



**THE ROLE OF COMPETENCY BASED TRAINING FOR
HUMAN RESOURCE DEVELOPMENT IN THE
TOURISM INDUSTRY OF A SMALL ISLAND
ENVIRONMENT - MALDIVES**

BY

MR. AHMED NISHAM

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE
SERVICE INNOVATION
COLLEGE OF INNOVATION
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2016**

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ENTITLED

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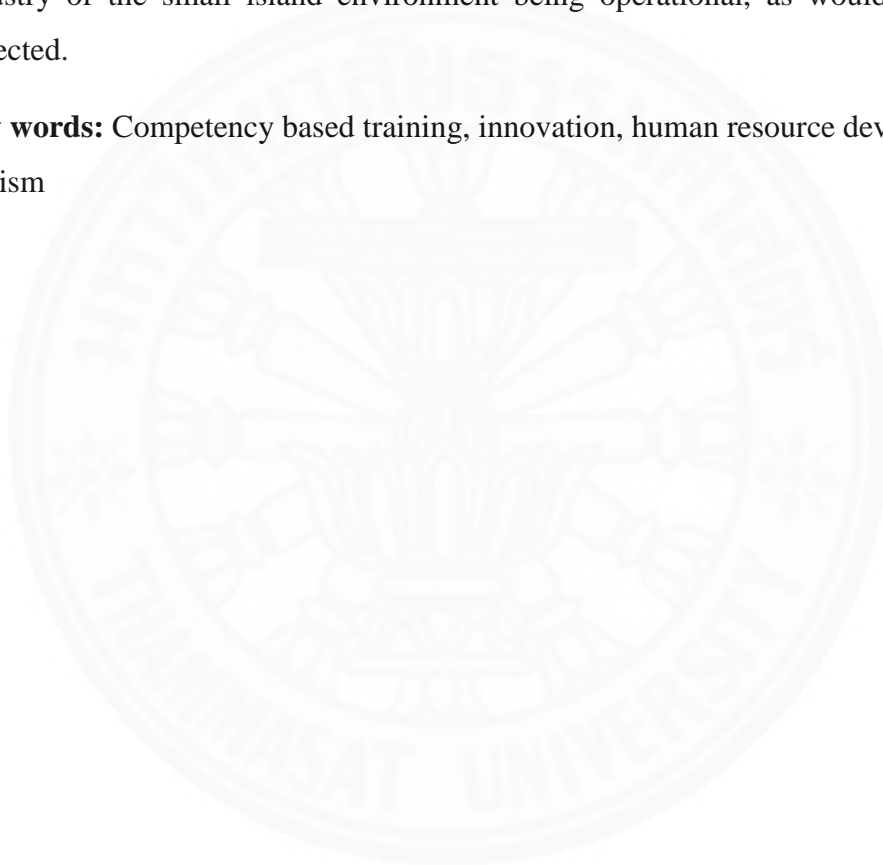
ABSTRACT

Tourism is a leading economic driver of the 21st century service sector and is an important socioeconomic activity in many countries (Richards, 2011). Human resource development (HRD) is central to the sustainability of the tourism industry. Recently, it has been observed that there has been a huge change in the demand and supply of tourism industry jobs, with the industry requiring quality staff to provide excellent services to customers. However, HRD faces a number of obstacles. Training and development is crucial in order to have a talented workforce to increase productivity.

In this study, the researcher focuses on an innovative method of training and development, which is the competency based training approach to HRD in the tourism industry, for a small island environment. The purpose of this study is to identify the issues associated with the implementation of competency based training programs based on the national competency standards in a small island environment and to study how competency based training programs can be organised in order to fit with the current expectations of people in the tourism industry of a small island environment.

Qualitative research has been undertaken by the researcher in order to examine the role of competency based training in human resource development in the tourism industry of the small island environment of Maldives. The sample is taken from the enterprises in which the competency based training takes place and other stakeholders relevant to the population of the study. The findings show a lack of understanding of the concept of CBT, a poor image of CBT, and a lack of availability of training standards for all occupations. These major issues prevent the CBT programs in the tourism industry of the small island environment being operational, as would normally be expected.

Key words: Competency based training, innovation, human resource development, tourism



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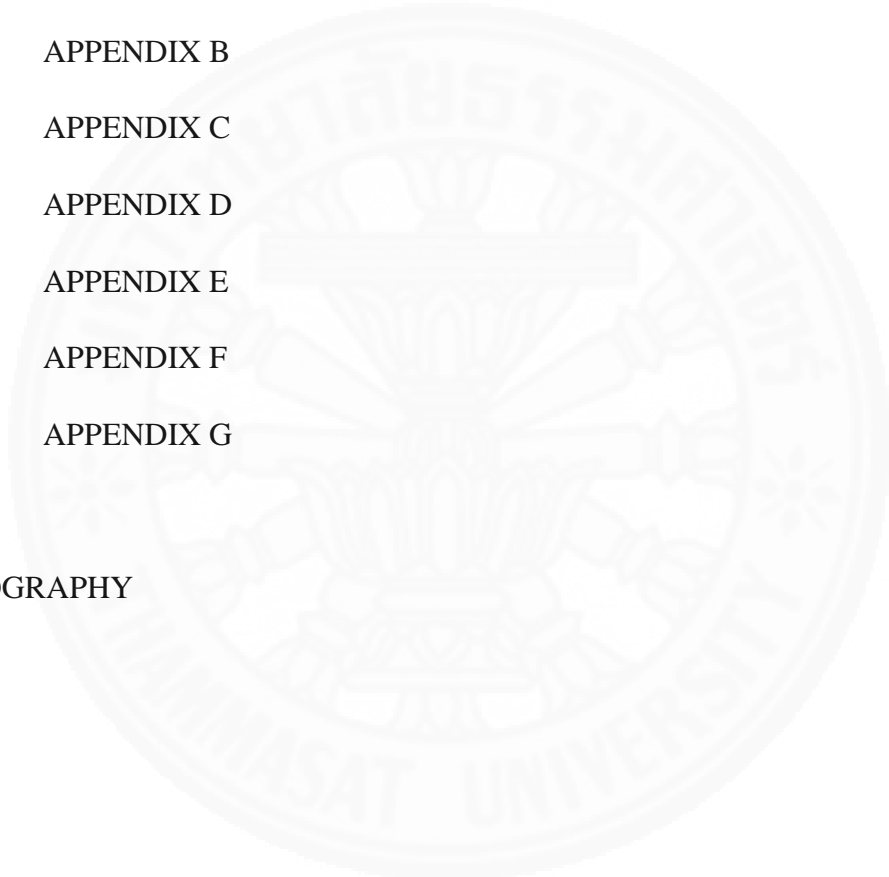
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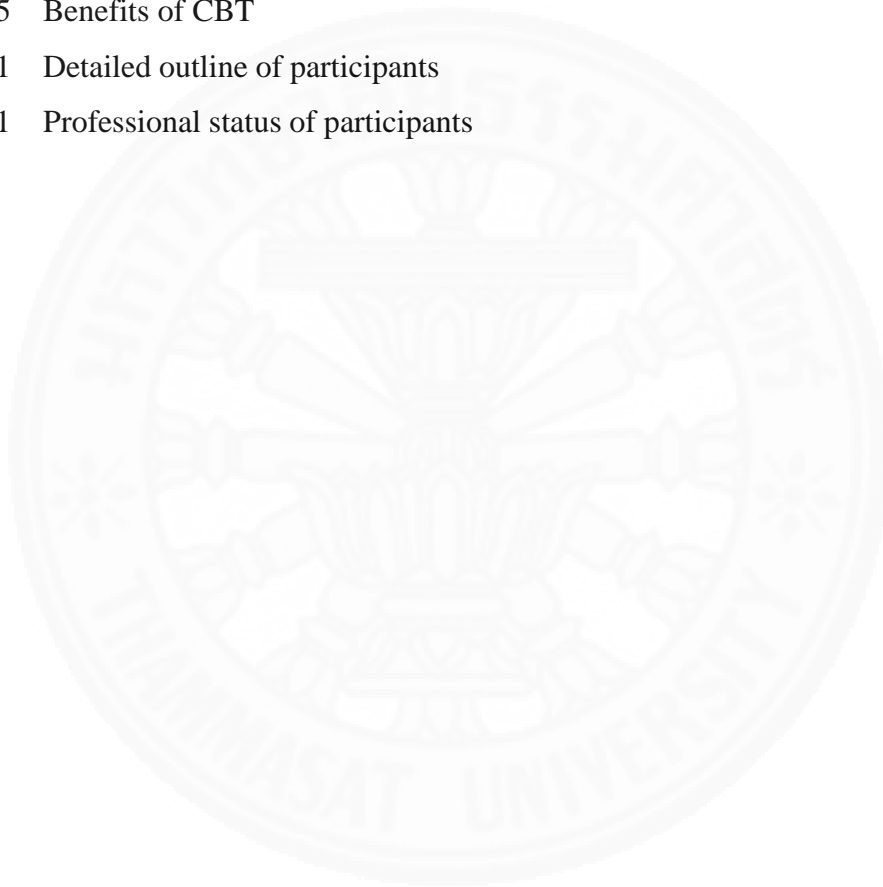
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LIST OF ABBREVIATIONS

ADB	Asia Development Bank
APEC	Asia Pacific Economic Corporation
CB	Competency Based
CBA	Competency Based Assessment
CBT	Competency Based Training
CS	Competency Standards
CPSC	Colombo Plan Staff College for Technician Education
ESTP	Employment Skills Training Project
FHTS	Faculty of Hospitality and Tourism Studies
FGD	Focus Group Discussion
EBT	Employer Based Training
HIES	Household Income and Employment Survey
HRD	Human Resources Development
HRM	Human Resource Management
ILO	International Labour Organisation
MATI	Maldives Association for Tourism Industry
MQA	Maldives Qualifications Authority
MOE	Ministry of Education
MYS	Ministry of Youth and Sports
MOT	Ministry of Tourism
NBS	National Bureau of Statistics

TWG	Tourism Working Group
STAR	Skills Training At Resorts
STEP	Skills Training and Employment Program
TP	Training Provider
TVET	Technical and Vocational Education and Training
UNESCO	United Nations, Educational Scientific and Cultural Organisation
UNIVOC	International Centre for Technical and Vocational Education
UNDP	United Nations Development Program
VET	Vocational Education and Training
WDA	Workforce Development Agency
WSQ	Workforce Skills Qualifications
WTA	World Travel Awards
WTTC	World Travel and Tourism Council

LIST OF DEFINITIONS

Apprenticeship Training	Apprenticeship training which is delivered based on the employer's set competency standards.
Competency	An achievement of the knowledge, skills, and attitudes required in the performance of a given task or the work.
Competency Standards	A written specification of the knowledge, skills, attitudes and values required for the performance of a job, occupation or trade together with the corresponding workplace performance requirements.
Competency Based Training	A training program delivered based on the industry requirements of the relevant stakeholders.
Certificate	A generic term used for a qualification, in the context of a national qualifications structure, normally an entry level qualification.
Employer Based Training	Organised learning by students or employees taking place in the workplace. Includes both the mastery of skills under the direction of a worker/trainer and off-the-job training that is classroom training at the employer's premises or elsewhere.
On-the-job Training	A process of learning and acquiring skills and knowledge by doing tasks in the workplace.
Off-the- job Training	Trainings conducted outside the workplace.
TVET	Technical and Vocational Education and Training.

CHAPTER 1

INTRODUCTION

Tourism is a leading economic driver of the 21st century service sector and is an important socioeconomic activity in many countries (Richards, 2011). As one of the world's largest economic sectors, tourism generates over 100 million jobs (WTTC, 2015). Human resource development (HRD) is central to the sustainability of the tourism industry. Recently it has been observed that there is a huge gap between demand and supply of tourism industry jobs, with the industry requiring quality staff to provide excellent services to customers. However, HRD has faced a number of obstacles. According to the WTTC (2015) there are huge negative impacts on tourism due to talent imbalances and deficiencies such as talent shortages which lead to difficulties in filling vacancies and thus the need to increase pay to attract employees from other sectors, while skill gaps among existing employees lead to the gaps being filled by under-qualified and under-experienced staff. This is the reason we need proper planning and management of human resources, so as to maintain the tourism industry at an optimum level.

Training and development is crucial in order to have a talented workforce to increase productivity. There are many ways of training staff and new job seekers who wish to join the tourism sector. In this study, the researcher focuses on innovative methods of training and development, which is the role of a competency based training approach to HRD in the tourism industry of a small island environment.

1.1 About Maldives

Maldives is a country with many beautiful islands. It has stunning white sandy beaches, crystal clear lagoons, rich coral gardens and many species of sea life. It is situated to the southwest of Sri Lanka in the Indian Ocean. On the 1,190 islands of Maldives, the

population is estimated to be 341,256 (NBS, 2014). Almost 39 percent of this population live in Malé, the capital city of just 2 square kilometres (ADB, 2014), making it one of the most densely populated cities in the world (Gadling, 2015). The rest of the population is scattered unevenly across the remaining islands, which are designed as rural settlements in the Maldives. The islands are reasonably remote and have small populations, as stated in the UNDP report (2011), with less than 200 inhabited islands, grouped into 20 natural atolls. 50 percent of the islands have less than 1,000 people, and 15 percent of the islands have less than 500 people.

There are over 100 exclusive tourist resorts. Owing to the widely dispersed settlement patterns, the development of tourism and the rich history makes Maldives unique in the world (UNDP, 2014).

1.2 Maldivian Economy

Maldives is a country heavily dependent on distinctive tourism. According to UNDP (2014) and UNDP (2011), the drivers for the development of the Maldivian economy are tourism and its related sectors such as construction, transport, fisheries and telecommunication. In the last two decades tourism has contributed approximately 30 percent of GDP, and the GDP grew from US\$0.80 billion to US\$2.2 billion from 2001 to 2010 with an average growth rate of 7.3 percent (UNDP, 2014). According to the World Bank (2012) Maldives reached a Gross National Income of US\$5,790 in 2010, which is the highest among the countries in the south Asia region, ranking Maldives as 107th in the human development index (HDI). “This performance has been achieved despite two major external shocks to the economy which included a tsunami that struck on 26 December 2004 and the global financial crisis that began in 2008. Both these events resulted in negative growth for Maldives in the years that followed, in 2005 and 2009 respectively” (UNDP, 2014, p.23). “Maldives has enjoyed a long period of robust economic growth following the rapid growth of its tourism and fisheries sectors. In its advancement as a middle-income country, Maldives has made significant progress in meeting the Millennium Development

Goals (MDGs), and is recognised as an MDG plus country in South Asia” (UNDP, 2012, para.2). Maldives has achieved 5 out of 8 MDGs, including access to primary education (MHDR, 2014). As mentioned in the UNDP report (2011), tourism related taxes and import duties contribute 90 percent of government revenue. “Although fisheries constitute a small fraction in GDP growth, it remains vital in the economy as it is the main provider of food and employment in many of the atolls. Agriculture and manufacturing play a lesser role in the economy, constrained by the limited availability of land and the shortage of domestic labour” (pp.3-4).

1.3 Training and Development in the Tourism Industry of Maldives

A significant focus of the tourism industry in Maldives is creating more jobs and employing large numbers of young people so as to assist in the development of the economy. In Maldives most jobs come from resorts, hotels, guesthouses, safaris, tour agents, tour operators etc. According to the World Travel and Tourism Council (2014) in 2013, Maldives travel and tourism generated 62,500 jobs directly, representing 44.4 percent of the total employment.

