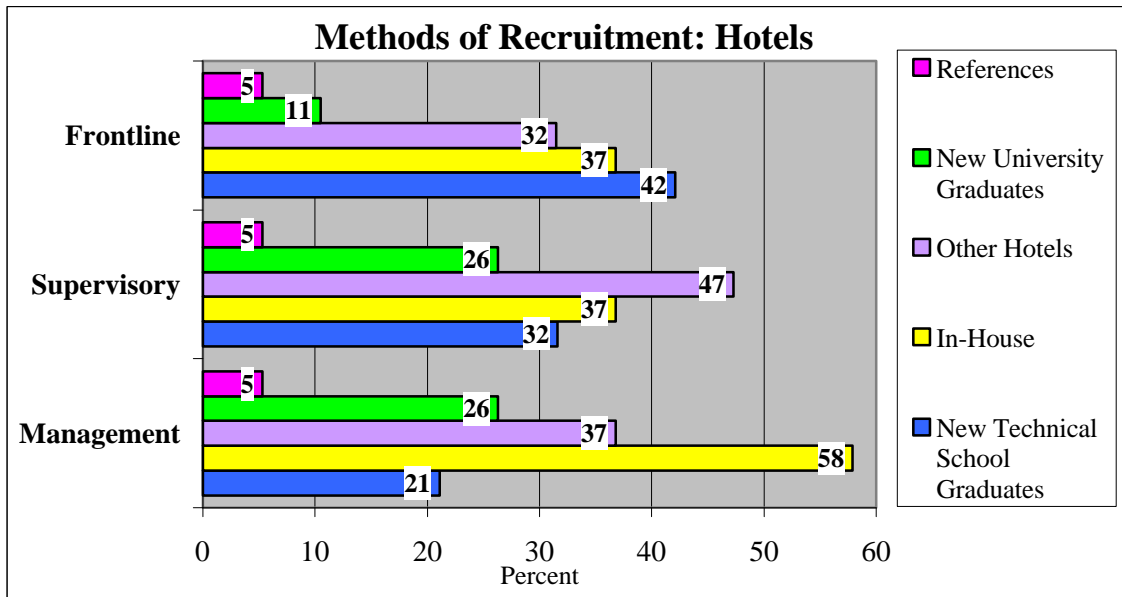
A. Graduate Placement

Graduates from tourism & hospitality programs have an important advantage when looking for employment in tourism and hospitality.

All of the tourism companies surveyed regard tourism-related education credentials (a technical certificate or university degree) to be an important criteria for recruiting new employees. In fact, 81 percent of all respondents stated that having a degree or certificate raises a job candidate's prospects of being hired. Universities and technical schools also rank highly as sources of recruitment for new employees of tourism businesses in Lebanon. Technical schools rank as one of the top sources of frontline employees, while technical schools and universities rank second in importance for supervisory employees. Education credentials are typically less important for recruiting upper-level, management employees, as experience and promotion up the ranks tends to be more heavily emphasized for filling these positions. For all job categories, in-house promotion is also a major source of employee recruitment.

Technical schools are a significant source of recruitment for frontline employees at *hotels*. As shown in *Figure 7*, over 42 percent of hotels consider technical schools to be their most important source of new frontline employees. Technical schools are also considered much more important than universities (at 11 percent) for recruitment at this level. Recruitment from technical schools is closely followed by hiring in-house (37 percent) and from other hotels (32 percent). The importance of technical school degrees for frontline employee recruitment is an indicator of the important role played by technical schools in developing the tourism workforce.

Figure 7

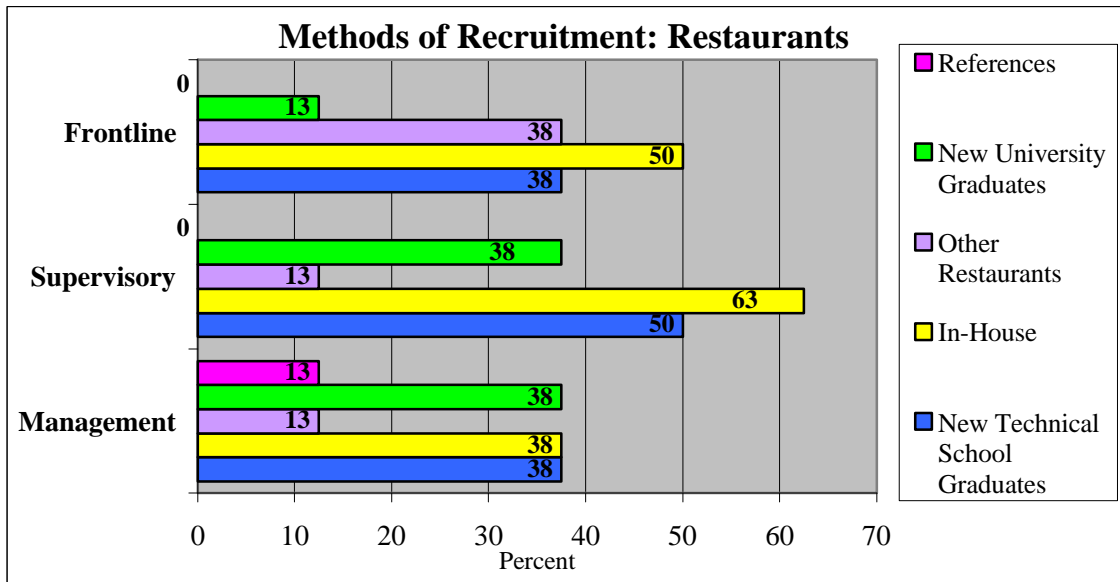


For hotel supervisors, the most popular source of recruitment is from other hotels (47 percent), followed by in-house promotion (37 percent), technical schools (32 percent), and universities (26 percent). For the highest-level hotel management positions, in-house promotion is the most significant source of employee recruitment, at 58 percent. This is followed by recruitment from other hotels (at 37 percent) and universities (26 percent). In all three categories, references play the least important role in recruitment.

In general, tourism degrees are considered by hotels to be a critical asset for all new employees. Over three-quarters of respondents stated that a technical school certificate or university program degree elevates the prospect of hiring a job applicant.

In *restaurants*, in-house promotion consistently ranks as the most important source of recruitment for new employees, for all job categories. This method is particularly important for supervisory positions, at 63 percent, followed by technical schools (50 percent) and universities (38 percent). Interestingly, recruitment from other similar businesses is not considered a major recruitment method by restaurants (only 13 percent), whereas in the hotel sector, this method is the most important source for supervisory personnel.

Figure 8

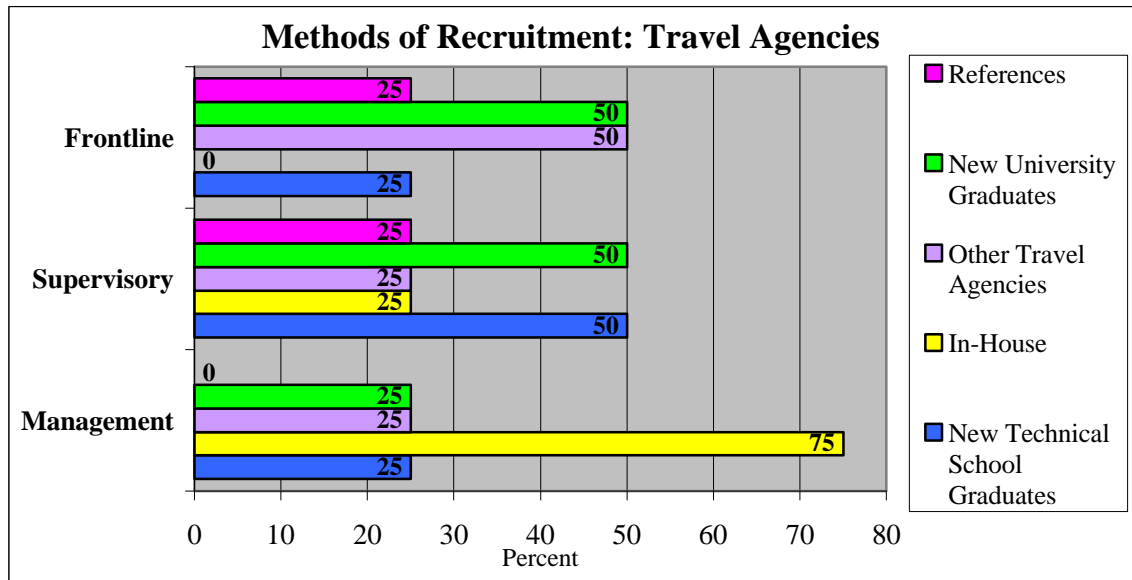


For frontline personnel, in-house promotion was the highest-ranked recruitment method, at 50 percent. This method is followed by technical schools and other restaurants, which each rank at 38 percent. These rankings differ from the hotel sector, where technical schools are considered more important than in-house promotion for frontline recruitment. For management employees, in-house promotion, universities, and technical schools rank equally (at 38 percent) as the most important sources of recruitment. This trend is very different from the hotel sector, where in-house promotion is by far the biggest source of recruitment, and where university degrees are considered more important than technical school diplomas.