Linking education with employment is a real challenge in many countries, and Maldives is no exception. Maldives puts enormous efforts into the development of skills based training for reducing youth unemployment. There are several training programs being conducted in Maldives to build the capacity of tourism sector employees such as on-the-job training and off-the-job training programs. The faculty of Hospitality and Tourism Studies (FHTS) of Maldives National University conducts several tourism sector related training courses for youth. There are several challenges faced in retaining students within the training programs and also in retaining them within the tourism sector. The current secondary school curriculum does not match the needs of the tourism industry. Some apprenticeship training programs are conducted in a few resorts in Maldives such as the Four Seasons’ apprenticeship program. The TVET Authority of the Ministry of Education, Ministry of Tourism and Ministry of Youth and Sports in collaboration with the tourism

industry also promote STEP apprenticeship programs for tourism sector development, with a view to reducing unemployment (TVET Authority, 2015). The Ministry of Education started the '*Dhasvarukan*' program in 2014, a type of school based apprenticeship program focused on major sectors such as tourism, construction, transport, fisheries and agriculture, to prepare secondary school students for work and to attain an accredited certificate (MOE, 2015; TVET Authority, 2015).

1.4 Rationale of the Study

Maldives is a world famous luxury tourist destination. The concept of the Maldives tourism industry is 'one island, one resort' (Maldives Association of Tourism Industry (MATI), 2014). However, with the amendment of the Tourism Law in 2010, Maldives has seen the development of guesthouses and hotels on the local islands. This is a great opportunity for the local islanders and local community to get direct benefits from tourism. Maldives is a country heavily dependent on tourism which contributes 30 percent of its GDP and 60 percent of foreign exchange receipts (index mundi, 2014). Maldives has its own unique characteristics that make its tourism unique such as the rich culture plus high-end international chains of hotels. Other attractive features of its tourism include the tropical climate, amazing sand, sea etc. Due to its distinctive characteristics in tourism, Maldives has received several international awards such as Indian Ocean's leading beach destination in 2015, Indian Ocean's leading destination in 2014, and Indian Ocean's best honeymoon destination in 2012 (World Travel Awards (WTA), 2015).

There are several issues facing the tourism industry itself, human resource problems being amongst the most important. Training and development is vital to maintain tourism as a dominant industry, providing excellent services to customers. The quality of services depends on the skill of the people who provide them.

There are several ways to build capacity in human resources. On-the-job training, off-the-the job training, apprenticeships, internships and classroom training are options for

building the capacity of the labour force (Singh, 2014). Due to the busy schedule of the tourism service industry, many employers face difficulties in sending their employees to vocational colleges or granting leave for long periods. This is the current reality on the ground and, owing to the nature of the tourism industry, the development of new technologies is vital in order to have a competent workforce able to deliver excellent services and meet the expectations of customers. It is therefore important to bring innovation to the training and development of human resources. This research focuses on the role of competency based training approaches for human resource development in the tourism industry of a small island environment.

1.5 Statement of the Problem

The current government of Maldives has started increasing the number of jobs and employment opportunities for Maldivians. As the dominant sector is tourism, that sector must contribute most to achieving that objective.

Maldives has a very young workforce. According to the latest information available, based on the Household Income and Employment Survey (HIES) 2009/2010, more than 78 percent of the workforce is between 15 and 46 years old. The survey also reveals that the total workforce of the Maldives was 136,886 in 2010, with 74,971 males and 61,915 females, of which 39,786 were between 15 and 24 years old, with 19,935 males and 19,850 females. Sectors such as agriculture, manufacturing, education, health and social work are dominated by females, while in hotels and restaurants (tourism) only 30 percent of the total workforce is female.

The HIES 2009/2010 reveals that the unemployment rate is 28 percent in Malé and atolls unemployment rates are of the order of 24 percent and 31 percent respectively. The unemployment rate for the youth age group, 15-24 years, accounts for 43 percent of the total workforce. The reasons for the high youth unemployment are that they are unable to

find suitable employment, have an obligation to work with family members, have household chores, lack opportunities, and some are at school.

According to the available information from the Ministry of Education (2015), in 2014 the overall net primary enrolment was 40,499 students. The net enrolment for lower secondary education was 18,925 students, the net enrolment for higher secondary education was 4,552 and the enrolment for special classes (students with disabilities) was 284 students (MOE, 2015). Based on this information, only 46.7 percent of students proceed from primary to lower secondary education and only 11 percent of the net primary enrolment of 40,499 proceed to higher education (4,552 students). It is assumed that while nearly half of school leavers from lower secondary education seek jobs, some go into vocational programs and some go into tertiary studies after completing foundation studies. There are some who remain unemployed. Thus there is a need to absorb these unemployed school leavers into competency based training programs. Based on the above information it is clear that there are serious challenges facing the education system, and because of these deficiencies solutions have to be found for the unemployed youth in Maldives.

To maintain the quality of graduates, it is very important to work closely with all stakeholders, such as employers, institutions, the government, unions etc. Employers are the primary consumers of graduates. Therefore, the competency based TVET programs must align with industry needs. The current curriculum used by the institutions is unable to cater to fast developing industry.

The Maldives competency based training system is still in its infancy. Proper planning and management is essential to provide demand driven training programs so as to strengthen competency based training in Maldives.

Maldives is a small island nation which consists of many inhabited islands and the average population of each island is 600, excluding the capital city of Malé (Malé's population constitutes one-third of the total population of Maldives). Establishing a TVET institution in each island is not feasible for the government of Maldives. So one ideal option

is employer based training (EBT), which provides training programs in the workplace and promotes competency based training programs.

Competency based training is an option to prepare students for the world of work. However to make it more viable it has to be more formal. The training has to be demand driven and has to be conducted based on competency standards set by stakeholders. Some of the stakeholders to be involved are shown in Figure 1.2. According to ILO (2015), competency based apprenticeship training is increasingly recognised as an effective way for young people to make the transition from school to work, while at the same time improving the link between institutions and industry.

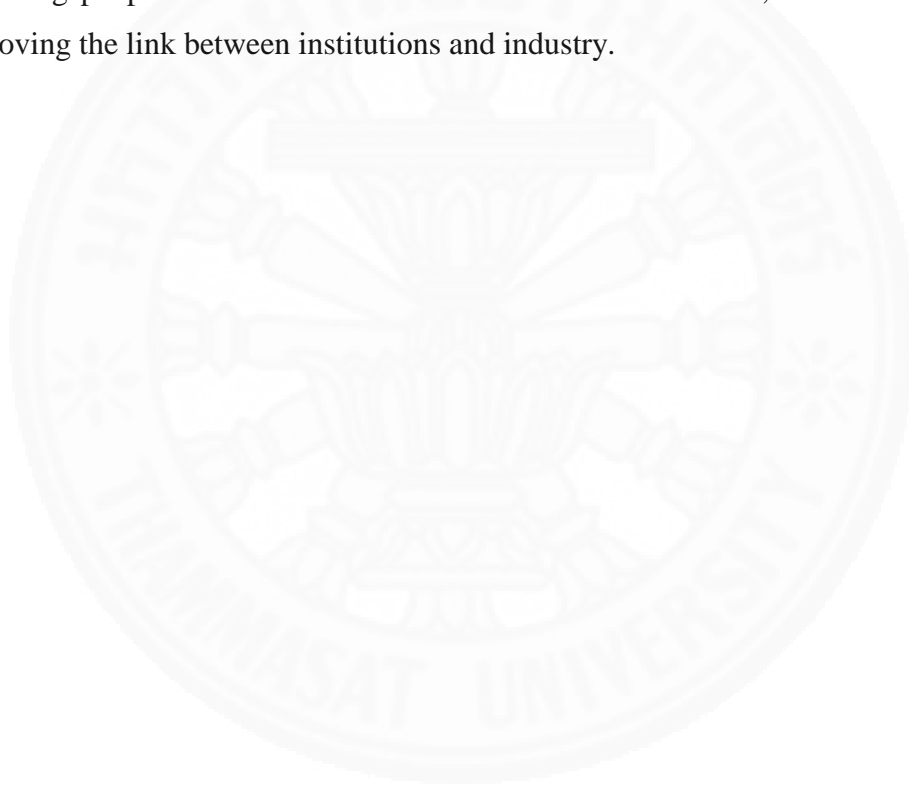




Figure 1.1: Major stakeholders

1.6 Purpose of the Study

The aims of this study are as follows:

- (a) To identify the issues associated with the implementation of competency based training programs based on the national competency standards in a small island environment.
- (b) To study how competency based training programs can be organised in order to fit with the current expectations of people in the tourism industry of a small island environment.

1.7 Research Questions

The main research question for the study is:

- (a) How is competency based training being conducted for human resource development in the tourism industry of a small island environment – Maldives?

The following sub-questions support the main research question:

- i. What are the current issues related to the implementation of competency based training, based on the national competency standards?
- ii. How can a competency based training system for the tourism industry of a small island environment be strengthened?

1.8 Significance of the Study

This research is significant for the following reasons:

- (a) This research provides comprehensive information about the issues of the CBT programs, based on national competency standards, by the tourism industry of Maldives.

- (b) It examines the competency based training programs, in order to understand what is happening on the ground.
- (c) It acts as a baseline for further studies in the area of competency based training in the tourism industry.

1.9 Organisation of the Thesis

This section highlights the major divisions or chapters of the thesis, as illustrated in Figure 1.2.

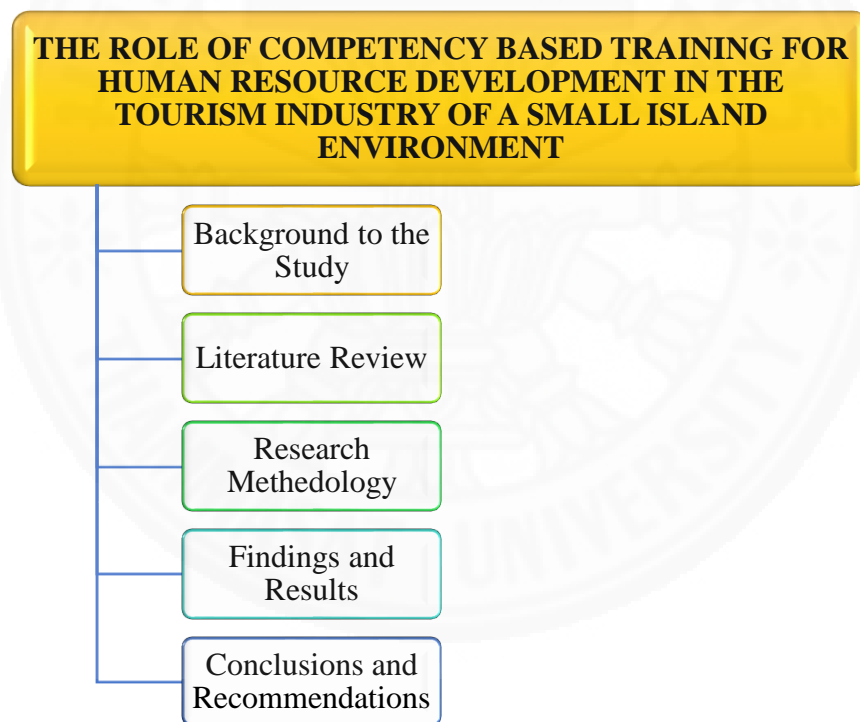
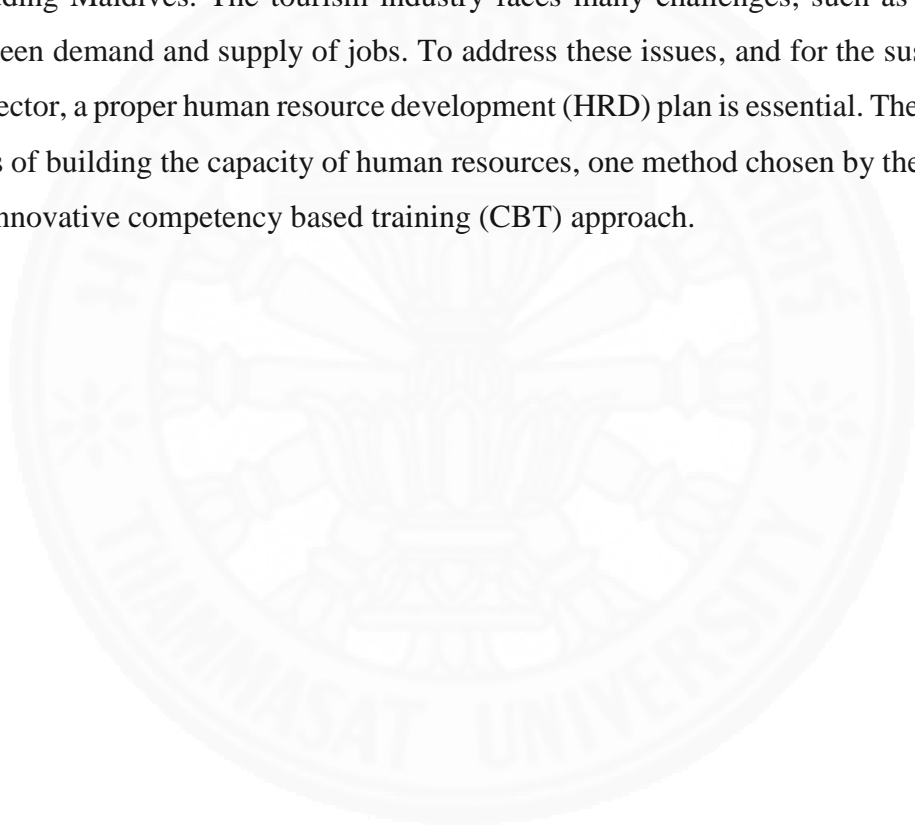


Figure 1.2: Organisation of the thesis

1.10 Conclusion

The purpose of this chapter is to present an introduction to the study. It consists of the background to the study with a statement of the problem, the rationale for the study, the aims of the study and the research questions. It highlights the significance of the study and finally gives the structure of the study.

Overall, the tourism industry is one of the major industries in many countries, including Maldives. The tourism industry faces many challenges, such as the huge gap between demand and supply of jobs. To address these issues, and for the sustainability of the sector, a proper human resource development (HRD) plan is essential. There are various ways of building the capacity of human resources, one method chosen by the researcher is the innovative competency based training (CBT) approach.



CHAPTER 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter provides a detailed literature review of human resource development in the tourism industry and in particular explains innovative ways of implementing training programs in the tourism industry of small island environments. This is the role of competency based training for human resource development in the tourism industry of a small island environment such as Maldives. Literature from other countries such as Singapore and Australia show how those countries are implementing CBT programs, and the challenges and important concepts are extracted to support this study. The literature presented provides a strong foundation for analysing the thesis problems identified by the researcher in Chapter One.

2.2 Tourism

Industries are the major players in the economic and social development of any country. Depending on the uniqueness of a country, the major economic contributor varies. Tourism has emerged as a significant economic and social activity in the modern world. Tourism appears to be an important component of an economy in the creation of employment opportunities and a country's economic development. "Over the decades, tourism has experienced continued growth and deepening diversification to become one of the fastest growing economic sectors in the world (World Tourism Organisation (UNWTO), 2015, para.1). The number of international tourists grew by 4.3 percent in 2014 to 1.133 billion, and tourism generated US\$1.5 trillion in export earnings (UNWTO, 2015). According to the BBC (2014), the greatest growth in international tourists was in the Middle East and Asia, reported as 14.1 percent and 12.7 percent respectively in 2010.

However, Europe still has the highest number of tourist arrivals in the world. In 2010 the number of tourist arrivals in Europe was 476.6 million, Asia and the Pacific 203.8 million, America 149.8 million, Africa 49.5 million, and the Middle East 60.3 million (BBC, 2014). Therefore, the tourism industry plays a vital role in the development of the global economy. “It is also among the top-job creating sectors because of its labour intensive nature and the significant multiplier effect on employment in other related sectors (International Labour Organisation (ILO), 2015, para.1). In countries such as those in the Caribbean, the main sources of income is tourism (BBC, 2014). Similarly, tourism is the major economic sector in Maldives and generates more than 60 percent of the foreign exchange receipts and contributes nearly 30 percent of GDP (index mundi, 2014). However, the tourism sector is one sector which has poor working conditions, as most employers are small or medium sized enterprises which have low union density, a low level of skills requirements, low wages, seasonality and shift work (ILO, 2015).

A skilled workforce is essential to developing and maintaining tourism as a dominant industry. The quality of the services depend on the talent of the workforce, so human resource development (HRD) is vital to tourism in building the capacity of the workforce.

2.3 Human Resource Development in the Tourism Industry

Tourism is one of the major industries, on which many countries’ economies rely, and Maldives is no exception. Human resource development is crucial for maintaining the development of the industry. Since tourism comes under the category of a service industry, the quality of service delivered depends on the capacity of the human labour in the industry. In today’s global environment, firms focus on retaining talent and knowledge held by the workforce. Firms are trying to reduce employee turnover and preserve knowledge. As stated by Baum (2012), some parts of the tourism sector are increasing their use of technology and creating an e-service environment within which human mediation is reduced, such as through electronic ticketing and check-in at hotels.

Consumers are looking for quality services and globalisation has added a further dimension to this. Today there is huge competition in the tourism industry. Tourists expect to be guided on convenient travel, have comforts, and get the best accommodation and cuisine for their money. Human resource management (HRM) has emerged as one of the factors that determines competitive advantage in the tourism industry as a whole. Due to the vibrant nature of the industry, changes in the needs of both the local community and the industry in general are many. According to Baum (2012, p.2), “creating quality and efficient management has widely been recognised as one of the most important methods to improve quality and competitiveness”. For this, the role of human resources is vital.

Tourism services and experiences in the context of a small island tourism destination are dependent on the geographic location of the island, economic isolation, limited economic diversity, culture etc. (Baum, 2012). There are several challenges faced in the development of human resources in the small island tourism environment. According to the research by Baum (2012), based in a small island setting, the following are some of the challenges:

- (a) Difficulty in finding a talented workforce due to the small population and the geographic structure of the islands. In such destinations the tourism is a seasonal economic activity and operates for a few months every year.
- (b) Tourism businesses which operate in small island environments are micro to small operations which leads to a challenge in recruiting and maintaining the workforce in the tourism sector.
- (c) The seasonal nature of the work in tourism is a major challenge for the small island tourism environment for employee retention.
- (d) Training and development is a barrier faced by small island destinations due to the lack of continuous employment to offer employees, and because of which the employers and the employees are reluctant to invest in training and development.

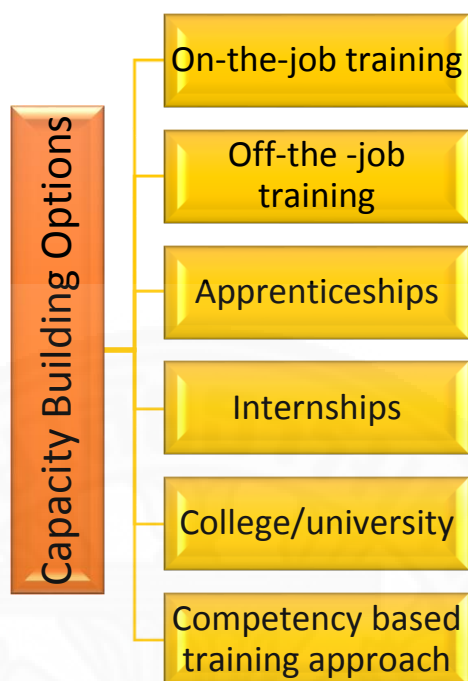


Figure 2.1: Capacity building options.

There are several ways to build capacity of human resources. On-the-job training, off-the-the job training, apprenticeships, internships and classroom training are options for building the capacity of the labour force (Singh, 2014). Due to the busy schedule of the tourism service industry, many employers face difficulties in sending their employees to vocational collages or granting leave for long periods. This is the current reality on the ground. Due to the nature of the tourism industry, the development of new technologies is vital to a competent workforce, in order to deliver excellent services to meet the expectations of customers. It is important therefore to bring innovation to the training and development of human resources. This research focuses on the role of competency based training approaches for human resource development in the tourism industry of a small island environment.

2.4 What is Competency Based Training?

“Solving a skill gap is like solving a puzzle - not only do you have to make the pieces fit, you have to make sure you have all the necessary pieces from the get-go” (Freifeld, n.d). Competency based training is a way of delivering training to produce a competent workforce for the industry needs. It very much focuses on what an individual can do in the workplace after completing a period of training. The training program is solely focused on the employer’s needs (Marcia, 2001).

Definitions:

Competency:

The following are the definitions summarised by Gain (2012, para.3) from various articles to explain competency.

- (a) A cluster of related abilities, commitments, knowledge and skills that enable a person (or organisation) to act effectively in a job or situation.
- (b) Competencies refer to skills or knowledge that lead to superior performance.
- (c) Measurable skills, abilities and personality traits that identify successful employees against defined roles within an organisation.
- (d) Competency is more than knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context.
- (e) A measurable pattern of knowledge, skills, abilities, behaviours, and other characteristics that an individual needs to perform work roles or occupational functions successfully.
- (f) Competencies specify the “how” as opposed to the “what” of performing job tasks, or what the person needs to do the job successfully.

Based on the above definitions, Gail (2012) concludes that competencies incorporate skills, abilities, behaviours and knowledge.

Competency based training (CBT):

According to the State Government of Victoria (2012) “competency based training is an approach to vocational educational and training that places emphasis on what a person can do in the workplace as a result of completing a program of training or based on workplace experience and learning” (para.2).

According to Anane (2013), competency based training (CBT) “ensures that learners gain the necessary knowledge, skills and attitudes or values to be successful in the working environment” (p.3).

Based on the above definitions, from my perspective, competency based training is an approach to acquiring knowledge, skills and attitudes to perform a particular job or task in a working environment with an application of the relevant technology.

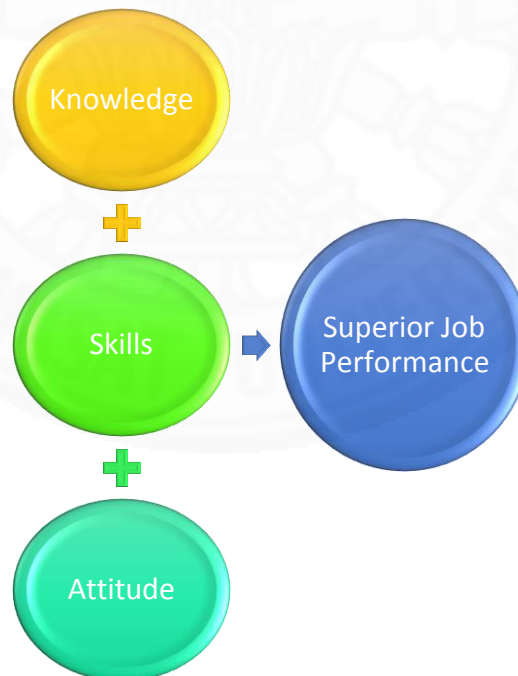


Figure 2.2: Three major attributes of competency based training

Today, many developed and developing countries apply a competency based training approach to training students for the world of work, such as Australia, Singapore, Sri Lanka and Maldives. However, industries are still facing difficulties in finding enough potential employees. It may be easy to provide knowledge and skills to students but since tourism falls in the category of the service sector, providing an excellent service experience to the customers is vital. Thus we need to develop the right attitude and service minded workers, and the knowledge and skill only to perform the job is not enough. This is a huge challenge today, and is the reason we need innovation for training service-minded workers through innovative ways of delivering competency based training.

The Asia Pacific Economic Corporation (APEC) Tourism Working Group (TWG) has designed a training system to improve human resources in the development of the tourism sector in its member countries. According to the APEC TWG (2000) “competency standards describe what people are expected to know and are able to do” (p.9). Competency standards are used to determine whether the individual has sufficient knowledge, skills and attitude to perform particular tasks based on an agreed standard.

In Singapore, the competency standards are a statement of the skills, knowledge and attitude expected in the workplace. Competency standards do not involve developing new standards, but using the current standards (Singapore Workforce Development Agency, 2007).

Australia has a competency based training approach to vocational education and training. The competencies are identified by the industry, and they have industry skills councils to represent each industry. The competency standards are the benchmarks against which training and assessment take place. The learners have to demonstrate that they are competent based on the standards developed by the industry (Service Skills Australia, 2015).

CBT is not based on duration or hours of study. As soon as the student can complete the competency, the student can move on to the next competency. CBT is an industry based and demand driven (outcome-based) education and training program with well defined

industry standards (occupational standards) (Anane, 2013). Therefore the industry standard is used for the development of the curriculum, learning materials and competency based assessments.

Based on the above definitions and explanations, it is well understood that competency based training is derived from the key attributes of knowledge, skills and attitudes. We are living in a digital environment and industries are trying to bring technological change and innovative solutions to the workplace in order to compete in today's competitive market. In order to do so, the industry requires employees who are able to apply what they know and what they can do with creativity and innovation in various contexts, due to the technological revolution.

Table 2.1: Old and innovative paradigms of CBT

Old paradigm of vocational training	Innovative paradigm - CBT
Curriculum development process is not open to public comment	Comment and input on curriculum from all relevant stakeholders and design based on industry needs
Old paradigm of delivery – objective based	Innovative paradigm of TVET through CBT
Passive learners	Active learners
Written exam-driven	Evidence based assessment on an ongoing basis, a variety of assessment tools and strategies are applied
Syllabus is content based	An integration of knowledge, skills and attitude, learning is connected to real work
Based on syllabus as non-negotiable	Programs use a guide that allows the facilitators to be innovative and creative in design
Emphasis on what the educator wants to achieve	Emphasis on outcomes

2.5 Key Characteristics of Competency Based Training

There are a number of characteristics of competency based training programs. The following are characteristics identified by the researcher after analysis of the Australian CBT (IEA TAFE College, 2015) and Singapore Workforce Development Agency (2007).

- (a) Training has to be relevant, up-to-date and based on endorsed competency standards.
- (b) The competencies of the occupation have to be carefully identified.
- (c) Essential knowledge is learned to support the performance of skills.
- (d) Detailed training materials are keyed to the competencies to be achieved and are designed to support the acquisition of knowledge and skills.
- (e) Method of instruction involves mastery of learning, the premise that all participants can master the required knowledge or skill, provided sufficient time and appropriate training methods are used.
- (f) Participants' knowledge and skills are assessed as they enter the program and those with satisfactory knowledge and skills may bypass education and training or competencies already attained.
- (g) Flexible training approaches including large group methods, small group activities and individual study are essential components.
- (h) A variety of supporting materials including print, audio visuals and simulations (models) keyed to the skills being mastered are used.
- (i) Satisfactory completion of training is based on achievement of all specific competencies. The assessment of competencies should be based on criteria and evidence.

2.6 Development Process of Skills Qualifications

For the successful implementation of competency based training it is important to understand the development process of the skills qualifications. All relevant stakeholders must be involved during the process in order to develop industry relevant training

standards. The training managers, coordinators, trainers and assessors have to be aware that CBT is a new approach to learning.

Figure 2.4 illustrates the framework for the Workforce Skills Qualification (WSQ) process in the context of Singapore (Singapore Workforce Development Authority, 2007).

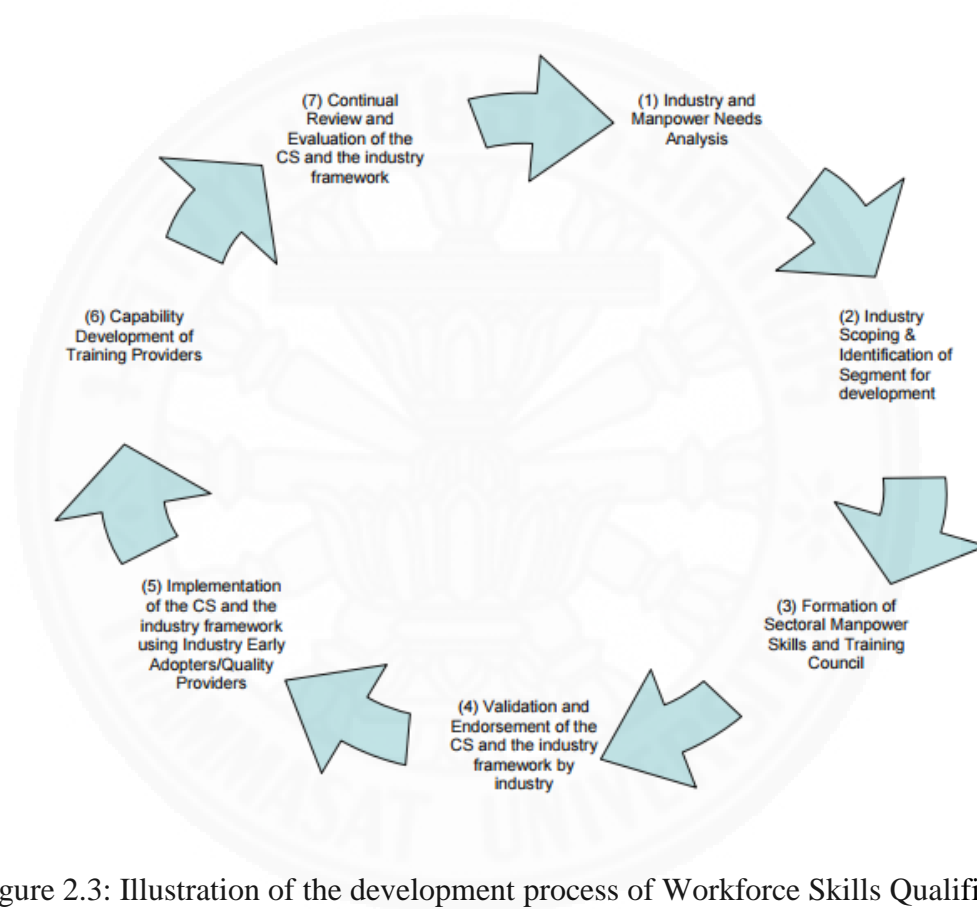


Figure 2.3: Illustration of the development process of Workforce Skills Qualification.

Source: Singapore Workforce Development Authority (2007).

The following is a description of the latest WSQ development process in the context of Singapore, based on the Singapore Workforce Development Authority (2007).

- **Industry and Manpower Needs Analysis:** Before the development of the framework for WSQ, it is very important to understand the needs analysis of the industry. To

do this, it is necessary to work closely with the industry and other relevant stakeholders.

- **Industry Scoping and Identification of Segment for Development:** This involves identification of priority sectors or critical skill gaps within the industry requiring intervention for workforce development.
- **Formation of Sectorial Manpower Skills and Training Council:** Each Workforce Skills Qualification is developed with the support of the relevant Industry Manpower Skills and Training Council. The council represents all the relevant stakeholders which represent the leading companies, unions, SME associations and economic agencies.
- **Validation and Endorsement of Competency Standards and Industry Framework by the Industry:** The framework comprises the competency map, industry framework qualification document, competency standards, curriculum, training and assessment guides together with benchmarking reports for the endorsement of the Manpower Skills and Training Council. The Manpower Skills and Training Council is important for the development of the relevant training package for the industry needs.
- **Implementation of the Competency Standards and the Industry Framework by using Industry Early Adapters and Quality Providers:** At first it is implemented by the early adapters and quality providers. Early adapters include in-house training and quality providers include training organisations funded by the Workforce Development Authority of Singapore. This is to ensure the greater success of the implementation and allow for fine-tuning of the framework.
- **Capability Development of Providers:** Consulting with training providers by one-to-one meetings, providing guide books, conducting seminars etc. for increasing awareness and identification of strengths and the areas needed for further improvement. The review has to be done annually.