In the restaurant sector, technical schools seem to be a more important source of recruitment than universities and tend to be ranked higher by employers (especially for frontline and supervisory personnel). As in the hotel sector, educational credentials are generally considered important by restaurants— three-quarters of the interviewed restaurants stated that a technical school certificate or university degree elevates the prospect of a job candidate being hired.

Among the interviewed *travel agencies*, recruitment trends are less consistent for different job categories. For frontline personnel, universities and other travel agencies are considered the most important recruitment methods (at 50 percent each), followed by technical schools and references (at 25 percent each). The importance of universities for recruitment by travel agencies is very different from the hotel and restaurant sectors, where technical schools are considered more important than universities for hiring frontline personnel.

Figure 9



For supervisory personnel, travel agencies consider technical schools and universities as the most important recruitment sources (at 50 percent each). In-house promotion, references, and other travel agencies all rank as second most important (at 25 percent each).

For management personnel, in-house promotion is by far the most important recruitment method, at 75 percent. This trend is consistent with the hotel sector. The second most important sources are universities, technical schools, and other travel agencies (all at 25 percent). In this sector, universities and technical schools receive equal weighting, whereas in the hotel sector, universities are considered more important than technical schools for recruitment of managerial staff.

As in the hotel and restaurant sectors, educational credentials are considered important qualifications for staff. All respondents asserted that having a technical school certificate or university degree tends to raise a job candidate’s prospect of employment.

B. Supply Information

There appears to be a relative lack of knowledge by employers about tourism/hospitality training programs in Lebanon. Known programs are subject to widely divergent opinions about their quality.

Tourism companies’ familiarity with training institutions in Lebanon appears to be very minimal. Among all of the survey respondents, 87 percent claimed to be familiar with Lebanon’s travel and tourism schools; however, very few of these companies have enough knowledge of the schools to name and rate them. The schools most familiar to tourism companies include: NDU, Ecole Hotelier, LAU, Kafaat, and Lebanese

University. While there are widespread opinions about the quality of these institutions' programs, the majority of tourism companies rated these schools as either "good" or "very good."

Very few *hotels* are aware of tourism educational institutions in Lebanon. The most well known school is NDU, which is mentioned by nearly 20 percent of the hotels in this survey. Other better-known institutions include LAU, Kafaat, Ecole Hotelier, and Lebanese University; C&E College and USJ were also ranked, but were not frequently mentioned by the survey respondents. The majority of hotels ranked these schools as either "good" or "very good." The following institutions received the highest ratings, with at least one-third of the respondents rating them "excellent" or "very good:" NDU (41 percent), C&E College (38 percent), LAU (34), and Kafaat (33). Several respondents ranked nearly all schools as "bad."

Table 17

RATINGS OF FAMILIAR EDUCATIONAL INSTITUTIONS: HOTELS						
	Percent Familiar with the Institution	% of Respondents Rating the Institution as				
		Excellent	Very Good	Good	Fair	Bad
NDU	20	9	32	50	-	9
LAU	16	7	26	44	7.4	15
Kafaat	14	7	26	48	-	19
Ecole Hotelier	13	4	22	52	4	18
Lebanese University	11	9	9	73	-	9
C&E College	5	-	38	63	-	-
USJ	5	-	20	60	-	20

In the *restaurant* sector, the two best-known training institutions are Ecole Hotelier and Kafaat (mentioned by 22 percent of survey respondents). Other schools rated in the survey include NDU, C&E College, LAU, SOS Technical School, and Lebanese University (all mentioned by 11 percent of respondents). The survey respondents were nearly unanimous in rating all of the schools as "very good." LAU received the highest rating (100 percent "excellent"), while Kafaat received the lowest rating (equally split between "good" and "bad").

Table 18

RATINGS OF FAMILIAR EDUCATIONAL INSTITUTIONS: RESTAURANTS						
	Percent Familiar with the Institution	% of Respondents Rating the Institution as				
		Excellent	Very Good	Good	Fair	Bad
Ecole Hotelier	22	-	50	50	-	-
Kafaat	22	-	-	50	-	50
NDU	11	-	100	-	-	-
C&E College	11	-	100	-	-	-
LAU	11	100	-	-	-	-
SOS Technical School	11	-	100	-	-	-
Lebanese University	11	-	100	-	-	-

Among the four interviewed *travel agencies*, the most well-recognized tourism training schools include Lebanese University, USJ, and Francell (mentioned by 19 percent of respondents), followed by Pigier and Ecole Hotelier (around 13 percent), and then C&E College, AUC, and CIS (around 6 percent). The majority of these institutions were rated as “good” by most survey respondents. Ecole Hotelier received the highest ratings (100 percent of respondents rated it as good, very good, or excellent) and Francell was also rated very highly (88 percent good, very good, or excellent).

Table 19

RATINGS OF FAMILIAR EDUCATIONAL INSTITUTIONS: TRAVEL AGENCIES						
	Percent Familiar with the Institution	% of Respondents Rating the Institution as				
		Excellent	Very Good	Good	Fair	Bad
Lebanese University	19	-	20	60	-	20
USJ	19	11	11	56	-	22
Francell	19	13	25	50	-	13
Pigier	13	-	-	75	-	25
Ecole Hotelier	12	25	50	25	-	-
C&E College	6	-	-	100	-	-
AUC	6	-	-	100	-	-
CIS	6	-	-	100	-	-

C. Formal Employer-School Linkages

Internships are the most important linkage between employers, schools, and students, but they could be significantly improved upon.

Approximately three-quarters of all surveyed companies reported to offer student internships. Nearly 79 percent of hotels stated that they offered internships, either seasonal, usually during the summer, or ongoing during the school year. About 62 percent of restaurants offer internships, although some of what managers consider as "internships" include hiring students as extra wait staff during busy seasons. Three out of the four travel agencies surveyed reported to hire students as interns during the summer.

The propensity of tourism employers to hire students as summer or ongoing school-year interns is contrasted with the quality of these experiences for both students and employers. During interviews, managers expressed dissatisfaction with the attitudes displayed by many students who, they claim, are less than willing to work and learn. According to some, many students only participate in such programs to fulfill programmatic requirements and lack a general appreciation for the learning opportunities afforded to them by their work experience. Interviews with students and other observers also reveal a lack of understanding on the part of employers on what to expect from students and how to best use them. It is argued that many employers view student interns as inexpensive or free labor to be used as needed on jobs disliked by full-time staff members. A real understanding of the role of internships for students, schools and employers appears to be missing. In different contexts, internships can be a win-win situation for all involved.

D. Other Cluster Linkages

There appears to be very little communication among tourism stakeholders on human resource issues.

Communication among tourism stakeholders – including tourism companies, the government, technical schools, and universities – can greatly enhance the performance of human resources. Unfortunately, such communication channels are underdeveloped in Lebanon. Only about 35 percent of companies reported to have some type of communication, however defined, with technical schools or universities. In other countries, formal and informal flows of information between employers and schools allow companies to communicate individual and market needs. Communication is also an important means of alerting companies of opportunities where they can become involved in improving the schools – by advising on curricula, giving one-time lectures, or donating outdated equipment to training kitchens, to name a few. Communication among

tourism companies on workforce issues occurs in only 23 percent of the respondents, and communication with the government is the least well developed, at only 10 percent.

When companies were asked about the major types of interaction they have with other parties on workforce issues, the most widely mentioned cases were activities directly linked with students, namely recruitment and internships. Sixty-one percent of companies mentioned such interactions. Twenty-two percent of companies mentioned "meetings and syndicates," while 11 percent cited events within their chain. Restaurants are less likely than hotels to have links with schools; however, when they do, these linkages are more likely to be with technical schools than with universities. Finally, only one out of the four travel agencies interviewed reported having some communication channel with schools or universities. Two out of the four claimed to communicate with similar companies, while the remaining company reported no contacts with any other entities on human resources issues.

VII. SUMMARY ASSESSMENT AND CRITICAL ACTION AREAS

Lebanon needs to focus on developing its tourism potential. The global tourism industry is likely to continue growing over the short, medium and long-term, and Lebanon could become an important beneficiary of this trend. According to World Tourism Organization projections of tourism demand, Lebanon’s tourism industry could grow by 8 percent a year over the next ten years. Being a labor-intensive industry, tourism-related businesses could directly employ 68,000 people by 2010, and through backward linkages the industry could be responsible for supporting over 150,000 jobs.