- **Continual Review and Evaluation of the Competency Standards and the Industry Framework:** Regular reviews are conducted to ensure the framework is continued based on the industry needs.

2.7 Competency Standards

Competency standards are a mechanism for increasing participation in training, and are a way of making training more accessible and attractive to workers and employers. As mentioned (see 2.4), APEC considered a competency standard for the international marketplace rather than a national one (APEC, 2000). Countries such as Singapore and Australia apply similar processes for the development of competency standards (Department of Training and Workforce Development, 2013; Singapore Workforce Development Authority (WDA), 2007).

Competency standards provide a collective detailed framework that describes the description of the competency (WDA, 2007). It is a statement of the skills, knowledge and attitude expected in various jobs. The competency standards do not imply a new standard of performance, but focus on current standards. Therefore a review of competency standards with relevant stakeholders is necessary to comply with the development of the industry and new technology. Competency standards are not course material, however they must be translated to the curriculum before training and assessment takes place. They can be a good guide to best practice in training and assessment (WDA, 2007).

The following table illustrates some of the major components of competency standards founded by analysing the competency standards of both the Singapore Workforce Skills Qualification System (WDA, 2007) and the Australian VET system (Department of Training and Workforce Development, 2013).

Table 2.2: Major components of competency standards.

Components	Description
Unit Title and Code	Defines the general area of competency and national reference code
Unit Descriptor	Clarifies the purpose of the unit
Competency Level	The level reflects the level of complexity and depth of learning required by the competencies in the standard
Employability Skills	Indicates that the unit contains embedded employability skills (for example: communication skills, teamwork etc.)
Pre-requisite	Identifies the unit of competency that must be achieved before or in conjunction with this unit
Competency Field	Specifies the specialist area of industry to which the unit belongs
Elements of Competency	Outcomes that contribute to the overall unit, that is building blocks of the unit expressed in outcome terms
Performance Criteria	Statement to explain what workplace activity is to be done and the required level of performance
Required Skills and Knowledge	Broad underpinning of knowledge and skills required for competent performance
Range Statement	The range of contexts and conditions within which the work is to be performed
Evidence Guide	Provides information on the type and quality of evidence required to demonstrate competence

2.8 Competency Based Assessment

Competency based assessment is an innovative way of assessing what has been learnt by the learner. The assessment is carried out based on the learning outcomes specified in the competency standards (see Table 2.2). Therefore, competency based

assessment refers to the process of collecting evidence and making judgments about the achievements of trainees against specified performance standards.

If the learner shows sufficient evidence of the performance criteria then the learner is qualified in that unit. The competency based assessment determines whether the learner is ‘competent or not yet competent’. The competency based assessment is not designed to measure whether a learner is 40 percent or 60 percent competent. There is no credit for partial success or failure. Credit is awarded when all the competencies for a course or a unit are achieved. When all the units have been achieved, the qualification can be awarded. If the learner does not meet the standard of performance then the learner has to develop their knowledge, skills or attitude, and be re-assessed.

According to the Department of Education and Training in Australia (2010) the following are the principles of competency based assessment.

Table 2.3: Principles of competency based assessment.

Principles	Explanation
Validity	All components that are to be assessed must be assessed. There must be sufficient evidence to ensure that the candidate meets the competency specified by the current standard. The candidate must not be asked to provide evidence for or be assessed against activities that are outside the scope of the unit standard.
Reliability	Refers to the degree of accuracy and the consistency of the outcomes. That is, other assessors should reach the same conclusion. A number of evidence-gathering methods can be used to ensure consistency.
Flexibility	There is no single approach to competency based assessment. Evidence can be collected using various methods, at different times, under a variety of conditions. It must be responsive to the needs of the situation and the candidate.

Fairness	Assessment must not discriminate against individuals or groups. Different people and different situations need different assessment methods and, where necessary, reasonable adjustments to meet individual requirements must be made. Assessment should not place unnecessary demands on candidates that may prevent them from demonstrating competence.
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There are a variety of competency based assessment methods, based on consultation with the relevant stakeholders and the industry. The following are ways of collecting evidence (Department of Education and Training in Australia, 2010).

Table 2.4: Methods of collecting evidence.

Method	Examples
Direct observation	Real work/real time activities at the workplace Work activities in a simulated workplace
Questioning	Written questions Interviews Self-assessment Questionnaires Oral questions
Evidence compiled by the candidate	Portfolios Collections of work samples Products with supporting documentation Log books Life experience information
Review of products	Sample products
Third party feedback	Testimonials Reports from employers/supervisors Evidence of training Interviews with employers, supervisors or peers

2.9 Benefits of Competency Based Training

There are vast benefits to conducting competency based training programs for the learners, employers and community as a whole (The Competency Group, 2015).

Table 2.5: Benefits of CBT

Learners	Employers
Clear performance expectation leads to efficiency at the workplace	Programs are more cost-effective and goal oriented
Learners receive an official transcript which explains the skills learned during the program	Improves communication between employees and management
Training time can be used more effectively and efficiently	Increases productivity through more relevant training delivery
Provides clear direction for new skills required for the job	An official record of competency helps the employer to understand more about the learners' achievements

2.10 Challenges for Competency Based Training

There are some challenges for the implementation of competency base training, including the following.

On-boarding stakeholders: During the development of training standards it is vital to bring all stakeholders on-board. However this is quite a challenging process, as in most cases there is a lack of employer's commitment, and of their active role in training, due to the time constraints.

Funding: Competency based training is an expensive form of training because it requires relevant equipment, well equipped laboratories and other teaching and learning materials. All of these incur large costs. So it is a challenge for the budget of vocational institutions to run competency based training (Anane, 2013).

Commitment from students: In CBT, while learning is fixed and time is variable most students do the reverse. The competency does not end until the student demonstrates mastery and is mentally prepared for the work. They must be committed to achieving mastery, and achieving 60 or 70 percent is not enough (Zipper, 2015).

Work experience: One of the crucial components of competency based training is workplace learning experiences. Once students come to a real workplace, only then do they learn from real work problems. This gives credit value to the trainee in order to graduate but finding a workplace is a challenge most of the time (Anne, 2013).

2.11 Conceptual Framework

In this section, the researcher develops a conceptual framework for the study. Prior to the development of the actual conceptual framework, the researcher considered it vital to understand the context of the study. To do this, the researcher undertook a review of competency based training (CBT) in the tourism industry. In this study, the researcher develops new strategies for the development of the innovative competency based training approach for the development of human resources in the tourism industry of a small island environment. Figure 2.4 illustrates the ‘big picture’ and the steps followed by the researcher in order to develop the conceptual framework of the innovative CBT approach.

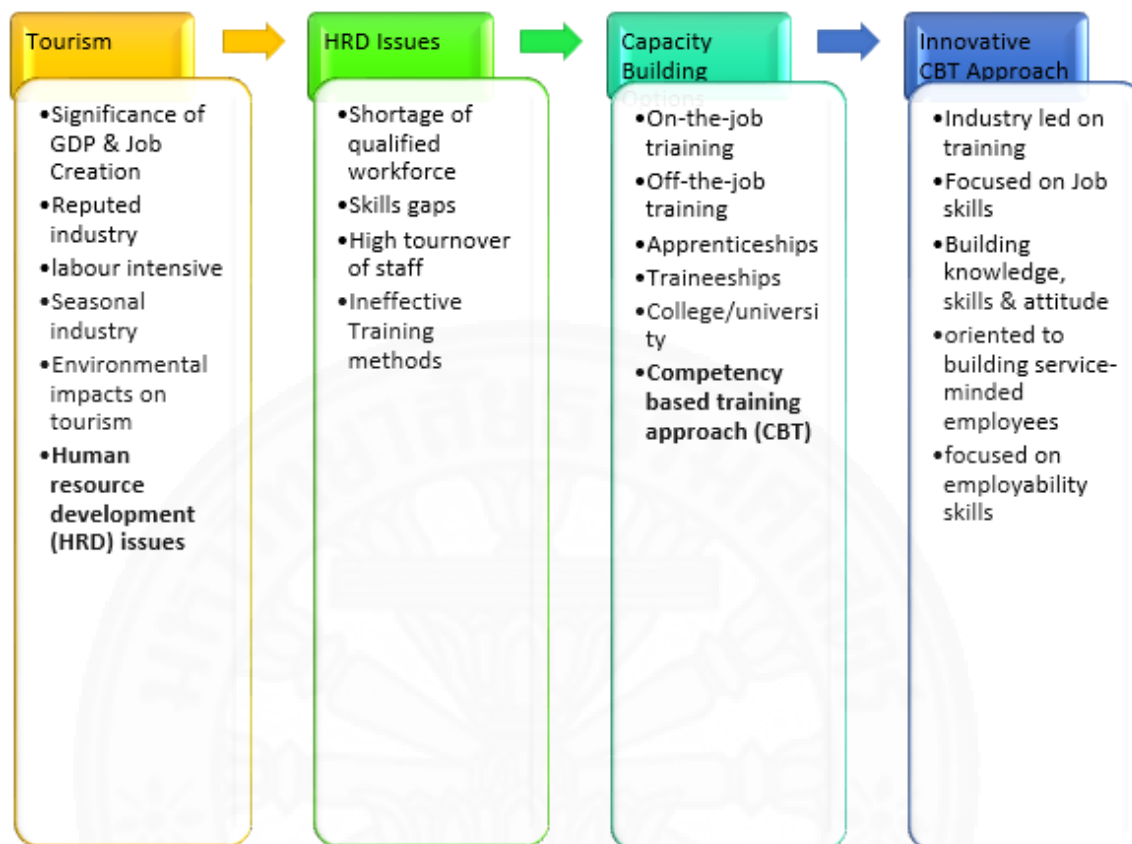


Figure 2.4: Big picture of the steps followed in the development of the conceptual framework.

As shown in Figure 2.4, the tourism industry is the one of the dominant economic activities in many countries. It contributes to the gross domestic product (GDP) and the creation of job opportunities. Since the industry is part of the service sector, it is very labour intensive, and human factors play a significant role. The tourism industry is a seasonal industry, therefore it faces challenges. The other issues faced by the tourism industry include environmental impacts and human resource development issues.

Human resource development (HRD) issues are important in the tourism industry. Since this research focuses on HRD, here the researcher highlights some of the HRD issues found in the literature, such as the shortage of qualified people to work in the tourism

industry, the skills gaps within the tourism industry, high labour turnover and ineffective training methods.

Building the capacity of people is one key to solving human resource problems. There are various approaches to building the capacity of the labour force, for instance, on-the-job training, off-the-job training, apprenticeships, traineeships, college or university programs, and the CBT approach.

In this study the researcher focuses on the development of human resources through the innovative competency based training approach. Its characteristics include being very much focused on providing industry led training, training is focused on developing job skills and employability skills and it develops in students the right attitude and service-mind.

The conceptual framework, shown in Figure 2.5 below, illustrates the major stages, the needs analysis, development, delivery and monitoring and evaluation, and their connections to an innovative competency based training approach.

Needs analysis is the first step and an important stage for the development of an innovative competency based training approach. Here, the stakeholders identify the skills needed areas for the development of the training program.

The second stage is the development, in which the needs of the tourism industry are analysed. The right training package is developed based on consultation with industry experts and other relevant stakeholders.

The actual implementation starts in the third stage, delivery. This includes training delivery, conducting awareness programs, building the capacity of the relevant stakeholders.

Finally, proper monitoring and evaluation is vital for the effective implementation of competency based training in the tourism industry. Competency based assessments must be conducted before awarding certificates to the graduates.

Stakeholders play a vital role at every stage, each stage is equally important to the successful implementation of competency based training in the tourism industry of a small island environment.



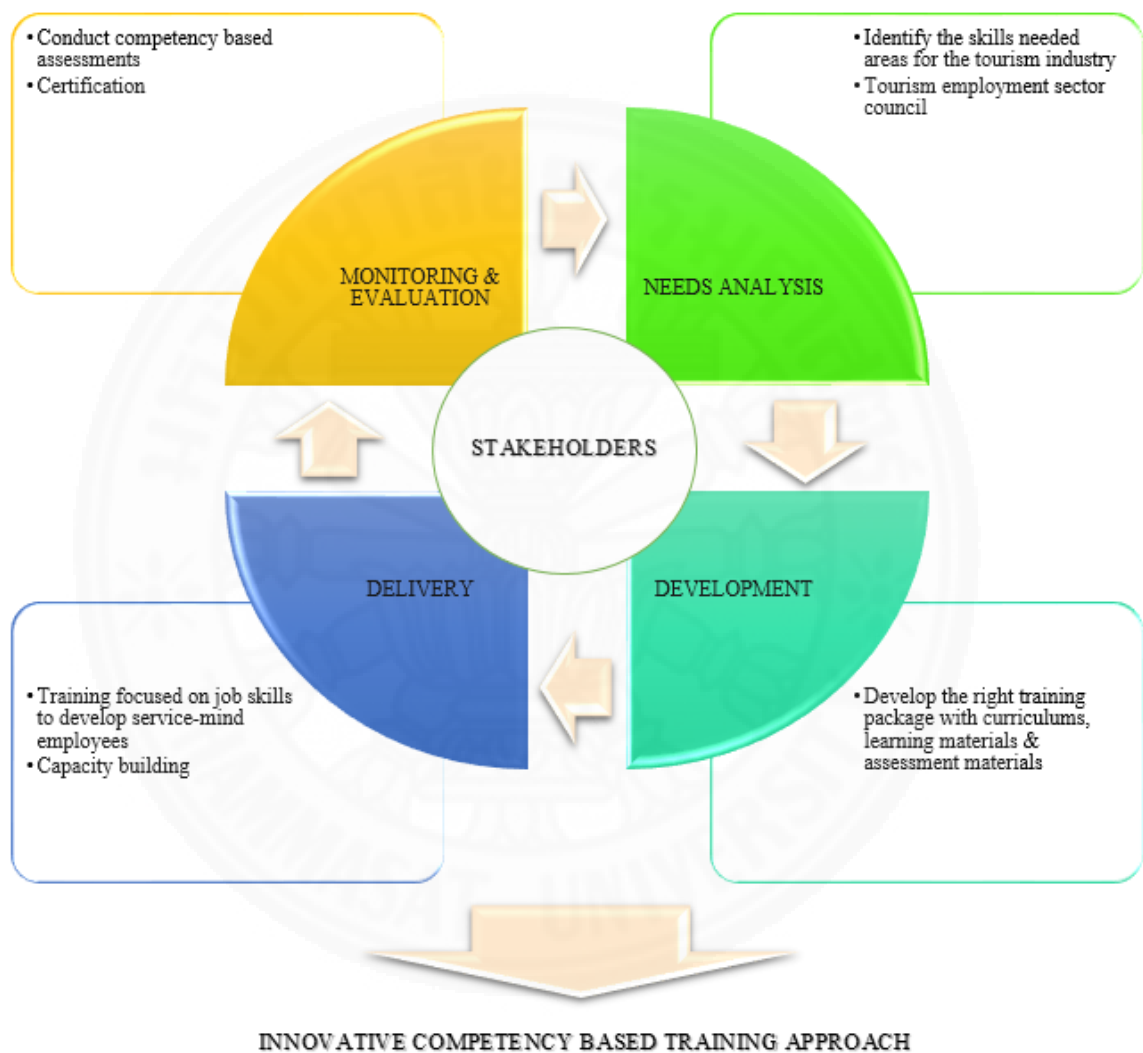


Figure 2.5: The conceptual framework of the innovative CBT approach.