However, if the country is to turn these possibilities into reality, Lebanese tourism stakeholders will need to become fully aware that in today’s environment, competitive tourism clusters regard workforce as a key strategic asset. According to our findings, stakeholders have not yet adequately modernized their practices to deal with the implications of national tourism developments. Lebanon needs to plan to prepare about 2,600 new workers a year, with diversified skills sets, to be stationed throughout the country, and with an ability to provide full customer service to the most demanding customer segments.

According to research findings, all cluster stakeholders need to do a better job of preparing these workers. The table below summarizes our assessment of the tourism workforce “market.”⁴

Table 20

SUMMARY ASSESSMENT OF LEBANESE WORKFORCE MARKET			
Category	Critical Area	Needs Improvement	Cluster Strength
<u>Workforce Demand</u>			
Basic Qualifications			×
Specialized Skills	×		
Recruitment Practices		×	
Retention and Turnover		×	
Career Advancement		×	
Human Resources Management	×		

⁴ While virtually all of the assessed areas can be considered to need critical action or at least need significant improvement, it is important to remember that Lebanon’s regional competitors also have far to go.

SUMMARY ASSESSMENT OF LEBANESE WORKFORCE MARKET			
<u>Workforce Supply</u>			
Quantity of Programs and Trainees and Study Fields		×	
Programmatic Content	×		
Educational Facilities and Resources	×		
Internal Corporate Training Programs		×	
External Corporate Training Programs	×		
<u>Demand-Supply Linkages</u>			
Graduate Placement		×	
Supply-Side Information		×	
Formal Employer-School Linkages	×		
Other Cluster Linkages	×		

Throughout the research process, a common thread found among all cluster stakeholders has been the propensity of all parties to assign responsibility for workforce problems to other actors. Yet our findings conclude that significant work needs to be done by all involved.

- **Training Providers:** At the core, training providers, be they technical schools or universities, need to become more responsive to workforce market needs. Specific issues that need to be addressed are curricula, facilities, career mentoring and support services and faculty development. Moreover, private corporate training providers need to be encouraged to target services to hospitality and tourism companies.
- **Employers:** At the core, employers need to modernize their workforce attitudes and practices in a way that regards workers as assets to be carefully groomed and managed. Specific issues that need to be addressed are the expansion and professionalization of workforce development practices across a larger proportion of companies, the adoption of modern recruitment and retention practices, and investment into improvement of human resources systems within companies.
- **Government:** While the role of government was not specifically examined in the study, one of government’s clear mandates is to modernize current hospitality and tourism curricula to meet current workforce demand needs and to upgrade existing public school programs.

- **Cluster-wide:** At the core, stakeholder linkages need to be created and improved at all levels. Specifically, communication and active partnerships between schools and companies are a must. Private companies need to actively articulate their needs to existing schools and be willing to invest the time and financial resources to improve the quality of their job applicants. Links to be developed could include structured internship programs, professional guest lectures, donation of surplus equipment, industry advisory boards, and faculty “internship” programs for professional development. Employer and school associations may be able to play a role in catalyzing such relations. A formal mechanism for interaction may need to develop at the cluster level.

The challenges facing the cluster are significant. Yet the payoffs resulting from a competitive tourism workforce are certainly worth the investments.

APPENDIX A: Employment Calculation Methodology

While little workforce data exists in Lebanon, the SRI team utilized industry-accepted methodologies for estimating the following employment needs. The best attempt at gauging employment needs in Lebanon was done by the drafters of the Ministry of Tourism Master Plan, which was prepared in 1995. SRI sought to update and improve upon these estimates based on more recent trends and data, and the use of other industry-accepted methodologies for current and projected employment needs. Following is the employment summary table with notes detailing specific methodologies employed for each category.

Table 21

REQUIRED TOURISM EMPLOYMENT BY SUB-SECTOR				
Sector	2000	2005	2010	Avg. Annual Growth
Hotels	10,000	13,600	18,400	840
Other Lodging	2,700	4,600	6,300	290
Restaurants	24,500	30,800	38,800	1,430
Travel Agencies	2,300	2,700	3,100	80
Total	41,500	53,700	68,600	2,700

Source: SRI International

For *Hotels*, SRI used existing number of hotel rooms as estimated by the Lebanese Hotel Owners Association to calculate present employment, using the commonly accepted standard of one employee per room. Growth rates were calculated using expected finished number of rooms, as estimated by the Association based on solid construction projects.

For *Other Lodging* establishments, Master Plan estimates were used, but using a lower growth rate based on 1995-2000 trends and a lower expected rate of construction than was envisioned in 1995.

For *Restaurants*, current employment was estimated using the standard regional estimate of 35 workers per restaurant. This number was multiplied by 700 restaurants, which is an estimate for the number of tourist-style restaurants in the country. The growth rate is the same one used in the national Master Plan. However, if the number of restaurants used is 4,000, as the Lebanese Restaurant Association estimates exist in the country, current and projected employment needs balloon to 100,000 for 2000, and almost 160,000 for 2010. The Master Plan numbers are much more consistent with the lower estimate.

For *Travel Agencies*, SRI used Master Plan estimates for 2000-2010.

**APPENDIX B: Details on Vocational/Technical School
Tourism Programs in Lebanon**

I.P. NET							
Address:		Bir Hassan - Beirut					
Contact Person:		Mr. Mohamad Hdeib					
Phone Number:		01 - 850 174					
Type of Institution/Region:		Public/Beirut					
Number of Tourism Students:		6					
Specialty In Tourism	Number of Students by Diploma/Gender			Language		Schedule	
	BT	TS	BTS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT			6M	X		X	

HOTEL MANAGEMENT INSTITUTE							
Address:		Bir Hassan - Beirut					
Contact Person:		Mr. Fawzat Yunis					
Phone Number:		01 - 840 310 / 311					
Type of Institution/Region:		Public/Beirut					
Number of Tourism Students:		429					
Specialty In Tourism	Number of Students by Diploma/Gender			Language		Schedule	
	BT	TS	BTS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SALES	154M 17F			X	X	X	
HOTEL MANAGEMENT – KITCHEN	76M 2F			X	X	X	
HOSPITALITY MANAGEMENT		154M 26F		X	X	X	

HOTEL MANAGEMENT SCHOOL							
Address:		Dekwaneh					
Contact Person:							
Phone Number:		01 - 491 320					
Type of Institution:		Public/Mount Lebanon					
Number of Tourism Students:		891					
Specialty In Tourism	Number of Students by Diploma/Gender			Language		Schedule	
	BT	TS	BTS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SALES	191M 22F			X	X	X	
HOTEL MANAGEMENT – KITCHEN	269M 2F			X	X	X	
HOSPITALITY MANAGEMENT		181M 79F		X	X	X	
TOURISM MANAGEMENT		19M 128F		X		X	X

INSTITUTE PELOBOGIQUE DE LOMATOMEGIQUE							
Address:		Dekwaneh – Matn					
Contact Person:		Mr. Antoine Diab					
Phone Number:		01 - 492 452					
Type of Institution:		Public/Mount Lebanon					
Number of Tourism Students:		33					
Specialty In Tourism	Number of Students by Diploma/Gender			Language		Schedule	
	BT	TS	BTS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT			29M 4F	X		X	

TECHNICAL SCHOOL OF AJALTOUN						
Address:		Ajaltoun - Kesrwan				
Contact Person:		Mr. Fouad Chmali				
Phone Number:		09 - 954 480				
Type of Institution/Region:		Public/Mount Lebanon				
Number of Tourism Students:		226				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	89M 5F		X	X	X	
HOTEL MANAGEMENT – SALES	66M 4F		X	X	X	
HOTEL MANAGEMENT – KITCHEN	61M 1F		X	X	X	

ECOLE TECHNIQUE DE HAMANA						
Address:		Hamana - Baabada				
Contact Person:		Mr. Emile Saliba				
Phone Number:		05 - 530 184				
Type of Institution/Region:		Public/Mount Lebanon				
Number of Tourism Students:		47				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	21M 1F		X	X	X	
HOTEL MANAGEMENT – SALES	25M		X	X	X	

INSTITUTE TECHNIQUE SUPERIEURE DE ZEGHARTA						
Address:		Zegharta				
Contact Person:		Mr. Said Jitani				
Phone Number:		06 - 660 246				
Type of Institution/Region:		Public/North				
Number of Tourism Students:		146				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	73M 11F		X		X	
HOTEL MANAGEMENT – SALES	48M 2F		X		X	
HOTEL MANAGEMENT – KITCHEN	12M		X		X	

ECOLE TECHNIQUE DE DOUMA						
Address:		Douma – Batroun				
Contact Person:		Mrs. Maggi Saad				
Phone Number:		06 - 520 105				
Type of Institution/Region:		Public/North				
Number of Tourism Students:		92				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	42M					
HOTEL MANAGEMENT – SALES	8M 5F		X		X	X
HOTEL MANAGEMENT – KITCHEN	31M 6F		X		X	X

TECHNICAL SCHOOL OF MASHGHARA						
Address:		West Bekaa				
Contact Person:						
Phone Number:		08 - 850 472				
Type of Institution/Region:		Public/Bekaa				
Number of Tourism Students:		119				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – KITCHEN	119M		X		X	

TECHNICAL SCHOOL OF SAIDA						
Address:		Saida				
Contact Person:		Mr. Esmat Dweik				
Phone Number:		01 - 720 309				
Type of Institution/Region:		Public/South				
Number of Tourism Students:		411				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	179M 2F		X		X	
HOTEL MANAGEMENT – SALES	86M 3F		X		X	X
HOTEL MANAGEMENT – KITCHEN	138M 3F		X		X	X

ECOLE TECHNIQUE DE NABATIEH						
Address:		Nabatieh				
Contact Person:		Mr. Mohamad Chaitani				
Phone Number:		07 - 760 292				
Type of Institution/Region:		Public/Nabatieh				
Number of Tourism Students:		139				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	62M		X		X	
HOTEL MANAGEMENT – SALES	27M		X		X	
HOTEL MANAGEMENT – KITCHEN	50M		X		X	

FRANCEL COLLEGE						
Address:		Ashrafieh – Beirut				
Contact Person:		Mr. Samir Abou Eid				
Phone Number:		01 - 327 902				
Type of Institution/Region:		Private/Beirut				
Number of Tourism Students:		33				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	32M 1F		X		X	

COMPUTER & EDUCATIONAL COLLEGE OF HOTEL MANAGEMENT & TECHNICAL STUDIES

Address:		Mar Elias – Beirut				
Contact Person:		Mr. Amjad Naboulsi				
Phone Number:		01 - 305 910				
Type of Institution/Region:		Private/Beirut				
Number of Tourism Students:		105				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL & RESTAURANT MANAGEMENT		46M 2F	X	X	X	
HOTEL MANAGEMENT – SERVICE & PRODUCTION	33M 7F		X	X	X	
HOTEL MANAGEMENT – KITCHEN	13M 4F		X	X	X	

CENTER INTERNATIONAL TECHNIQUE

Address:		Dora – Matn				
Contact Person:		Mr. Ibrahim Haddad				
Phone Number:		01 – 255 700 / 704				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		3				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SALES	1M		X	X	X	
HOTEL MANAGEMENT – KITCHEN	2M			X	X	

MAR SEMAAN TECHNICAL CENTER						
Address:		Sabtieh – Matn				
Contact Person:						
Phone Number:		01 – 885 535				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		17				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	17F		X		X	

AMERICAN UNIVERSAL COLLEGE / A.U.C.						
Address:		Dbayeh - Matn				
Contact Person:		Mr. Hisham Sakkr				
Phone Number:		04 - 404 765				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		68				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – KITCHEN		26M 5F		X	X	X
HOSPITALITY MANAGEMENT		33M 4F		X	X	X

KAFAAT TECHNICAL INSTITUTE						
Address:		Ein Saadeh				
Contact Person:						
Phone Number:		04 - 899 735				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		269				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT		107M 26F	X			X
HOTEL MANAGEMENT – SERVICE & PRODUCTION	65M 2F		X		X	
HOTEL MANAGEMENT – SALES	22M		X		X	
HOTEL MANAGEMENT – KITCHEN	46M 1F		X		X	

MIDDLE EAST INSTITUTE						
Address:		Tahwita – Baabda				
Contact Person:						
Phone Number:						
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		64				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	17M 1F	42M 4F		X	X	X

INSTITUTE ORIENT D'ESCIENCE / I.O.S.						
Address:		Ein Remaneh – Baabda				
Contact Person:		Mr. Assaad Feghali				
Phone Number:		01 - 284 807				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		2				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	2M		X		X	

INSTITUTE OF COMPUTER & INDUSTRIAL SCIENCES						
Address:		Haret Hreik – Baabda				
Contact Person:						
Phone Number:		01 - 834 350				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		17				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT		17M	X	X	X	X

INSTITUTE OF COMPUTER & INDUSTRIAL SCIENCES						
Address:		Mrijejh – Baabda				
Contact Person:						
Phone Number:						
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		136				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	97M 2F		X	X	X	X
HOTEL MANAGEMENT – SALES	4M		X	X	X	X
HOTEL MANAGEMENT – KITCHEN	33M		X	X	X	X

INSTITUTE SAINTCOEUR ET SOEURS DE LA CHARITE

Address:		Zouk Mikael – Keserwan				
Contact Person:						
Phone Number:		09 - 915 061				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		22				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
TOURISM MANAGEMENT		3M 19F	X		X	

INSTITUTE MON SIGNIEUR CORTBAWI

Address:		Adma – Keserwan				
Contact Person:		Miss Luise Mary Chediak				
Phone Number:		09 - 835 394				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		57				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	13M 3F	26M 10F	X	X	X	
TOURISM MANAGEMENT		5M	X	X	X	

AMERICAN UNIVERSAL COLLEGE / A.U.C.

Address:		Jbiel				
Contact Person:		Mrs. Ghada Sakr Hanin				
Phone Number:		09 - 540 162				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		7				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – KITCHEN	4M 3F			X	X	X

LYCEE ADONISE TECHNIQUE						
Address:		Jbeil				
Contact Person:		Mr. John Deek				
Phone Number:		09 - 944 327				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		10				
Specialty In Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	89M 2F		X		X	

SHOUF TECHNICAL COLLEGE						
Address:		Baaklin – Shouf				
Contact Person:		Mr. Najib Abou Shakra				
Phone Number:		05 - 500 166				
Type of Institution/Region:		Private/Mount Lebanon				
Number of Tourism Students:		86				
Specialty in Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	41M			X	X	
HOTEL MANAGEMENT – SALES	17M			X	X	
HOTEL MANAGEMENT – KITCHEN	27M 1F			X	X	

DAR EL ZAHRAA HOSPITALITY SCHOOL						
Address:		Tripoli				
Contact Person:						
Phone Number:						
Type of Institution/Region:		Private/North				
Number of Tourism Students:		1				
Specialty in Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOSPITALITY MANAGEMENT	1M		X	X	X	X

NADER TECHNICAL INSTITUTE						
Address:		Dedeh – Koura				
Contact Person:						
Phone Number:		06 - 430 381				
Type of Institution/Region:		Private/North				
Number of Tourism Students:		156				
Specialty in Tourism	Number of Students by Diploma/Gender		Language		Schedule	
	BT	TS	FRENCH	ENGLISH	DAY	NIGHT
HOTEL MANAGEMENT – SERVICE & PRODUCTION	68M 3F		X		X	
HOTEL MANAGEMENT – SALES	17M 5F		X		X	
HOTEL MANAGEMENT – KITCHEN	54M 9F		X		X	

APPENDIX C: Tourism/Hospitality Curriculum at Vocational/Technical Institutions in Lebanon

Type of Institution:		Public	
Type of Degree:		BT	
Major/Specialty:		HOTEL MANAGEMENT - SALES	
1st YEAR		2nd YEAR	
<ul style="list-style-type: none"> • Arabic Language • French or English Language • General Mathematics • Financial Mathematics • Touristic Geography • Principles of Hospitality Management • Hospitality Education • Hygiene • Food Technology • Kitchen • Application/Kitchen • Field Training 	<ul style="list-style-type: none"> • Arabic Language • French or English Language • General Mathematics • Financial Mathematics • Touristic Geography • Principles in Hospitality Management • Law • Hospitality Management • Hospitality Hotel Education • Hygiene Sciences • Food Technology • Kitchen • Application/Kitchen • Information • Field Training 	<ul style="list-style-type: none"> • Arabic Language • French or English Language • General Mathematics • Financial Mathematics • Touristic Geography • Principles in Hospitality Management • Social Sciences • Law • Hospitality Management • Hospitality Hotel Management • Hotel Education • Hygiene Sciences • Food Technology • Application/Kitchen • Information • Field Training 	

Type of Institution:		Public	
Type of Degree:		TS	
Major/Specialty:		HOSPITALITY MANAGEMENT	
1st YEAR		2nd YEAR	
<ul style="list-style-type: none"> • Languages • General Mathematics • Residency & Industrial Food Service • Hygiene • Reception Procedures • Liquor Sciences • Financial Mathematics • Principles of Food Production & Services • Information Technology • Lab: Sales or Kitchen • Application Courses • Field Training 	<ul style="list-style-type: none"> • Hotel & Restaurant Laws • Restaurant Supervision/Control • Hotel Sales Promotion • Room Service Supervision • Principles of Accounting in Services Industry • Developing Restaurant Service Skills • Reception Restaurant Services Skills • Reception Procedures • Principles of Food Production • Lab: Sales/Kitchen/Accommodation • Application Courses • Field Training 	<ul style="list-style-type: none"> • Maintenance & Engineering • Purchasing Food Products • Public Relations • Communication • Developing Food Production Skills • Information Technology • Lab: Sales, Kitchen, Information, Purchasing, & Industry Control • Application Courses • Field Training 	