Source: Field Study (2016).

2.12 Conclusion

The tourism industry is one of the major industries in many countries. Since tourism comes under the category of a service industry, it is very labour intensive. The quality of service depends on the knowledge, skills and service-mind of the workforce. As such, human resource development is an essential component of many service industries and tourism is no exception. To address the problems of the study, a review of secondary literature sources is undertaken in this chapter, related to the title of the study, which is the role of competency based training for human resource development in the tourism industry in a small island environment. Based on the literature review a conceptual framework is created. The conceptual framework is the baseline for selecting the context for the data gathering process. In this study, Maldives is taken as the context for data collection.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides the methodological approach used to explore the role of competency based training for human resource development in the tourism industry of the small island environment of Maldives. The chapter begins with the research design, the research instruments, a detailed explanation of the population and sampling, the data analysis, ethical issues, ethical obligations and finally the conclusion of the chapter.

3.2 Research Design

The research design guides the steps involved in the research process, and outlines the essential building blocks. The research design relates the research problems to an appropriate methodology and provides the appropriate methods for data collection and analysis. In order to achieve the objectives of the research based on the problems defined in the research, it is important to select the methodology carefully. Methodology is how the research is to be carried out, essentially the procedures by which the researchers go about the work of describing, explaining and predicting phenomena (Rasekar, Philominathan & Chinnathambi, 2013). There are two methodologies used in research, qualitative and quantitative. According to Denzin and Lincoln (2000), qualitative research is a naturalistic, interpretative approach concerned with understanding the meaning which people attach to phenomena such as actions, decisions, beliefs, values etc. Quantitative research is based on measurement.

The research methodology depends on the nature of the study, the researcher, time and budget. Since this research focuses on the human resource development of tourism, to get a clear understanding of exactly what happens on the ground in the current context. A

qualitative research methodology is used, with the methods of data collection being interviews and focus group discussions which give a rich narrative.

3.3 Context of the Study

To address the research objectives through the research questions explained in Chapter One a conceptual framework is developed, in section 2.11, and applied to the tourism industry of Maldives where the study takes place. Maldives is also a small island country, hence the findings of the study might be applied to other small island environments such as Mauritius, Seychelles etc.

The study was not carried out in the whole Maldives but in the resorts and hotels indicated in Figure 3.1. This is the central zone of Maldives which has the most tourist activity. The solid oval in Figure 3.1 represents the actual area of the study.



Figure 3.1: Area of the study

Source: Asia Travel (2016)

3.4 Instruments

Instruments are the ways the researcher collects the data in order to answer the research questions. The researcher used semi-structured interviews and focus group discussion to collect the primary data needed for the study, as shown in Figure 3.2. The researcher developed the instruments to measure the behaviours of experts in the tourism industry, managers, coordinators, supervisors, trainers, assessors, government officials and students.

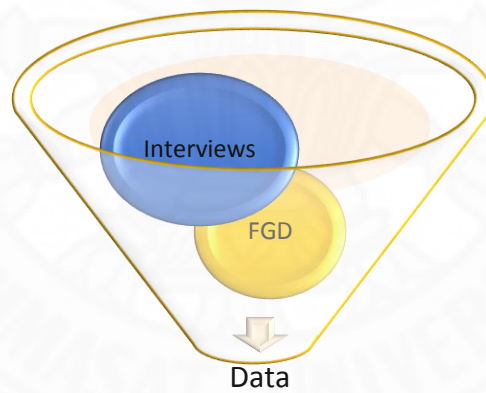


Figure 3.2: Instruments

3.4.1 Interviews

One of the instruments used to collect data for this study was semi-structured interviews, a tool of qualitative research used to get in-depth information about the participants' thoughts, feelings, knowledge etc.

CBT experts, managers, coordinators, supervisors, trainers, assessors and students in the tourism industry were the participants in the face-to-face in-depth interviews. A semi-structured interview questionnaire was used to conduct the interview in order to maintain the consistency of the questions across the various groups of participants. This method helped the researcher ask further questions based on the responses from the participants. Hence the researcher got the required data for the study.

3.4.2 Focus Group Discussions (FDG)

Focus group discussions (FGD) were conducted in addition to the semi-structured interviews, for the purpose of 'mopping up' whatever data could have been omitted by the randomly sampled participants in the semi structured interviews. This tool is used to increase the richness of the data collected from the face-to-face interviews. The first FDG was held with government officials. A total of 3 participants took part in this discussion, and the second FGD also had 3 participants from the tourism industry, assessors and trainers.

3.5 The Population and Sampling

The population of interest are experts from the tourism industry and CBT field, managers, training managers, coordinators, supervisors, trainers, assessors, government officials and students, with varying experience in the tourism industry. An outline of those of interest is shown in Figure 3.3.

Purposive sampling is used in order to identify the participants of the study. According to Denzin and Lincoln (2000) many qualitative researchers use purposive sampling. Although the participants are ideal for qualitative sampling, they represent a small percentage of the population.





Figure 3.3: Population of interest.

A detailed outline of the participants drawn from this population is provided in Table 3.1.

Table 3.1: Detailed outline of participants.

Category	Profession	Number
Enterprises (resorts, hotels and guesthouses)	General Manager	1
	Training Managers & Coordinators	6
	Supervisors	2
Government	CEO, Directors, Coordinators, Technical Staff	7
Resource People	Learned People	4
	Trainers and Assessors	6
Learners	Students	5
Total		31

3.5.1 Enterprises

Enterprises play an important role in the implementation of competency based training programs. They are the real ground for the students or trainees to acquire competencies. Therefore, the researcher found 9 participants from the enterprises. Those 9 participants were randomly selected from the tourism industry, resorts, hotels and guesthouses in Maldives. The participants were purposefully sampled from enterprises because the researcher felt that they had rich knowledge of what happens on the ground in terms of CBT.

General managers, training managers and coordinators play important roles in resorts, hotels and guesthouses, such as planning and policy formulation for the development of the services of the enterprises.

Supervisors play an important role in giving workplace training to trainees. They are the people in the organisation who provide and train students or trainees with close

supervision. The researcher concluded that the supervisors at the enterprises would have the right competencies for their jobs.

3.5.2 Government Authorities

Government plays an important role in the development of policies for the effective implementation of competency based training programs. Participants were selected from the government agencies based on relevance to the study. The researcher felt that it was very important to get interviews from the TVET Authority, Ministry of Tourism, and the Ufaa Project Office of the Ministry of Education. Therefore, 7 participants were selected for face-to-face interviews from those agencies.

The TVET Authority was established in 2011 to assist the government in providing direction on regulating Technical Vocational Education and Training (TVET). One of the major objectives of the TVET Authority is to establish and formalise a mechanism under the TVET system to focus technical education and skills development on meeting the changing demands for a skilled workforce (TVET Authority, 2015). It also promotes competency based apprenticeship programs run in the major industries such as tourism. Therefore the researcher felt that it was important to have some interviewees from the TVET Authority.

The Ufaa Project Office is an office under the Ministry of Education which coordinates school based skills training programs. The Ufaa Project Office works very closely with all schools in Maldives, the TVET Authority and the National Institute of Education to promote competency based training programs. The researcher felt that it was important to have some interviewees from the Ufaa Project Office.

The Ministry of Tourism is the regulatory office for the development of policies related to the tourism industry of Maldives. There are some competency based training programs currently running in the tourism industry, so the researcher felt that it was important to take an interviewee from the Ministry of Tourism.

3.5.3 Resource People

Learned people refers to people who have a rich knowledge of the tourism industry and competency based training programs in Maldives. The trainers and assessors play an important role in guiding and providing skills to students or trainees. There were 8 semi-structured interviews conducted with these participants and another 2 participants participated in the FGD.

Most trainers and assessors work in institutions, however they had experience of practicing their occupation in the industry. They equip students and trainees with knowledge and skills and help them develop the right attitude. They provide underpinning knowledge and practical skills to perform job tasks. Competency based assessors assess the trainees or students to check whether they have acquired the right knowledge, skills and attitude, through competency based assessment, before awarding a national certificate. The researcher felt it was important to conduct some interviews with these learned people, trainers and assessors.

3.5.4 Students

Students or trainees are the products developed by the training providers, and for the sake of providing quality graduates for the tourism industry who are the real consumers of these graduates. Developing quality graduates is the central aim of competency based training programs.

There were 5 face-to-face semi-structured interviews with students from various resorts and hotels within the tourism industry. The researcher tried to obtain information from the students or trainees from the enterprises who were involved in the process of implementation of competency based training programs.

3.6 Data Collection Procedure

During the data collection process, the researcher introduced himself to the sampled participants and gave a brief explanation of the purpose of the study, the sort of explanation he was expecting from the participants, and how the participants themselves had been chosen. The participants were also informed of the approximate time the interviews would take, being 20-30 minutes. The researcher obtained the consent of the participants. Since the study did not involve collecting information personal in nature, there was no need for ethical clearance. Before the formal interview session, the researcher sent the semi-structured questionnaire to the sampled participants. The reason for this was to enable the participants to prepare for the interviews.

There were a few hiccups experienced during the data gathering exercises, resulting in it taking much longer than anticipated. Some logistical problems that the researcher encountered were transportation problems due to the nature of the islands that make up Maldives. The islands are scattered, and the only reliable modes of transport are air and sea. Looking at the resource envelope available for the work, air transport could not be managed, hence the researcher had to depend on sea transport. The sea was often rough, due to the season chosen to collect data. The other challenge encountered was difficulty getting bookings for interviews in the resorts. In trying to meet the required number of interviews a great deal of time elapsed.

3.7 Data Analysis

The analysis of the data from this study is based on the nature of the research instruments employed by the researcher, interviews and focus group discussions. Since this is qualitative research, the researcher employed qualitative data analysis. According to Miles and Huberman (1994), the three stages of qualitative data analysis are:

1. **Data Reduction:** the process of reducing and organising the mass of data collected by coding, writing summaries and discarding irrelevant data.

2. Display: illustrating the mass data in tables, charts or other graphical formats.
3. Conclusions: the analysis should allow the making of conclusions based on the study objectives.

Using this explanations from Miles and Huberman (1994), the researcher organised and developed Chapters Four and Five of this study.

The researcher organised the collected data into folders and then the process of analysis involved providing codes and identifying the major themes. The interpretation of the data is presented in Chapter Four through reflection on the research questions drawn out by the researcher in relation to the objectives of the research.

3.8 Consistency Measures

Validity and reliability of data are important concerns for any research. The validity of this study refers to the consistency of the method used. In this qualitative research, data were collected through verbal methods and the measures are not tested statistically, so there is high concern about the internal validity. In the focus group discussions there were many responses, so it became important to seek clarification of the information.

According to Joppe (2000 cited in Golafshini, 2003), reliability is the extent to which the results of a study are consistent over time. If the results can be reproduced under a similar methodology, they are said to be reliable. The reliability of this research is the extent to which the processes of data collection, transcription of data, and analysis of data could be replicated to produce the same results.

3.9 Ethical Issues

There are no ethical issues in this study, however the researcher got consent from each participant before the interviews or focus group discussions started. The researcher highlighted the objectives of the study, the type of information required and how the

participants were selected, before the interviews. This means the participants had adequate information about the research and could make informed decisions either to participate or decline participation.

3.10 Conclusion

This chapter gives a detailed description of the methodology employed in this study. Qualitative research was carried out by the researcher to explore the role of competency based training for the human resources development in the tourism industry of the small island environment of Maldives. The primary data were collected through interviews and focus group discussions. A purposive sampling was used to select the participants for the study. A total of 31 participants were sampled from the area which comprised the population of interest.

CHAPTER 4

FINDINGS AND RESULTS

4.1 Introduction

This chapter provides a detailed analysis of the findings following the interviews the researcher carried out in order to explore the role of competency based training for human resource development in the tourism industry of the small island environment of Maldives. It mainly focuses on identifying the current issues associated with the implementation of competency based training programs based on the national competency standards in Maldives. The researcher collected data from all the stakeholders, as outlined in Chapter Three. The collected data is presented in this chapter in order to identify the main themes of the study so as to achieve the objectives.

Table 4.1: Professional status of participants

Category	Profession	Number
Enterprises (resorts, hotels and guesthouses)	General Manager	1
	Training Managers & Coordinators	6
	Supervisors	2
Government	CEO, Directors, Coordinators, Technical Staff	7
Resource People	Learned People	4
	Trainers and Assessors	6
Learners	Students	5
Total		31

Source: Field Study (2016).

4.2 Findings

The coding was done by the researcher by assigning words and phrases that identify major themes. The themes were constructed based on the analysis of the responses from the interviewees. The researcher presents the data in this chapter based on the identified themes so that the researcher can answer the research questions of the study. The study finds several issues related to competency based training in the tourism industry of the small island environment of Maldives, the current status of CBT, the importance of CBT, its development, delivery, monitoring and evaluation (M&E), marketing and awareness, and stakeholders. The details of the participants are presented in Table 4.1 and the major themes are illustrated in Figure 4.1.



Figure 4.1: Major themes of the findings.

Source: Field Study (2016).

4.2.1 Status of CBT in the Tourism Industry

Since this research is done in order to identify the issues associated with the implementation of competency based training programs conducted in the tourism industry of a small island environment, Maldives, the researcher considers it vital to examine the current status of the CBT programs, in order to visualise the participants' views about CBT in the tourism sector. During the interviews, the researcher asked questions of the participants about the current status of CBT in the tourism industry.

When the researcher asked these questions, most responses from the participants were somewhat the same. However, for the purposes of data analysis, the researcher selects a few quotes with different thoughts:

“...the technical and vocational educational and training authority is the regulatory authority to administer and manage the technical and vocational education in the Maldives... we have developed a number of competency standards for the various sectors and obviously one of the important sectors is the tourism sector” (INTERV 10).

“Currently the competency based training programs run with the competency standards in the tourism sector of Maldives is somewhat at an adequate level but we need to follow certain competency standards while conducting these courses” (INTERV 12).

Based these two quotes, the Technical and Vocational Education and Training Authority is the “regulatory authority” that manages technical and vocational education and training programs. So far the Technical and Vocational Education and Training Authority has “developed a number of competency standards” in various sectors and the “tourism sector” is one of the most “important sectors”. Moreover, the current competency based training system in the tourism industry of Maldives is “somewhat at an adequate level”, however it is important to “follow certain competency standards while conducting” the training programs.

The following quotes represent the learned people. As explained in Chapter Three, learned people are experts in competency based training and have experience in implementing CBT programs in the tourism industry, however, currently, the learned people are working as resource persons, who give support when the system needs their expertise.

“The current delivery mechanism of the CBST programs in Maldives as per my knowledge and understanding, there are some good aspects of it, however the people in workplace training fail to understand the structure of competency based training” (INTERV 13).

“I can’t say that it’s being followed as expected, however the institutions and those involved in the process of delivery have their roles which require more awareness, and the training programs that are generally delivered at resorts and other workplaces need to have mandatory protocols aligned to the best practices of CBST” (INTERV 13).

The participants said that the current delivery mechanism of the competency based training program has “some good aspects”, however this participant believes that the “people in workplace training” such as resorts or hotels “fail to understand the structure of competency based training”. In addition, it is difficult to say that “it’s being followed at an expected level”. So it is very important to conduct “awareness and training programs” for people involved in the process of CBT delivery in the workplace. Finally, workplaces “need to have mandatory protocols aligned to the best practices of the CBST”.

“We collaborated with the TVET Authority... this program is well recognised so I would say this program is in a good direction” (INTERV 01).

According to this participant they conducted CBT programs in collaboration with the TVET Authority. He also expressed that the program was going in the right direction.