Type of Institution:		Public
Type of Degree:		TS
Major/Speciality:		TOURISM MANAGEMENT
1st YEAR		2nd YEAR
<ul style="list-style-type: none"> • Foreign Languages • History & Cultures • Touristic Geography • Application Math & Statistics • Commercial Art & Accounting • Public & Human Relations • Tourism Services • Transportation • Documentation • Typing • Visits & Tours 	<ul style="list-style-type: none"> • French Language • English Language • German or Spanish • History & Culture • Touristic Geography • Macroeconomics • Law • Tourism Politics Policies • Agency Management • Hospitality Management • Ticket Sales & Tariffs • Pricing & Investment • Application in Agency Management • Tours & Visits 	<ul style="list-style-type: none"> • English Language • German or Spanish • History & Culture • Touristic Geography • Touristic Legislation • Touristic Marketing • Tourism Organization • Tourism Policies • Ticket Fares & Selling • Price Quotations • Sales • Sea Transportation • Air Shipping • Tours & Visits • Training in Tourism Agencies & Reporting

Type of Institution:		Public
Type of Degree:		BTS
Major/Speciality:		HOSPITALITY MANAGEMENT
1st YEAR		2nd YEAR
<ul style="list-style-type: none"> • Freshman English I • Freshman English II • Communication Art • Introduction to Computing • Technical Arabic • Accounting I • Microeconomics Principles • Macroeconomics Principles • Finance 	<ul style="list-style-type: none"> • Business Law • Marketing Principles • Business Statistics • Hygiene & Sanitation • Introduction to Hospitality Management • Front Office Operations • Food Production & Catering • Hotel Accounting • Facility Management • International Travel & Tourism • F&B Cost Control 	

Type of Institution:	Private	
Type of Degree:	BT	
Major/Speciality:	HOTEL MANAGEMENT – SERVICE & PRODUCTION	
1st YEAR	2nd YEAR	3rd YEAR
<ul style="list-style-type: none"> • Arabic Language • French Language • English Language • General Mathematics • Financial Mathematics • Touristic Geography • Introduction to the Hospitality Industry • Sanitation • Hospitality Education • Food Technology • Kitchen Technology • Food & Beverage Service • Practical Work (Pastry-Kitchen) • Computer 	<ul style="list-style-type: none"> • Arabic Language • French Language • English Language • General Mathematics • Financial Mathematics • Touristic Geography • Introduction to Hotel Management • Introduction to the Hospitality Industry • Sanitation • Hospitality Education • Food Technology • Kitchen Technology • Food & Beverage Service • Computer • Law • Practical Work (Pastry-Kitchen) 	<ul style="list-style-type: none"> • Arabic Language • French Language • English Language • Social Science • Financial Mathematics • Touristic Geography • Introduction to Hotel Management • Introduction to the Hospitality Industry • Sanitation • Hospitality Education • Food Technology • Kitchen Technology • Food & Beverage Service • Computer • Law • Practical Work (Pastry-Kitchen)

Type of Institution:	Private	
Type of Degree:	TS	
Major/Speciality:	HOSPITALITY MANAGEMENT	
1st YEAR	2nd YEAR	3rd YEAR
<ul style="list-style-type: none"> • French • English • Financial Mathematics • Basic Sanitation • Food Production Principles • Practical Work (Kitchen/Pastry) • Food & Beverage Service Skills Development/Oenologie • Food Production Skills Development • PC Applications for the Hospitality Industry • Front Office Procedures • The Lodging & Food Service Industry • Food & Beverage Service Principles 	<ul style="list-style-type: none"> • Hotels & Restaurants Laws • Food & Beverage Controls • Hotel Sales Promotion • Supervisory Housekeeping • Practical Work (Kitchen/Pastry) • Basic Accounting for the Hospitality Industry • Food Production Development • Food & Beverage Service Development • PC Applications for the Hospitality Industry 	<ul style="list-style-type: none"> • Maintenance & Engineering • Food Purchasing • Human Resources • Communication • PC Applications for the Hospitality Industry • Food Production Development II • Practical Work (Kitchen/Pastry)

Type of Institution:	Private
Type of Degree:	TS
Major/Speciality:	TOURISM MANAGEMENT
1st YEAR	2nd YEAR
<ul style="list-style-type: none"> • Structure of Travel & Tourism • Retail Travel Operations • Characteristics of World Resorts • International Business Communications • Management Information Systems • Fares & Ticketing 1 & 2 	<ul style="list-style-type: none"> • Management of Travel & Tourism Operations • Marketing Travel & Tourism Products • Business Enterprise Studies • Accounting • Travel & Tourism Strategy (Case Study) • Galileo

APPENDIX D: Tourism/Hospitality Curriculum at Universities in Lebanon

1. Lebanese American University (LAU): Hospitality Management Curriculum

BS in Business Studies: Hospitality Management Emphasis

Career opportunities for Hospitality Management majors include positions in sales, personnel administration, public relations and promotion, auditing, front office management, housekeeping, food and beverage management, and, general management positions. Graduates may serve as managers or directors for hotels, restaurants, catering, airlines, and food processing and leisure industries.

The curriculum comprises two areas of instruction: general and professional. The general area involves requirements in natural and social sciences, English, humanities, history, psychology, economics, speech, and mathematics. The professional area includes courses in accounting, communication, marketing, personnel management, food production, food and beverage purchasing and control, hotel operations, front desk management, and hospitality seminars. Students must complete a total of 54 business-related courses.

LAU: CURRICULUM FOR HOSPITALITY MANAGEMENT	
Core Courses (3 credit hours each)	Elective Courses
<ul style="list-style-type: none"> • Introduction to Restaurant & Hotel Industry Administration • Restaurant Management • Hospitality Purchasing • Hotel Operations • Quantity Food Production/Catering • Cost Control in Restaurant & Hotel Industry • Organization and Administration in Restaurant & Hotel Industry • Senior Study-Internship 	<ul style="list-style-type: none"> • Seminar in Hospitality Services • Seminar in Hospitality Trends • Seminar in Hospitality Strategic Planning • Seminar in Hospitality Franchising

2. Lebanese University (LU): Tourism Curriculum

Diplomas & Majors

The following diplomas are offered:

- License (4 years)
- DEA (4 + 2 years)
- DESS (3 years)
- Doctorate (at least 3 years)

Students can choose from the following majors:

- Travel and tourism,
- Tour guide diploma, and
- Hotel management.

Students must complete exams at the end of each year. In order to take the examinations, students must attend at least 80 percent of all class hours. After the second year, students must complete 4-month internships in a hotel or tourism site. The student is evaluated at the end of each internship and must receive a score of 60 out of 100 to pass. The total number and duration of internships a student must complete is determined in consultation with professors/advisors. Fourth-year students, in addition to internships, must also complete a special project, which is due within three weeks of completing written exams.

Curriculum

LU: CURRICULUM FOR TRAVEL & TOURISM	
First Year Courses (750 total hours)	Second Year Courses (720 total hours)
<ul style="list-style-type: none"> • Geographic World of Tourism (50 hours) • 1st Foreign Language (100h) • 2nd Foreign Language (100h) • Information, tourism & welcome (100h) • Research (25h) • Ancient Civilizations (75h) • Introduction to Tourism Services (25h) • Tourism & Travel Agencies (75h) • Principles of Economics (50h) • Principles of Accounting (100h) • Tourism Industry Management (5h) • Conference and Meeting Planning (50h) 	<ul style="list-style-type: none"> • Geography of Lebanese Tourism (40 hours) • 1st Foreign Language (100h) • 2nd Foreign Language (100h) • Information, tourism & welcome (40h) • Tourism Agencies (80h) • Transportation Agencies (80h) • Accounting in Tourism (80h) • Basic Statistics (40h) • International Tourism (60h) • History of Lebanon: Ancient Era (60h) • Tour Planning (60h) • Conference and Meeting Planning (40h) • Internship (4 months per year)

LU: CURRICULUM FOR TRAVEL & TOURISM	
Third Year Courses (690 total hours)	Fourth Year Courses (705 total hours)
<ul style="list-style-type: none"> • 1st Foreign Language (100 hours) • 2nd Foreign Language (75h) • 3rd Foreign Language (German or Spanish) (75h) • Public Relations (40h) • Information, tourism & welcome (60h) • Tourism Legislation (60h) • Sport & Publicity (40h) • Tourism Agencies (60h) • Transportation Agencies (40h) • Statistics & Tourism (40h) • History of Lebanon: Modern & Contemporary Era (40h) • Management of Travel Agencies (40h) • Tourism Marketing (40h) • Conferences and Meetings (50h) • Internship (4 months per year) 	<ul style="list-style-type: none"> • 1st Foreign Language (75 hours) • 2nd Foreign Language (75h) • 3rd Foreign Language (German or Spanish) (75h) • Thème et version (40h) • Organization of Tourism (40h) • Media & Tourism (80h) • Geography of Transportation (40h) • Tourism Project (40h) • Publicity & Tourism (60h) • Sales & Marketing of Tourism (40h) • Tourism Internship (40h) • Tourism and Transportation Agencies (80h) • Project (60h) • Conference Planning (50h) • Internship (4 months per year)