Overall, based on these quotes and all the participants generally, there are some good aspects of the system. Some of the resorts and hotels in Maldives are implementing

CBT training programs based on the national competency standards. The Four Seasons' apprenticeship program is a good example. They conduct a CBT program in collaboration with the TVET Authority. Another good thing is that the industry has already developed competency standards for some occupations. These standards were developed by the TVET Authority with participation of the tourism industry, and the TVET Authority manages the whole process, partnering with the industry.

However, most participants agreed that the system is not at the expected level. The people involved in the delivery process do not have enough knowledge to implement the programs at the expected level. So it is important to conduct awareness programs or training sessions in the workplace for people directly involved in the implementation of the CBT programs. Moreover, it's important to have mandatory protocols, such as rules and procedures, for workplaces, so that all workplaces can maintain the quality of the CBT programs.

4.2.2 Importance of CBT in the Tourism Industry

The researcher raised the question of the importance of CBT to the participants. The main reason being to understand their views on CBT. A variety of thoughts came from the groups of participants, and are shown under the theme "importance of CBT". The following quotations are taken from selected interviewees:

"...we need CBST to ensure that Maldives does not just portray beauty but hospitality as well" (INTERV 13).

"Once there are national competency standards, then they are recognised nationally, it would be easier for the students to get jobs from anywhere they want whether the public or private sector... if they want to go for higher studies almost all the institutions in Maldives recognise the national certificates and they can be easily enrolled for higher level qualifications, and for those who might be going

abroad for further studies, those certificates obtained are easily accepted” (INTERV 11).

It was found that the competency based skills training is an extremely important programs for the development of the tourism industry of Maldives.

As stated by one participant, it “ensures that Maldives does not just portray beauty but hospitality”.

Maldives is a unique and world famous tourist destination. It has characteristics such as natural beauty, for instance the white sandy beaches, crystal clear lagoons, lively reefs with a variety of coral, and rich open sea. In addition it has a rich culture and many international brands. So, to maintain the reputation of the tourism industry of Maldives, hospitality plays an important role. It is vital to provide excellent service to customers and this is impossible without talented staff. The people working in the tourism industry play an important role.

The certificates issued by training providers should be “recognised nationally”. In the Maldivian context an accredited certificate is a certificate which is approved by the Maldives Qualifications Authority (MQA). A nationally recognised certificate needs MQA approval. The MQA is the regulatory authority for all training programs conducted in Maldives. It is important to have an accredited competency certificate for competent students in order to make it “easier to get jobs” and “enrol in higher level qualifications”. Certificates so obtained would even enable them to enter higher institutions of learning within Maldives. Better still, for those who might be interested in pursuing further studies outside the country, certificates earned through CBT programs are recognised by foreign training institutions.

Further to the reasons given above the following quotations describe the importance of CBT programs:

“... with the number of resorts which are upcoming and hotels which are going to open in the next few years, I think competency based training is important to the

youth, and also for the Maldives, in order to cater for a huge chunk of employment which is going to be created in Maldives” (INTERV 12).

“... since we are celebrating 43 years of tourism in the Maldives, I think it’s time now all the resorts in Maldives registered as training providers at the TVET Authority, considering the fact that a huge number of expatriates work in the tourism industry, I think by doing this we can increase the number of competency based trained students or Maldivians in the Maldives” (INTERV 12).

Delivering competency based training is important to “increase the number of competency based trained students”. “The resorts which are upcoming and hotels which are going to open” are increasing, so these resorts and hotels will need qualified and talented graduates to work for them. In addition, there is a “huge number of expatriates working in the tourism sector”. Most of their jobs can be replaced by Maldivians. Therefore, it is important to train Maldivian youth in order to have a sufficient supply of talented graduates.

Some of the respondents stated that there are many resorts not registered as training providers with TVET Authority. So it is important to register the training providers with TVET Authority and commence the CBT training, so as to increase the number of skilled graduates. Once, they register with the TVET Authority, they receive support to implement CBT programs, for example they provide accredited training standards and relevant materials.

The researcher interviewed some trainees currently undergoing their training and some trainees who had just graduated from the CBT training programs. Students or trainees are the products developed by training providers and are the real consumers for the tourism industry, so developing quality graduates is the central aim of competency based training programs.

The following selected quotes illustrate their views on the importance of CBT programs, and all the students commented similarly overall:

“... most of us when we started a career did not know what was ahead and this CBT program actually taught us the important things that we needed when we are in this career... this was the best opportunity to start a career in the hospitality industry” (INTERV 22).

“...because I want to start a career and I think this is the best way to start a career to have a great life” (INTERV 21).

“The best way to start a career in the hospitality industry”, a student said. All the students interviewed said it was an opportunity for them to start a career in the tourism industry of Maldives. It provides a foundation for their career and, in other words, opened their eyes to a broad sector of the Maldivian tourism and hospitality industry. Another also said, “to have a great life”. The CBT program had helped them a great deal. When they joined the program they “did not know what was ahead”, in other words they did not know what would happen next or what they would learn from the program. However, the training program benefited them in gaining vital knowledge about the tourism industry and the necessary knowledge, skills and attitude to perform their jobs effectively in their work environments. Therefore it is a perfect opportunity for the students who enrolled in this training program.

4.2.3 Development of the Training Program

There are various challenges and issues facing the implementation of CBT programs, according to the participants’ feedback. In this section, the researcher presents the major issues identified by the interviewees regarding the development of competency based training programs as a whole.

To organise the data, the researcher categorised it by various thoughts. The quotes below are taken from the participants:

“Without having competency standards, with limited institutions available for offering training, there is a probability that some programs from overseas come

with different names, yet these people have different aspects and would create different programs as well, however streamlining them to the broad vision of contributing to the development of skills for service hospitality of the Maldivian hospitality can rather be attained by further development of competency standards” (INTERV 13).

“As a country where we depend highly on the service sector, I see, first the competency standards have to be maintained, as well as refined and updated based on the industry needs or service needs” (INTERV 13).

“Priority has to be given from the government policy level, funding allocated to the CBT development and further development, expanding of the CBT program, human capacity and TVET manpower also has to be taken into account” (INTERV 13).

From analysis of the above excerpts, the major issues highlighted regarding the theme of development are, “further development of competency standards”, “competency standards need to be maintained”, “streamlining them to the broad vision of contributing to the development of skills for service hospitality”, and fear of “programs from overseas”. Other important phrases are, “priority has to come from government policy level”, “funding” issues, “limited institutions”, “human capacity”, and the TVET Authority “manpower” is not strong.

The researcher felt it important to discuss these quotes or phrases, since they show the serious challenges faced by the current CBT system in the tourism industry of Maldives.

Phrases such as “further development of competency standards”, “competency standards need to be maintained”, and “streamlining them to the broad vision of contributing to the development of skills for service hospitality”, show that it is important to have national competency standards. The way services are provided to customers are different from country to country. So, if the Maldivian tourism industry wants to promote the Maldivian style of service, the competency standards have to be based on the service hospitality in the Maldivian context. “Competency standards need to be maintained” based

on the current practices of the tourism sector. Otherwise, according to the participants, there is a high possibility of “programs from overseas”, in other words, training standards coming from overseas. In the end, the result might not be what is expected. Therefore it is important to develop competency standards based on the context of the tourism industry in Maldives. To do this, the relevant stakeholders must be involved during the development of national competency standards.

“Government policy level” is another important phrase seen in the quotations. Of course, government is the main party that formulates policies and other relevant guidelines for the development of the Maldivian tourism and hospitality industry. In the context of CBT training, the government plays an important role in setting the competency standards and relevant guidelines. In order to boost anything, or create it more quickly, the priority has to come from the government. However, the government alone cannot make it possible, the government needs relevant stakeholders’ support. In this context, the government needs industry support.

“Funding” is another important word taken from the quotations. Funding is an essential ingredient of making things possible. In the context of CBT, there is a long process of development of the right training packages that involve all the relevant stakeholders in developing training standards, training materials and assessment resources. Having sufficient funding is vital to creating quality training packages. Delivery costs a lot, providers might have to buy the latest equipment and might have to pay lots of money for resources and people. Moreover, for the final assessment, evaluation requires money to hire qualified assessors and their transportation, because in countries like Maldives transportation is not very easy because the islands are scattered.

“Limited institutions” is yet another challenge faced by current CBT implementation. In order to effectively run CBT programs in the tourism industry of Maldives, it is important to have enough training providers. However, at this time there are not enough. The tourism industry requires many talented graduates, since new ventures are opening and there is a huge expatriate workforce.

“Human capacity” is another important term found in the excerpts above. In the context of CBT it has several meanings, for instance, the system needs many qualified resource people to work as standard or curriculum developers, or in the development of learning materials. For the delivery of CBT programs, quality trainers and supervisors are required. Thus, building the capacity of these people is required. Employers need talented workers to work for the enterprises, so they need skilful people who have capacity to do particular tasks.

Many participants argued with the “manpower of the TVET Authority”. The TVET Authority is the regulatory authority for the development of CBT programs, so they should have enough “manpower” to do this effectively and efficiently. Currently they require more staff and a more talented workforce.

In line with the above challenges, the following quotations describe the development issues:

“We have developed a number of competency standards in various occupations... especially in the tourism industry... the areas are food preparation... pastry and bakery chef... food and beverage services personnel... front office... room attendant... tour guide” (INTERV 10).

“...back of house like electricians, powerhouse operators, refrigeration, engineering and so on” (INTERV 12).

“the current CBT programs are somewhat aligned with the tourism industry... the national competency standards were compiled five years back but now they need revision... in order to improve the CBT programs in Maldives we need to come up with sector councils and revise the standards” (INTERV 12).

“When developing a curriculum I think it’s important to discuss the industry requirements and needs before we come up with the curriculum...” (INTERV 12).

“...there was a lack of coordination among ministries and the training providers...” (INTERV 12).

“...what we usually do is we get some international content, we have the sector people around and discuss what we have in our hand and have input from them and then revise...” (INTERV 11).

The study reveals “a number of competency standards in various occupations” especially in the tourism industry, for instance “food and beverage service”, “food preparation”, “room attendant”, “front office”, “pastry and bakery chef”, “tour guide” and in the “back of house” “electrician”, “engineering”, “refrigeration” etc. Practically, these are not all the occupations in the tourism sector, there are other areas which have competency standards, but these are just examples. It is important develop all the necessary competency standards for all the required occupations in the Maldivian hospitality and tourism industry.

The research finds that the most of the current standards were developed or “compiled” “five years back”. For that reason the standards are only “somewhat aligned with tourism industry” needs. The use of “somewhat” shows that the current competency standards are not fully aligned with the industry needs. This means that there is some work to do to make them align with tourism industry needs. The current competency standards need “some revision”, based on the current needs.

Revising competency standards is not an easy process. It requires a lot of time and effort because it has to “come up with sector councils”. In the context of Maldives, the tourism sector competency standards were developed with direction from the tourism sector council. The tourism sector council represents the major stakeholders in the tourism industry. Moreover, the tourism employment sector councils act as platforms for the various stakeholders in mapping the future direction of the tourism industry in the area of human resource development.

One participant said it is a challenge to bring all the relevant stakeholders to one place and start to develop a new competency standards from scratch. Therefore, what they

usually do is “*get some international content. We have the sector people around and discuss what we have in our hand and have input from them and then revise*”. The participant noted difficulties in getting local curriculum experts from the industry, hence the reliance on international content.

4.2.4 Delivery of the Training

Several issues are identified in the research regarding the current delivery mechanism of competency based training programs in the tourism industry of Maldives. The issues raised are presented under the theme of delivery.

“The process of delivery requires capacity building of the stakeholders as well as involvement of the industry in terms of the training delivery as well, CBT programs... just to be enclosed in a small room without any reflection of the industry would not really help us to produce the kind of manpower” (INTERV 13).

“... I think we need more practicals while conducting the competency based training in Maldives because practical training is more important than classroom sessions in competency based training... since the tourism industry is a service industry we also require the students doing competency based training to be more service minded... ” (INTERV 12).

“Capacity building of the stakeholders” is one of the most important things that needs to be done during the delivery of the training program. The “involvement of the industry in terms of the training delivery” is especially vital. Most of the respondents stated that building capacity of stakeholders such as training providers, trainers, assessors and supervisors is vital in order to deliver effective CBT programs for the development of the tourism industry of Maldives. Trainers, assessors and supervisors work very closely with students/trainees so it is important for them to be updated based on the latest trends. The management of the training providers, and especially building the capacity of the staff of TVET Authority, are also important.

One respondent said that a “small classroom without any reflection of the industry would not really help”. From this quote it can be understood that the training programs offered to students should be very much focused on industry needs. Traditional ways of delivering classes, such as classroom learning, are not enough for students preparing to work in the tourism and hospitality industry of Maldives. The trainees “need more practicals”. “Practical training is more important than classroom sessions”. The industry requires qualified and talented graduates, and those graduates should have relevant competencies to perform the assigned job tasks. This is the reason CBT programs are important.

Developing “service minded” students is essential for the future of the industry. Since the tourism and hospitality industry comes under the service sector, the quality of service is vital. The delivery of CBT programs requires the involvement of the industry as a whole. Support from the resorts and hotels would lead to better implementation of the CBT program. The focus of delivery would reflect the day to day development of the tourism industry. In competency based training, trainers and assessors should make sure that trainees have the right knowledge, skills and attitude to perform job tasks.

In addition, the training managers and coordinators from the resorts mentioned the following, regarding the delivery of training:

“We are saying that more resorts have to do it because still we do not have enough Maldivians working in the resorts... if we look at resorts, we would say at least 55 percent should be Maldivian and the expats should not go up... but there are jobs that Maldivians still can have... train and give the job to Maldivians. I think the lack of trained Maldivians for the job is one reason we are bringing expatriates” (INTERV 01).

“I think the resorts should take the initiative for training the youngsters because no resort is willing to take without experience. If we do not have experience then the only way to gain experience is by training... maybe the government will make it

mandatory for all the resorts at least to train a specific number of students per year” (INTERV 01).

The following explanations are based on the phrases mentioned in the quotations above.

The phrase “more resorts have to do it” is understood to mean there are limited, or not enough, resorts conducting CBT programs. More resorts need to be involved in the delivery of CBT programs.

Due to the “lack of trained Maldivians” there are not “enough Maldivians” to work for the resorts. As a result, the resorts have to bring in expatriates to work in the resort jobs. Hence, most of the jobs performed by expatriates can be replaced by Maldivians. So it is important to bring on board more resorts for the delivery of CBT programs.

The next question concerns how to bring more resorts into the delivery of CBT programs. One response was that “the resorts should take the initiative for training”. Rather than asking the government or another party, the enterprises have to think about the major issues faced by the Maldives tourism industry, and try to do something for the nation and the Maldivian youth. Secondly, another option is “the government could make it mandatory” for all resorts to train Maldivians. To allow the resorts to run, the government could request they train a particular number of Maldivians, or the government could make it “mandatory” through laws and regulations in tourism related acts.

The study reveals that the Four Seasons resort has been running programs for many years, increasing the number of students annually. According to the respondents it would be helpful if many resorts ran such programs to give the opportunity to many students to acquire practical skills while working in a real work environment. Many of the other respondents took the Four Seasons’ CBT program as an example of good delivery of a CBT program.

4.2.5 Monitoring and Evaluation

From the research the researcher identified numerous issues relating to the monitoring and evaluation of competency based training in the tourism sector of Maldives. Here the researcher presents the issues under the theme of monitoring and evaluation.

The selected quotes are taken from the experts in the tourism industry and the government. Even though the selected quotes are taken from just a few participants, the issues were raised by the majority of the participants:

“In Maldives so far we have monitoring and evaluation by name but when it comes to following up of issues as is required, there are always problems. It is not done as is expected...” (INTERV 13).

“I think the TVET can come and visit... let’s say if we are running a program for one year then the TVET may come every 3 months... and meet the students... and I think then the TVET will be more involved and even the students can ask questions they have” (INTERV 01).

“I think we do not have enough assessors... ready to come and assess the students...” (INTERV 02).

The problems highlighted in the above quotes include the CBT in the Maldives tourism industry having “monitoring and evaluation by name”, “TVET can come and visit” the resorts or training grounds to “meet students”, be “more involved” and “ask questions” regarding the training, and there are “not enough assessors” to assess the trainees.

The phrases “monitoring and evaluation by name” and “it is not done as expected” show that CBT in the tourism industry of Maldives has a kind of monitoring and evaluation system, but it is not well functioning or there are areas that need to improve in the monitoring an evaluation mechanism to bring it up to the expected level, because the current mechanism has some issues at this time.

Other quotes, such as “TVET come and visit”, “meet students”, “more involved” and “ask questions”, show that the TVET Authority of Maldives has to visit training grounds frequently and meet the students, which is an important activity for the betterment of the training system because, when they come to the training ground, they get to know exactly what is happening on the ground. Moreover, officials get an opportunity to ask questions of the trainees regarding the training which helps to identify defects in order to correct them. As a result, they are more involved in the implementation of the CBT training programs in the tourism industry of Maldives.

Providers “do not have enough assessors” to assess the trainees, which is a serious problem raised by the participants. At the end of the training, or during the training program, competency based assessment has to be done. However, due to the lack of trained assessors, the industry faces problems.

The following quote highlights similar issues:

“I think we need to have continuous monitoring and assessment and also rather than assessors travelling to resorts or hotels... the immediate supervisor in the hotel or resort should have proper understanding of the whole competency based program and they should monitor weekly or daily...” (INTERV 12).

There are a few suggestions highlighted by this participant in relation to the issues of monitoring and evaluation. According to them, “continuous monitoring assessment” is important during the competency based training. Continuous assessment refers to the conducting of monitoring and assessments of the trainees or students while they are leaning. In most cases, the assessments are conducted at the end of the training program, but this participant suggests that this is important because the assessors know the current level of the students. In other words, how much the students learn is identified through these continuous assessments.

To support the idea of continuous monitoring, the participant suggested that “the immediate supervisor in the hotel or resort should have proper understanding of the whole

competency based program”. This shows that, currently, there are some supervisors from the enterprises or resorts who do not have a proper understanding of the CBT training program. So it is important that the relevant authorities provide some kind of training for the immediate supervisors and assessors, in order to equip them with knowledge of how best to evaluate students based on national competency standards. The final assessments are conducted by the TVET Authority, otherwise there would be a high probability of failing the students at the time of final assessment. Another advantage of training the direct supervisors is that it would save the travelling expenses of bringing trained assessors from the TVET to conduct the monitoring and assessment of the training.

4.2.6 Marketing and Awareness

In this section the researcher presents a selection of the major issues of marketing and awareness of the CBT training program identified by the participants. The following excerpts represent participants from the tourism industry and the government:

“I would say there were two major challenges, number one the society does not see the importance of TVET or competency based education well it has adapted the academic education... the marketing of the competency based education has to improve... and the other one is that the industry at large have their own training facilities, training standards, training manuals they continuously look to training to use their own training standards rather than the national standards which is again challenging and also industry does not see the need for certification so we need to bring them into the system if we want to successfully implement this industry wide or national wide” (INTERV 17).

“The female employees are very few in the resorts from the Maldives... I think the parents already have views when ladies come to resorts that their behaviour may change, I think that is not entirely true... I think working in a resort is much safer than working in Malé...” (INTERV 01).

The issues evident from the above excerpts include “society does not see the importance of CBT”, “the marketing of competency based education has to improve”, “industry does not see the need for certification”, industry has its “own training standards and training manuals”, “female employees are very few”, and “parents already have views when ladies come to resorts that their behaviour may change”.

“Society does not see the importance of CBT” is an issue identified by the participants. From this statement it is understood that current society accepts CBT programs, so it might be that they don’t have proper knowledge or information about the CBT programs conducted in the tourism industry. Based on the research, it is understood that it is important to improve the “marketing of competency based education”. The benefits of getting this type of training for students, society and the nation as whole, have to be made clear through proper marketing campaigns.

The other issue highlighted by this participant is that the “industry does not see the need for certification” and they use their “own training standards” and “training manuals”. From this statement, it is understood that the enterprises do not have proper information about the importance of national certificates to the students. This might be the reason the enterprises use their own training manuals and training standards rather than using national training standards. Therefore, government authorities face some challenges in overcoming this problem, according to this participant.

The other issue highlighted by the majority of the participants is that “female employees are very few” in the tourism industry of Maldives. Based on the research it is understood that this is because of parents’ views. Parents think that when ladies go to resorts to work, they may change their behaviours. However the participants mentioned that “working in a resort is much safer than working in Malé”, the capital city of the Maldives. So, to overcome this issue, the participants mentioned that it is very important to conduct awareness programs for parents and society in general.

4.2.7 Stakeholders

In this section the researcher presents the major stakeholders that need to be involved in the implementation of competency based training programs. The selected quotes are taken from participants active in the implementation of training programs:

“...TVET Authority, training institutions, the industry, students and government” (INTERV 14).

“...government, industry and institution are the key stakeholders...” (INTERV 15).

“One thing we are neglecting is society at large... parents... students... they do not see the value of CBT... other key industry stakeholders such as resorts, tourism associations such as MATI... tourism promotion board... the government such as the Ministry of Education, Ministry of Tourism... the training institutions...” (INTERV 17).

The above quotes show a wide range of stakeholders that need to be on-board for the effective implementation of CBT training programs in the tourism industry. Stakeholders such as the “TVET Authority”, “Ministry of Education”, “Ministry of Tourism” and the “industry”, such as resorts and hotels, are the key stakeholders. In addition to training institutions, tourism associations, parents and students also need to take part, otherwise it would not be practical.

The roles and levels of involvement of various stakeholders are different. The stakeholders from industry, such as resorts and hotels, play an important role as explained in the quote below, which comes from the industry:

“Based on the resort side, I would say the important stakeholders generally start from the owners’ level, owners should know the CBT program, and then comes the HR people who recruit personnel for the resort... then comes the various technical staff such as chefs... reception people” (INTERV 13).

Based on this quote, the stakeholders from the resort side comprise the “owners”, department managers, especially “HR managers”, and also the “technical staff”, all of whom should be involved, depending on the occupation of the competency standards being developed, delivered, monitored and evaluated. Identification and involvement of all necessary stakeholders is vital in order to have an appropriate CBT system.

4.3 Conclusion

This chapter presents the analysed data and findings based on the conceptual framework developed in Chapter Two. The collected data has been analysed and themes developed in such a way as to answer the research questions, identifying the current issues related to the implementation of competency based training based on the national competency standards and the steps needed to strengthen the competency based training system for the tourism industry of a small island tourism environment. The major themes developed through data analysis are shown in Figure 4.1, the current status of the CBT program, the importance of CBT, development of the CBT program, delivery, monitoring and evaluation, marketing and awareness, and major stakeholders. Identification of these issues related to the themes mentioned above is important to strengthen CBT programs in the tourism industry of the small island environment of Maldives.

The findings of this study reveal that the current competency based training programs conducted in the tourism industry have some positive aspects, such as some resorts and hotels conducting competency based training programs based on the national competency standards, and students who successfully complete the program receiving a national certificate approved by the Maldives Qualification Authority.

The findings of the study further reveal that the current competency based training programs conducted based on the national competency standards have several problems, including few competency standards, a lack of understanding of the concept of CBT by the training providers, poor perception of CBT, a lack of monitoring and evaluation, few

training providers, a lack of coordination among line ministries and training providers, and too few trainers and assessors.

In trying to overcome the problems identified, which negatively impact the CBT programs, we need to bring in innovation. Innovation, according to Schermerhorn (2013), is defined as coming up with new ideas to solve current problems in an acceptable manner. It is hoped that, if innovation is brought in, it would benefit all the players, including the students enrolled and current employees undergoing training, and leading to development of the tourism industry of the small island environment and the community in general.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of this chapter is to draw conclusions based on the study findings, the research objectives and the research questions. Recommendations are drawn by the researcher, with a view to an effective competency based training system for human resource development in the tourism industry of the small island environment of Maldives. The researcher is of the view that the recommendations to be drawn will help develop students or trainees to have the right attitude towards the service industry, which will translate into customers being offered quality and up-to-date service. On the other hand, the recommendations also assist in alleviating the acute shortage of human resources in the tourism industry of the small island environment of Maldives.

5.2 A Snapshot of Maldives

As stated in Chapter One of the study, Maldives is a beautiful small island nation. It has stunning white sandy beaches, crystal clear lagoons, rich coral gardens and many species of sea life. It is situated to the Southwest of Sri Lanka and India in the Indian Ocean.

Of its 1,190 islands, around 200 are inhabited, with the population of the Maldives estimated to be 341,256, according to the National Bureau of Statistics (2014). Almost 39% of the population lives in Male', the capital city, on an island of just 2 square kilometres, making it one of the most densely populated cities in the world (ADB, 2015). The rest of the population is scattered unevenly across the remaining islands, regarded as rural settlement in the Maldives, since these islands are reasonably remote, in addition to the small population. Of the inhabited, islands, 80% have a population less than one thousand people.

The rural population of Maldives has issues relating to a lack of basic necessities such as education, health services, transport, and employment opportunities. This is due to the remoteness of the islands, and most services and amenities being centralized in Male'.

The Maldivian economy is heavily dependent on tourism. HRD is vital in order to maintain the tourism industry as a dominant sector in Maldives. The quality of the service depends on the talents of the workforce. Therefore finding innovative ways to address the HRD issues is essential for the sustainability of the tourism industry. This research mainly focuses on the innovative CBT approach to human resources in the tourism industry.

5.3 Summary of the Study

In this study, the researcher focuses on the role of competency based training for the development of human resources in the tourism industry of a small island environment - Maldives. In Chapter Two, relevant literature is reviewed about CBT and the tourism industry and a conceptual framework is drawn based on the literature review as shown in Figure 2.5. The conceptual framework identifies the issues faced in the implementation of competency based training programs in the tourism industry of small island environment - Maldives. Also it supports innovative solutions based on the problems identified in this study. Figure 5.1 below, illustrates the major issues identified by the study.

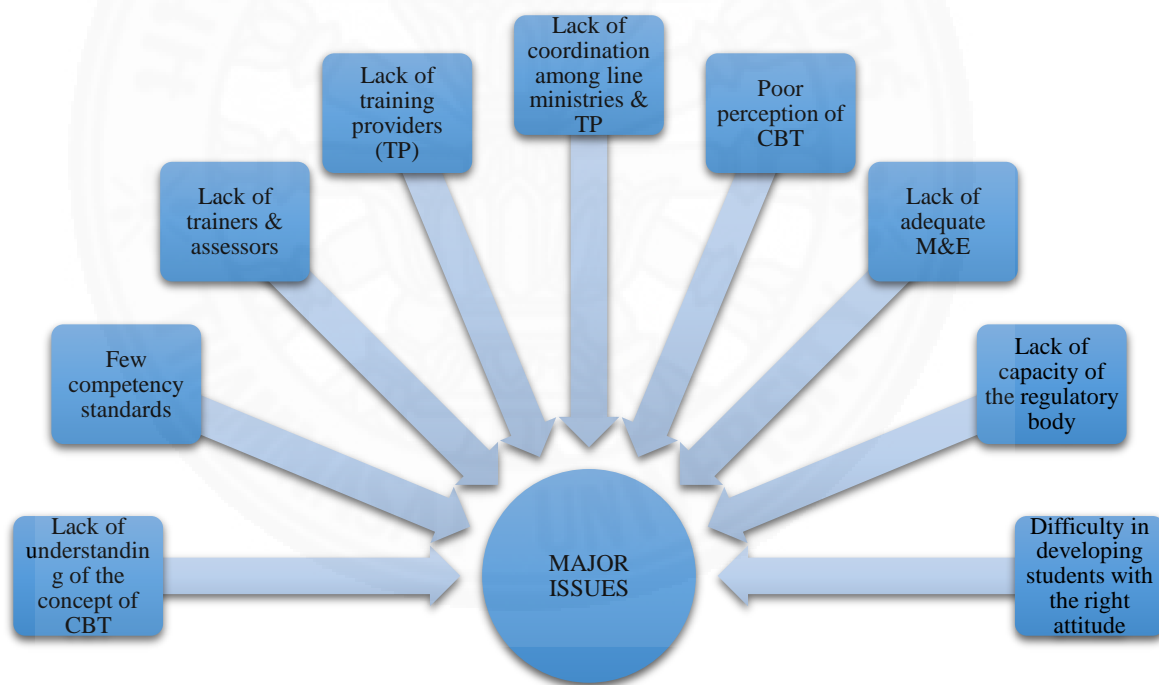


Figure 5.1: Major issues identified by the study.

Source: Field Study (2016).

The major issues identified by the study are the lack of understanding of the concept of CBT by the training providers, few competency standards, lack of trainers and assessors, lack of training providers, lack of coordination among the line ministries and the training providers, poor perception of CBT programs, lack of adequate monitoring and evaluation, lack of capacity of the regulatory authority and the difficulty in developing students with the right attitude and service mind.



5.4 The Innovative Implementation Plan



Figure 5.2: Innovative implementation plan.

Source: Field Study (2016).

Figure 5.2 above, is based on the conceptual framework developed in Chapter Two of the study. It highlights the key activities to be focused on, in order to solve the present CBT implementation issues innovatively. It has four key stages, needs analysis, development, delivery, and monitoring and evaluation. The researcher suggests innovation at every stage of the CBT program.

5.4.1 Needs Analysis

#	What to do	How to do it	Who	Expected result
1	Re-activate employment sector councils	<ul style="list-style-type: none"> Identify the skills gaps and the necessary competency standards for the development of the tourism industry. 	All relevant stakeholders	Active ESCs

Competency standards focus on what is expected of an employee in the working environment, rather than focusing on the learning process. National competency standards are the competencies required for working in an occupation nationally. Therefore, to develop competency standards it is vital to have relevant employment sectors at a national level.

Previously, Maldives had a tourism employment sector council, for the identification of the skills or occupations needed. However, from the study it is understood that it is not active now. Therefore, the re-activation of the employment sector council (ESC) for the tourism industry is vital. The council represents relevant stakeholders in tourism related businesses and organisations. Stakeholder identification is an important step in the process of implementation of the CBT program in the tourism industry.

Stakeholders in the tourism employment sector council may represent resorts, hotels, guesthouses, tourism associations, communities, academic institutions, government etc.

Tourism employment sector councils identify the skills needed for the development of the tourism industry of Maldives. They identify the skills gaps and ensure the necessary competency standards are developed. Their recommendations are based on the significance of the employment opportunities, both current and future, social and economic contributions to society etc.

Challenge: This might be a challenging process, because identifying the relevant stakeholders consumes a lot of time. Moreover, bringing all the parties together around one table is also a challenging task. However, it could be achieved with proper channels of communication, and by providing the right information to all parties.

5.4.2 Development

#	What to do	How to do it	Who	Expected result
1	Develop new and review existing training packages	<ul style="list-style-type: none"> • Formulate the Technical Panel • Develop new training packages • Review the existing training packages • Develop the training curriculum, learning materials and assessment resource books 	Government, Industry, Associations, Trainers, Assessors, Community	Up-to-date training package

2	Adequate budget	<ul style="list-style-type: none"> • Cost sharing 	Government, Training Providers	Well functioning CBT system
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The study reveals that there are few competency standards available in the tourism industry. Some of the competency standards that are available are for food service personnel, food preparation, pastry and bakery, room attendant, front office, and in the back of house, electrician, refrigeration and air-conditioning, mechanic, marine mechanic etc. These are areas in which people are offered the national certificate of competency, yet there are other areas in the tourism industry that do not have competency standards, such as water sports and guest relations. The limited number of standards available forces people to enrol in training programs that they do not really want. Moreover, these standards might not necessarily be in an area of perceived interest but rather forced interest. Furthermore, most of the existing standards are out dated. This might therefore be one contributing factor to the lack of the right attitude towards service.