LU: CURRICULUM FOR TOUR GUIDES	
First Year Courses (725 total hours)	Second Year Courses (700 total hours)
<ul style="list-style-type: none"> • The World of Tourism (50 hours) • 1st Foreign Language (100h) • 2nd Foreign Language (100h) • Information, tourism & welcome (100h) • Research (25h) • Study of Ancient Civilizations (75h) • Lebanese Archaeological Sites (100h) • The Environment of Lebanon (100h) • Popular Literature of Lebanon (50h) • History of the Arts in Lebanon (25h) • Conference and Meeting Planning (50h) 	<ul style="list-style-type: none"> • 1st Foreign Language (100 hours) • 2nd Foreign Language (100h) • Geography of Lebanese Tourism (40h) • History of Lebanon: Ancient Era (60h) • Archaeological Sites of Lebanon (60h) • Ancient Texts (40h) • The Environment of Lebanon (60h) • The Guide (80h) • Museums (80h) • Crafts/Artisans (40h) • Thème et version (40h) • Conference and Meeting Planning (50h)

LU: CURRICULUM FOR TOUR GUIDES	
Third Year Courses (690 total hours)	Fourth Year Courses (705 total hours)
<ul style="list-style-type: none"> • 1st Foreign Language (100 hours) • 2nd Foreign Language (75h) • 3rd Foreign Language (German or Spanish) (75h) • Public Relations (40h) • Geography of Lebanese Tourism (40h) • Tourism Legislation (40h) • Sports & Vacation Publicity (40h) • Lebanese Archaeological Sites (60h) • Medieval History of Lebanon (60h) • History of Arab Civilization (60h) • Practical Application in Tour Guiding (80h) • Translation of Tourism Text (40h) • Conference & Meeting Planning (50h) 	<ul style="list-style-type: none"> • 1st Foreign Language (75 hours) • 2nd Foreign Language (75h) • 3rd Foreign Language (German or Spanish) (75h) • Thème et version (40h) • Psychology of Tourism (40h) • Media and Tourism (40h) • Arab Art and Architecture (40h) • Lebanese Archaeological Sites (60h) • Publicity and Lebanese Tourism (40h) • Geographic Regions of Lebanon (40h) • History of Lebanon: Modern & Contemporary Era (40h) • Practical Application in Tour Guiding (40h) • Modern & Contemporary Arts (40h) • Project (40h) • Conference & Meeting Planning (60h) • Internship (4 months per year)

LU: CURRICULUM FOR HOTEL MANAGEMENT	
First Year Courses (725 total hours)	Second Year Courses (700 total hours)
<ul style="list-style-type: none"> • Geographic World of Tourism (50 hours) • 1st Foreign Language (100h) • 2nd Foreign Language (100h) • Information, tourism & welcome (100h) • Research (25h) • Tourism & Management (25h) • History of Lebanon and Archaeological Sites (50h) • Theory & Practice of Culinary Arts (150h) • Principles of Accounting (50h) • Health Preparation of Food & Drink (50h) • Purchasing & Storage (50h) • Conference & Meeting Planning 	<ul style="list-style-type: none"> • 1st Foreign Language (100 hours) • 2nd Foreign Language (100h) • Information, tourism & welcome (40h) • Nutrition Analysis (40h) • Hotel Management (40h) • Restaurant Management (40h) • Accounting for Tourism Hotels (40h) • Theory & Practice of Culinary Arts (140h) • Self-Service (80h) • Control of Operations (40h) • Human Resources in the Hotel Industry (40h) • Conference & Meeting Planning

LU: CURRICULUM FOR HOTEL MANAGEMENT	
Third Year Courses (690 total hours)	Fourth Year Courses (705 total hours)
<ul style="list-style-type: none"> • 1st Foreign Language (100 hours) • 2nd Foreign Language (75h) • 3rd Foreign Language (German or Spanish) (75h) • Public Relations (75h) • Information, tourism & welcome (40h) • Geography of Lebanese Tourism (40h) • Financial Management & Tourism (60h) • Management of Direction (40h) • Travel and Tourism Agencies (40h) • Management of Clubs and Vacation Spots (60h) • Conventional Management (40h) • Tourist Installations (40h) • Marketing of the Tourism Industry (40h) • Conference & Meeting Planning (50h) 	<ul style="list-style-type: none"> • 1st Foreign Language (75 hours) • 2nd Foreign Language (75h) • 3rd Foreign Language (German or Spanish) (75h) • Thème et version (40h) • Organization of Tourism (40h) • Psychology of Tourism (80h) • Feasibility Studies of Tourism Management (40h) • Legislation and Hotel Management (40h) • Management of Installations (60h) • Marketing and Tourism (40h) • Security and Tourism (40h) • Information and Tourism (80h) • Economy and Hotel Management (80h) • Project (60h) • Conference & Meeting Planning (50h)

3. Notre Dame University (NDU): Hotel Management & Tourism

Courses in Hotel Management & Tourism

HTM 201 Introduction to Hospitality Management (3.0). The course is a comprehensive overview of the lodging, restaurant, institutional food service, club, and convention businesses. The course will examine the industry’s socio-economic impacts, scope, organization, career opportunities and requirements for success. The student will be exposed to the basic managerial functions and how they relate to the hospitality industry.

HTM 203 Introduction to Travel and Tourism (3.0). This course is an overview of tourism and travel as a global industry. It leads to a solid understanding of its growth, characteristics, operations, organization, environmental impact, destinations development, travel modes, tourism planning and marketing.

HTM 211 Law in Hospitality and Tourism Industries (3.0). A study of the legal responsibilities affecting the operations of the hospitality and tourism industries, including aspects of inn-keeping, occupier’s liability, trades practices, licensing, health, taxation and employment. Other topics include: corporation legislation, the law of the contract, the role of ethics and a comparative approach with foreign legislations relative to hospitality and tourism industries. Prerequisites: HTM 201, HTM 203.

HTM 225 Rooms Division Management (3.0). The course acquaints the student to the operations and procedures involved in managing the front office area of a lodging operation. Functions covered include: reservation systems and operations, guest

reception, cashiering, guest accounting and income control, uniform service as well as housekeeping operations and management. Prerequisites: HTM 201, HTM 203.

HTM 237 Hospitality and Tourism Marketing (3.0). An introduction to the concept, principles and practices of contemporary marketing as they apply to the specialized needs of the hospitality industry. Subjects covered are: marketing concepts and environment, segmentation and positioning, consumer behavior and marketing mix strategies. The development of a practical marketing plan for an actual hospitality business is a special feature of this course. Prerequisites: HTM 201, HTM 203.

HTM 281 Internship I: Rooms Division Operations (1.0). A supervised on-the-job work experience in the lodging business. Arranged with a Department-approved cooperating institution. This field experience - of no less than 250 hours - emphasizes front office and housekeeping operations and management tasks. Student must check course guidelines before registering. Prerequisite: HTM 225.

HTM 311 Hospitality Management Accounting (3.0). The application of accounting principles to the hospitality industry. Accounting practices in use, financial statements, special purpose journals and ledgers. Use of accounting information in making managerial decisions. Prerequisite: ACO 201.

HTM 313 Food Production (3.0). An introduction to food production techniques and management. The course is designed to familiarize students with commercial food preparation principles and practices. Management concepts applied to menu planning and writing, quantity food production planning, purchasing, food safety and quality control are also introduced. Prerequisite: Junior Standing.

HTM 314 Human Resources Management in the Hospitality Industry (3.0). Techniques and philosophies of human resources management as applied to the specific environments within the hospitality industry. In addition to personnel management techniques, exposure will focus on the HRM activities in integration with the human behavior in the organization setting and their business implications. Prerequisites: HTM 201, HTM 203.

HTM 320 EDP (Electronic Data Processing) in the Hospitality Industry (3.0). An introduction to computerized property management within the hotel and restaurant industry. The course includes a comprehensive understanding of EDP concepts, equipment and systems requirements, front office and restaurant automation, as well as back of the house systems. Applied software programs are intensively used. Prerequisites: CSC 201, HTM 225.

HTM 323 Restaurant Development and Operations (3.0). Students systematically plan and develop a restaurant from concept to operations. The course includes: concept analysis, feasibility study, food and beverage menus development, technical and architectural planning, pricing; financial, marketing and operational administration within

the framework of inter-departmental optimization. An applied project approach is used. Prerequisite: HTM 313.

HTM 325 Domestic Travel and Tourism (3.0). The course provides a complete description and geography of domestic tourism from the viewpoint of the traveler and the travel/tourism entrepreneur. Students will be exposed to issues of local travel and tourism, organization, development and potentials from a specific destination as well as regional perspective. Field trips and projects are part of this course. Prerequisite: HTM 203.

HTM 333 Catering Management (3.0). Course leading to a thorough understanding of the different catering concepts for special functions. Lectures and demonstrations focus on menu planning, working methods, catering equipment, kitchen and service layout, service, events preparation and execution, sales, and human resources organization. The course will equip students to operate and manage different types of food and beverage service, on and off premises. Prerequisite: HTM 313.

HTM 340 Destination Development and Tourism (3.0). Planning, developing or expanding travel and tourism destinations. Market feasibility study, land development, role of government and sustainability are key features of this course. Case studies and project course where students prepare the development and management of a touristic plan for a specific destination. Prerequisite: HTM 325.

HTM 342 Travel Agency and Tour Management (3.0). A thorough examination of the basics of retail travel agency operations and tour management. Insights into agency organization, computerization, and operations, as well as wholesale package preparations, escorting, costing and marketing, and post-tour analysis. Included is the creation, planning, and analysis of an individual fully escorted tour. Prerequisite: HTM 325.

HTM 343 Purchasing in the Hospitality Industry (3.0). A comprehensive exposure to quantity purchasing for hotel facilities, restaurants and institutions. Methods, procedures and policies for effective purchasing of food, commodities, supplies and equipment are stressed. Prerequisites: HTM 320, HTM 333.

HTM 344 International Travel and Tourism (3.0). A complete description and geography of international travel, notably current trends and cultural behavior, popular destinations, international tourism organizations as well as major international travel transportation modes and routes. A comparative approach and evaluation of national and international destinations organization, management and marketing. Prerequisite: HTM 325.

HTM 345 Non-Conventional Food Service I (3.0). Elective course designed as a comprehensive examination of popular trends that affect the food service industry. Students will acquire a thorough understanding of the fast food industry - independent and franchised convenience foods, as well as the institutional food service characteristics, mainly cafeteria, canteens and self-service. Students tackle practical topics related to

operations, and particular issues confronting management. Prerequisites: HTM 323, HTM 333.

HTM 346 Automated Travel System (3.0). A comprehensive, hands-on computer learning experience. Students will progress from the characteristics and development of automation in the retail travel agency to practical applications in computerized reservations and back-office systems. Prerequisite: HTM 320.

HTM 347 Non-Conventional Food Service II (3.0). Elective course designed to explore advanced types of food service operations and systems. Characteristics and operation of specialty volume production such as conferences and banqueting, in-flight catering and hospital food service are studied. Prerequisites: HTM 323, HTM 333.

HTM 349 International Cuisine (3.0). Broadens students' knowledge of menus and the popular national cuisines riding the international trendy wave. Emphasis is placed on concepts, cultural contexts, food preparation and service characteristics. Managerial perspective is also used related to nutrition, menu adaptability, architectural layouts, costing, and marketing. Prerequisites: HTM 323, HTM 333.

HTM 351 Food, Beverage and Labor Cost Control (3.0). This fundamental course is designed to familiarize the student with the theory and practice of internal cost controls in the hospitality industry. A comprehensive, thorough understanding of quality assurance versus cost impact on profitability management is provided. Practical financial problems and actual operational techniques of functioning systems of internal control are studied. The focus is to provide future hospitality managers with the ability to handle the diverse issues regarding service quality, employee morale and cost management. Prerequisites: HTM 311, HTM 313.

HTM 381 Internship II: Food and Beverage Operations (1.0). A supervised on-the-job work experience in the food and beverage business, particularly restaurants and catering. Arranged with a Department approved cooperating institution, this field experience - of no less than 250 hours - emphasizes operations and management functions in service, production, inventory and cost control. Student must check course guidelines before registering. Prerequisites: HTM 281, HTM 323 or HTM 333.

HTM 382 Internship III: Travel Agency and Tour Operations (1.0). A supervised on-the-job work experience in the travel and tourism business, particularly travel agency and tour operations. Arranged with a Department approved cooperating institution, this field experience - of no less than 250 hours - emphasizes agency and group travel operations and management functions. Student must check course guidelines before registering. Prerequisites: HTM 325, HTM 340 or HTM 342 or HTM 344.

HTM 411 Hospitality Managerial Finance (3.0). Understanding the role of the hospitality financial controller through the application of accounting, finance and cost control principles, aimed at maximizing the organization value. Focus areas include: preparation of financial statements, bond and stock valuation, working capital

management, short-term financing, capital budgeting and alternative financing arrangements. Prerequisite: HTM 311.

HTM 413 Advanced Food Production (3.0). The course aims to examine latest techniques and production systems in the food service industry. Commercialized innovations in forms of food, techniques in production, storing and serving, and new technological developments in food service equipments are explored. Prerequisites: HTM 323, HTM 333.

HTM 432 Hospitality Property Management (3.0). Covering the basic technical terminology of hospitality facilities and property management, this course will explain and provide basic decision-making models for operation and maintenance of engineering systems relating to the hospitality industry. Safety and security systems are investigated, potential fire hazards are analyzed and appropriate precautionary management of property risk is proposed in the framework of public safety and systems operations.

HTM 443 Alcoholic Beverages Appreciation and Bar Management (3.0). This course provides knowledge and appreciation of the major alcoholic beverages from cultural background to production, evaluation and service. Wine, whisky, arak, beer and spirits are emphasized. A further introduction to coffee, tea and non-alcoholic beverages is provided. Emphasis is also placed on bar planning, operations and management for profitability. Laboratory fee. Prerequisites: HTM 323, HTM 333.

HTM 445 Hospitality Environment and Sustainability (3.0). A deeper understanding and analysis of the business-society interface. Policy guidelines to bring both hospitality business and society towards sustainable, workable and mutually beneficial solutions are studied. Topics investigated include: ecotourism, corporate policy and social responsibility, ethics and values in business, business interests and community issues, business and media relations, corporation and government relations.

HTM 447 Advanced Hospitality Marketing (3.0). This elective course builds on the student's previous exposure to the principles and practices of marketing. The key feature is the comprehensive and in-depth coverage of global market analysis for business opportunities and sustainable competitive advantage. A strong emphasis is placed upon the development of a greater appreciation of consumer behavior and competition analysis, selling and communication strategies and management as well as business negotiations. The course is heavily case oriented. Prerequisite: HTM 237.

HTM 449 Meetings, Convention, Exhibition and Events Management (3.0). Introduction to the environment and characteristics of meetings, conventions and exhibitions segments of the hospitality industry. Emphasis is on managerial decisions involved in targeting, planning, organizing, selling and servicing. Applied case analysis and field projects. Prerequisites: HTM 237, HTM 351.

HTM 451 Hospitality Management (3.0). Analysis of hospitality operating practices and policies and their managerial implications on the individual and group behavior in

the organizational setting. The focus is on the acquisition and implementation of leadership styles to enhance organizational effectiveness and individual well-being. The course includes the study of group behavior, attitudes and stress management, communication, motivation, leadership, power politics, conflict and organizational culture. Life case discussions and field projects are included.

HTM 459 Hospitality and Tourism Strategic Management and Business Policy (3.0).

This capstone course in hospitality and tourism features the integration of business theories and practices into strategic decision-making. Focus is on external and internal analysis for business opportunities, organizing for market competitive orientation, quality assurance and sustainable competitive advantage. The course is heavily case-oriented to bring forward realism, and develop critical thinking and decision-making ability. Prerequisite: HTM 451.

HTM 460 Special Topics in Hospitality (3.0).

Selected readings and case studies referring to current topics and developments within the lodging and food service industries. The purpose is to expose students to recent developments, current challenges and future trends affecting the industry. Studied during the course is the impact of change on hotel and food service management. This is a seminar and case study course. Prerequisite: HTM 451.

HTM 462 Special Topics in Travel and Tourism (3.0).

An overview and analysis of current developments, trends and challenges in travel and tourism. Studied during the course are the impact and decision challenges faced by management due to macro and micro environmental changes with the resulting shifts of tourism destinations and expectations. This is a seminar and case study course. Prerequisite: HTM 451.

HTM 485 Seminar in Hospitality and Tourism Management (3.0).

Individual and group studies of a hospitality and tourism business in an area of special interest. It is an in-depth dissection of the managerial functions of the business concern. Findings and decisions are reported and discussed in class. Prerequisite: HTM 451.

4. University of Balamand: Tourism & Hotel Management Curriculum

Curriculum for Hotel Management

UNIVERSITY OF BALAMAND: HOTEL MANAGEMENT PROGRAM		
Sophomore Year Courses	Junior Year Courses	Senior Year Courses
<ul style="list-style-type: none"> • Financial Accounting • Business Data Processing • Microeconomics • Macroeconomics • Statistical Data Analysis • Business Mathematics • Communication Skills I & II • Food & Beverage Service • Intro to the Hospitality Industry • Safety & Sanitation 	<ul style="list-style-type: none"> • Management • Managerial Finance • Marketing Management • Business Law Hospitality • Civilization Sequence I & II • Arabic • Facilities Management • Lodging Management • Restaurant Production & Operations 	<ul style="list-style-type: none"> • Strategic Management • Civilization Sequence I & II • M.I.S. • Internal Controls • FBL Cost Controls • Loss Prevention Management • Tourism • Advanced (F/L) Management • Financial Administration

5. Saint Joseph University (USJ): Hotel & Tourism Curriculum

Degree Offered

The tourism degree offered at USJ is Tourism and Hotel Management. The duration of the program is one year, and the courses are taught in both French and English. Academic prerequisites for the program include:

- a license in specialized management from USJ (option of business data processing, publicity and sales, or finance); or
- a license in management or economy from USJ; or
- an equivalent diploma recognized by USJ.

Curriculum for Tourism & Hotel Management

USJ: TOURISM & HOTEL MANAGEMENT PROGRAM
First Year Courses
<ul style="list-style-type: none"> • Hotel Management (27h) • Restaurant Management (21h) • Hotel Accounting (21h) • Architecture & Construction of Hotels (14h) • Economy of Tourism & Leisure (24h) • Art & Inheritance (21h) • Hotel & Tourism Marketing (21h) • Arts of the Table: Sciences of Eating (12h) and Oenology (8h) • Tourism Law (21h) • Public Speaking (24h) • Management of Human Resources (42h) • 3-month Internship • Memory of End of Studies

APPENDIX E: Survey Questionnaire Used by Information International

Assessment of Lebanon's Tourism Human Resources:

Private Sector Questionnaire

Questionnaire # _____ Interviewer's Name _____ Date _____

A. Company Details

1. Company Name: _____ 2. Sector: _____
3. Contact Person: _____ 4. Position/Title: _____
5. Address: _____ 6. Tel/Fax: _____
7. Is the company a subsidiary of a group, such as an international hotel management group?
Yes No
If yes, please specify _____
8. When did you start operating in Lebanon? _____

B. Composition of Staff

9. How many permanent staff do you employ in Lebanon? (both full-and part-time workers) _____
10. How has this number changed over the **last five years**? Increase, _____% Decrease, _____%
11. Very generally, do you consider that the number of people employed by your company will increase or decrease in the coming year? Increase decrease
12. How many of your staff fall into "Senior/Executive Management"? # _____
13. How many of your staff are part of the "Employees" (i.e. receptionists, booking clerks, etc.)? # _____
14. Please provide an indication of the total figures and main categories of "employees" in your company. For example, if your company is a hotel, please specify for "lodging." If it is a hotel with restaurant/bar, please specify for "lodging" and "food and beverage." If it is a travel agency, please specify for "tour development/travel counseling."
- Lodging Food and Beverages Lodging + Food and beverages Tour development

Number of Employees											
Year:	1	2	2	Year:	1	2	2	Year:	1	2	2
	9	0	0		9	0	0		9	0	0
	9	0	0		9	0	0		9	0	0
	5	0	5		5	0	5		5	0	5
Lodging											
<i>Frontline</i>			<i>Supervisory</i>			<i>Management</i>					
Skilled			Skilled			Skilled					
Unskilled			Unskilled			Unskilled					
Food and Beverage – Front Room											
<i>Frontline</i>			<i>Supervisory</i>			<i>Management</i>					
Skilled			Skilled			Skilled					
Unskilled			Unskilled			Unskilled					
Food and Beverage -- Back Room											
<i>Frontline</i>			<i>Supervisory</i>			<i>Management</i>					
Skilled			Skilled			Skilled					
Unskilled			Unskilled			Unskilled					
Tour Development/Travel Counseling Trade											
<i>Frontline</i>			<i>Supervisory</i>			<i>Management</i>					
Skilled			Skilled			Skilled					
Unskilled			Unskilled			Unskilled					

Please specify the **three main positions you regard as most important** in your company:

_____ , _____ , _____

15. What kind of annual turnover does your company experience?

	%
Frontline	
Supervisory	
Management	

C. Recruitment

16. How do you recruit? Please indicate which of the following are the most important by entering a figure "1" in the appropriate box; which is the second most important "2"; and so on.

<i>Recruitment</i>	<i>Frontline</i>	<i>Supervisory</i>	<i>Management</i>
In-House (within the company)			
New university graduates			
New technical school graduates			
Other hotels/restaurants/ Travel agency/etc.			
Other (please specify)			

17. What are the most important qualifications you look for in new recruits? Please indicate which of the following is most important by entering a figure "1" in the appropriate box; which is the second most important "2"; and so on.

<i>Qualifications</i>	<i>Frontline</i>	<i>Supervisory</i>	<i>Management</i>
Experience relevant to the job			
Good presentation			
Customer service disposition			
Language skills			
Computer skills			
Skills specific to the job			
Technical school certificate (tourism related)			
Any technical school certificate			
Tourism/Hospitality university degree			
Any university degree			
References			
Others, specify			

18. Where do new recruits in your three most important employee positions (see question B14) come from? Please estimate percentages.

	<i>%</i>		
	<i>Position 1</i>	<i>Position 2</i>	<i>Position 3</i>
Another hotel/restaurant/travel agency/etc.			
Any technical school			
Tourism/Hospitality technical school			
Any university program			
Tourism hospitality university program			
Other (please specify)			

19. Does having a technical school certificate or university degree tend to elevate the prospect for an applicant in getting a job in your company in any of these three positions? Yes No

20. Please provide examples of career routes specifying, for example, the level at which an employee could typically enter employment and the level to which that person could then progress.

Level 1 _____ Level 2 _____ Level 3 _____
 Level 4 _____ Level 5 _____ Level 6 _____

21. Are you experiencing difficulty recruiting any particular categories of staff? Yes No
 If yes, please specify the 3 main categories:

One. _____
 Two. _____
 Three. _____

Indicate the type of shortage: short medium long - term shortage

22. If yes, which staff and which skills are in short supply?

Staff _____, _____, _____
 Skills _____, _____, _____

23. Do you receive any speculative CVs? Yes No

24. If yes, how long do you keep them? _____

25. Have staff recruited recently shown any particular skill deficiencies? Yes No

26. Where have employees who joined the company in these jobs mainly come from?
(Indicate major 3 sources)

One. _____
Two. _____
Three. _____

27. Where have those who have left your company gone?
Other related businesses Don't know Other, specify _____

28. What are the major reasons behind their leaving?
One. _____
Two. _____
Three. _____

29. Please give estimate figures of the salaries of the following categories at your company:
Managerial category: a. Head Manager _____
 b. Junior Manager _____
Supervisory category: _____
Frontline category: _____

D. Tourism Schools

30. Are you familiar with current technical schools and universities in travel and tourism? yes No
If so, name five major ones and rate them?

Technical school/University	Rating				
	Excellent	Very good	Good	Fair	Bad
1.					
2.					
3.					
4.					
5.					

31. What are the three main deficiencies of the training received in the education system for the three key occupations/jobs described above?
1. _____
2. _____
3. _____

32. Do you think that students should get more practical experience as part of their studies? Yes No
If so, what form should this take? _____
How long should it last? _____

33. Does your company offer work placement (internships) to students? Yes No
If yes, please provide details _____

E. Training

34. Do you have an in-house trainer or training department? Yes No

35. Did you hire an external trainer or training organization last year? Yes No

36. How do you deal with situations where current staff skills prove inadequate?
 recruit new staff train existing staff

37. If you offer in-house training, is it primarily for existing staff new recruits both

If yes, for which occupations is this carried out? Please give an average number of trainees and training hours per year.

Occupation	Number of Trainees/Year	Number of Training Hours/Year
1.		
2.		
3.		
4.		
5.		

38. Do you use external training? Yes no

39. For external training, do you use: Trainers from universities/technical schools
 Private training organizations Training bodies specific to your sector

40. Is it possible to give an estimate of how much you spend on training per annum (in-house and outside), either as a percentage of turnover or of the annual payroll? _____

41. How effective, in general, do you find training courses?
 Very effective effective Not effective at all

F. Stakeholders Linkages

42. Is there communication on human resources issues between your company and
 Government Other similar companies
 Technical schools Universities
 If so, what type of communication channels exists? _____

43. What are the three main actions currently being taken by industry players to enhance the industry's human resources?
 1. _____
 2. _____
 3. _____

44. What was the company's gross sales or turnover last year (in Lebanon)? _____