In order to overcome this problem there is a need to develop additional competency standards and review the existing competency standards based on the industry needs. Furthermore, before a standard is brought in, there is a need for a thorough consultation with all the key stakeholders.

Once the occupations are identified by the tourism employment sector council, it is the responsibility of the relevant authority to formulate the technical panel. For example, if the ESC identifies that the tourism sector needs receptionists, the relevant authority formulates the technical panel for receptionists. This technical panel represents experts in the receptionist area. Once developed, it is sent to the ESC for their endorsement. A range of methodologies may be used to develop the competency standards. For instance, interviews, surveys, functional analysis, secondary research.

Once the competency standard is developed, curriculums have to be developed along with learning materials and assessment resource books. Competency standards are

the basis for developing training curriculums, learning materials and assessment resource books. When all the documents are in place they help to deliver training programs efficiently and effectively.

Funding is an essential ingredient of an effective CBT training system in the tourism industry of Maldives. The government and enterprises can allocate budget lines for such training programs. If adequately funded with sufficient resources, programs will become available. One innovative way the government, industry and associations can work collaboratively together is to create a CBT hub, through which the resources available can be shared. Resorts are already well equipped with the latest training facilities, as their restaurants and all other resort facilities can be used.

Challenge: It would be a challenge to develop all the documents in a short period of time. Again, it would be a challenge to bring all the relevant stakeholders together in one place. However, to develop students with the right attitude, an appropriate training package is important and for that, all relevant stakeholders' involvement is essential.

5.4.3 Delivery

#	What to do	How to do it	Who	Expected result
1.	Strengthening of TVET authority	<ul style="list-style-type: none"> Capacity building of TVET Authority staff Strengthening of TVET policies 	Government	Trained staff
2.	Training of trainers & assessors	<ul style="list-style-type: none"> Conduct training programs for the trainers and assessors 	Government, Industry	Qualified trainers & assessors

3	Expansion of training providers	<ul style="list-style-type: none"> • Promoting • Conducting workshops 	Government, Industry	Increase no. graduates
4	Understanding the Concept of CBT	<ul style="list-style-type: none"> • Conducting workshops 	Government, Industry	Effective training program
5	Communication platform	<ul style="list-style-type: none"> • Use proper channel of communication 	All relevant stakeholders	No miscommunication
6	Marketing and branding	<ul style="list-style-type: none"> • Awareness programs and promotion • 'value CBT' program 	Media, Students and employees, Parents, Associations, Industry, Government, Community	Community accept and recognise programs

Strengthening of the TVET Authority: Since the TVET Authority is the regulatory body mandated to administer and manage the competency based technical and vocational training programs run based on national competency standards in the tourism industry of Maldives, capacity building of TVET Authority staff is essential in order to have effective implementation of the competency based programs. In addition, current CBT policies in the TVET Authority need to be strengthened in order to have a functional system and quality programs. This can be done through enacting an apprenticeship act, as countries such as Germany, Australia and Sri Lanka have.

Training of Trainers and Assessors: Despite there being few competency standards, the study reveals that even within the available competency standards there are few trainers and assessors. This impacts training negatively, as less qualified people are

engaged in conducting the training, hence compromising the quality of output. The same applies to assessors, as people who are not competent are used as assessors, to assess what the students have grasped. In the end, the students are not assessed to the required level, which affects the level of competency of the students.

With few trainers and assessors available, there is a reduction in the number of training sessions in some cases. The fact that under-qualified trainers and assessors are engaged results in them not fully articulating the concept of CBT at a level they are supposed to, resulting, in some cases, in them not managing to develop students with the right attitude towards the service industry.

The attractiveness of a particular location in the tourism industry depends on a number of factors, of which the level of service delivery is one. Since we live in a global environment with life being dynamic, there is a need to change how things are currently done in line with competitors. There are both short term and long term solutions to these problems. Short term solutions refer to those actions that can be taken within the shortest period possible and bring the desired change, while long term solutions are permanent in nature and take longer to achieve the desired goals.

In the short term, the relevant authorities have to conduct short term training programs for trainers and assessors to inform them of the changes that are taking place in terms of the needs in the industry. Through this they will be able to expand their knowledge base, through cross fertilisation of ideas, among the trainers and assessors.

In the long term, the relevant authorities should consider designing a fully fledged training program for trainers and assessors, upon successful completion of which they should be issued with a renewable licence. Thus, only those with valid licences should be allowed to practice. This would inspire and encourage licence holders to always remain current, for fear of losing their licences.

Expansion of Training Providers: It is shown by this study that there are few training providers providing training in CBT, besides there being few trainers and

assessors, with few training providers offering CBT training resulting in a low intake of students. This is against a background where the consumer base (resorts, hotels, safaris, guesthouses etc.) of the graduates of CBT programs is on the rise.

In order to overcome this problem the researcher recommends increasing the number of training providers offering CBT programs, as well as considering an increase in trainers and assessors. As discussed in the previous section, increasing the number of training providers will translate into an increased demand for qualified and competent trainers and assessors. Therefore, when the authorities consider this increase in training providers, they should also consider the need for qualified and competent trainers and assessors. If these needs are not taken on board, it will not solve the problem, but rather worsen it.

Understanding of the Concept of CBT by Training Providers: There are two major players, the TVET Authority and the training providers. The TVET Authority, in collaboration with the industry, is entrusted with the responsibility of formulating CBT concepts, while the training providers are entrusted with the responsibility of training students based on the concepts passed to them by the TVET Authority. However, this study reveals a lack of understanding of the concepts by the training providers. One explanation for this misunderstanding is that during the development of the concepts, the TVET Authority did not consult all the necessary stakeholders in the tourism industry. Different stakeholders have different interests, and different ways of thinking and acting. It is therefore imperative that the TVET Authority engages all relevant authorities and uses a communication medium with the training providers that has minimal noise.

Coordination among Line Ministries and Training Providers: There are many players in the CBT program of the tourism industry, including training providers, the TVET Authority and the trainees. All fall under different line ministries, and some have dual line ministries. For example, the TVET Authority falls under the Ministry of Education, whilst training providers fall under the Ministry of Tourism and the Ministry of Education. The trainees in most cases are youths, and therefore fall under the Ministry of Youth and Sports.

This study has found no strong link among line ministries, resulting in underutilisation of resources. In order to benefit from economies of scale the researcher proposes that stronger links among all the players should be established.

Poor Perception of CBT Programs: CBT programs are mainly conducted to impart knowledge and skills, and prepare graduates passing through the process to have the right attitude towards the service industry. Depending on the provider, some impart the requirements (knowledge, skills and attitude) by attaching the trainee directly to on-the-job training (OJT), while other providers first administer theory, followed by practical. This study finds that these training arrangements in the CBT program are regarded as inferior by those learners who view themselves as intelligent. The public at large perceive the CBT program as being for those who cannot perform well academically at school. This is, however, contrary to the actual concept of CBT programs which accommodate any person regardless of perceived level of intelligence.

In order to overcome this perception, there is a need to change the mind-set of people in regards to how they view CBT programs. One way this can be done is by extensive marketing of CBT programs to the general public. To change this negative image, several activities have to be carried out, aimed at sensitising the people and the community to the importance of CBT systems in the tourism industry of Maldives. It is vital to conduct a huge marketing campaign to change the negative perceptions of CBT. Stakeholders such as government and industry can play an important role. The programs should target schools, school leavers, trainees, employees, parents and the community. The media, such as radio, TV, online media, and the press, can be involved, taking an active role. Once effective marketing campaigns are undertaken, the community, parents, students and the industry will accept CBT.

5.4.4 Monitoring and Evaluation

#	What to do	How to do it	Who	Expected result
1.	Monitoring and evaluation	<ul style="list-style-type: none"> Monitoring visits Introduce online monitoring mechanism 	Government, Training providers, Industry, Trainers, Assessors	Quality training programs
2.	Awarding national certificates	<ul style="list-style-type: none"> All CBT training providers have to be register with the TVET Authority 	Government, Training providers	Recognised certificate

For any project to register success, there has to be a monitoring and evaluation component. Monitoring means following up whether the agreed things are being done as planned. In the event of deviation the root cause and remedy to the situation must be found immediately. This is the responsibility of people doing monitoring and evaluation.

This study finds a scarcity of human resources, such that the TVET Authority which is mandated to assess all students and award national certificates, does not have enough trainers and assessors, which affects the monitoring and evaluation. One effect of this is delay in conducting assessments of students, and sometimes under-qualified assessors conducting assessments unknowingly.

Some providers, such as resorts, use supervisors to monitor and evaluate trainees internally. However some supervisors are not fully aware of the CBT concept and do not operate at the required level.

In order to overcome some of the challenges, the TVET Authority has to regularly conduct training sessions for providers where the supervisors are engaged in monitoring

and evaluating students internally. The TVET Authority should consider increasing the number of trainers and assessors.

Launching an online training portal is vital to improve services and maintain the quality of the training programs by using technology. Through this portal, all training standards could be uploaded, along with learning materials and assessment materials. Students, assessors and resorts could register through the portal. In addition, an online monitoring check list should be available through the portal, which training providers could update regularly. Since CBT is a program very much focused on practical learning, it would not be advisable to make every process online.

Due to the geographical location of the islands, it is not possible to conduct training programs physically in all islands and resorts in Maldives, so going digital would help learners, training providers and other players to access the materials online from anywhere at any time.

Awarding a recognised certificate to the students would enhance the acceptance of the graduates by the industry. All the competencies have to be assessed to make sure that the graduates join the industry with the right skill sets.

5.5 Suggestions for Further Study

This study focuses on the role of competency based training for human resource development in the tourism industry in a small island environment. A conceptual framework is developed to facilitate the development of the thesis and to answer the research questions. In this study the researcher identifies the major issues facing the delivery of competency based training programs conducted based on the national competency standards developed. Moreover, the researcher suggests an innovative implementation plan for an effective implementation of the competency based training programs in the tourism industry of small island environment - Maldives.

In a larger study, further research could be carried out that focuses on the following areas:

- Identifying the skill areas needed in Maldives.
- Training methods for human resource development in the tourism industry of small island environments.
- Enhancing the image of competency based training in the tourism industry of small island environments.
- Assessing the role of industry engagement for effective delivery of competency based training.

5.6 Limitation of the Study

The study analyses the current issues associated with the implementation of competency based training programs based on national competency standards and how to strengthen the competency based training system within the Maldives. Qualitative research explores the role of competency based training for human resources development in the tourism industry of the Maldives. The population of interest comprises all institutions where CBT programs are conducted as well as other stakeholders relevant to the tourism industry, such as tourist resorts, hotels, the government, resource people, trainers, assessors and students. The participants were selected because the researcher felt that they would have a rich knowledge of both competency based training and the tourism industry. The data were collected from the participants from the central area of the Maldives. And the finding can be generalised to the small island tourism environment of Maldives.

5.7 Conclusion

The findings of the study show that competency based training is essential for the growth of the tourism industry in Maldives. They also reveal that while some resorts and hotels are implementing competency based training programs, they are facing significant challenges in the implementation of these programs, including how to deal with the poor perception of CBT programs among young people and their parents, in addition to the fact that few competency standards have been developed, and there is a lack of coordination both within the industry and between the regulatory authorities of CBT training programs.

The researcher has designed an innovative implementation plan to overcome some of the major challenges identified. Due to the geographical reality of the Maldives, being a number of small islands each with a small population, it is not viable to build training schools on each island. Therefore, it is vital to find innovative ways to deliver training programs including the use of existing resorts which are fully equipped. This will require effective collaboration between the relevant stakeholders such as resorts, hotels, the government, training institutions, colleges, associations etc.

Maldives Tourism is a well-known tourist destination in the world, due to its unique one island one resort concept, rich history, several luxury resorts and the announcement of a newly passed law allowing local guesthouses to be established on the local islands. This will allow lower and middle class tourists to access the Maldives' tourism scene.

Human resource development is key for every hospitality organisation, and the tourism industry of Maldives is no exception. Competency based training can play a significant role in increasing the capacity of employees, giving participants the right knowledge, skills and attitude for the effective delivery of service.

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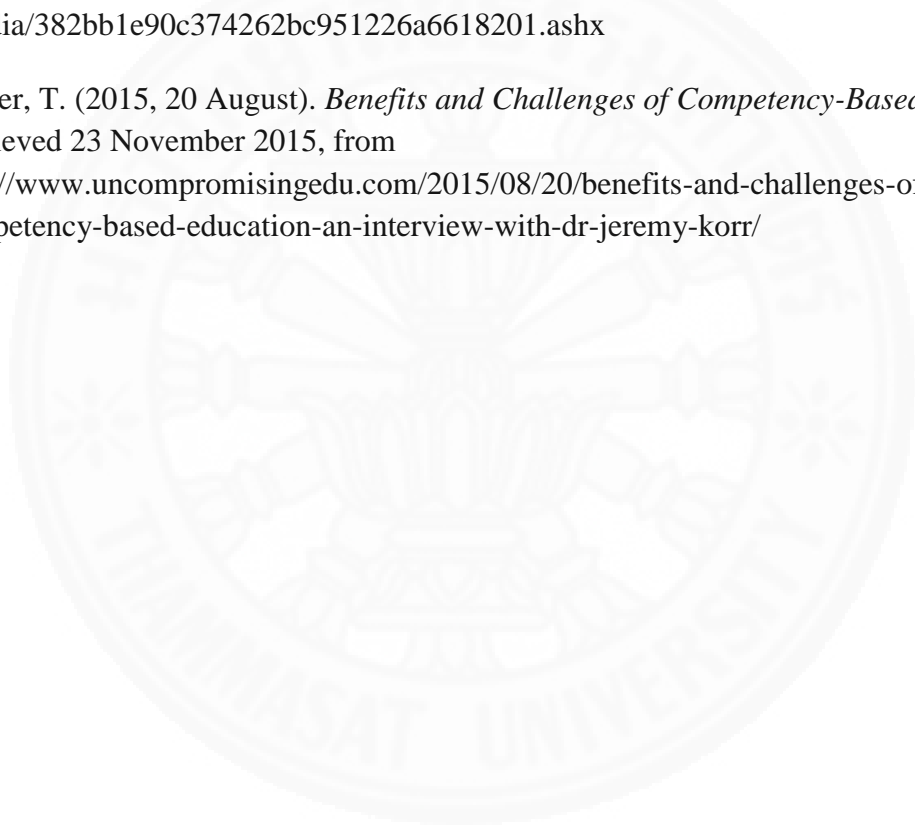
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APPENDICES

APPENDIX A

INFORMED CONSENT FORM

Title of the study: The Role of Competency Based Training for Human Resources Development in the Tourism Industry of a Small Island Environment.

Student Name: Ahmed Nisham

Student ID:

University: College of Innovation, Thammasat University

Mobile Number:

Email Address:

Introduction

I am Ahmed Nisham, a student at the College of Innovation, Thammasat University doing Master of Science Program in Service Innovation. As a requirement I am undertaking a thesis on a topic of my choice which in this case is “The Role of Competency Based Training for Human Resources Development in the Tourism Industry of the Small Island Environment of Maldives”. For me to meet the requirement of the program, I have to collect data in order to complete the thesis. The principal objectives of my study are:

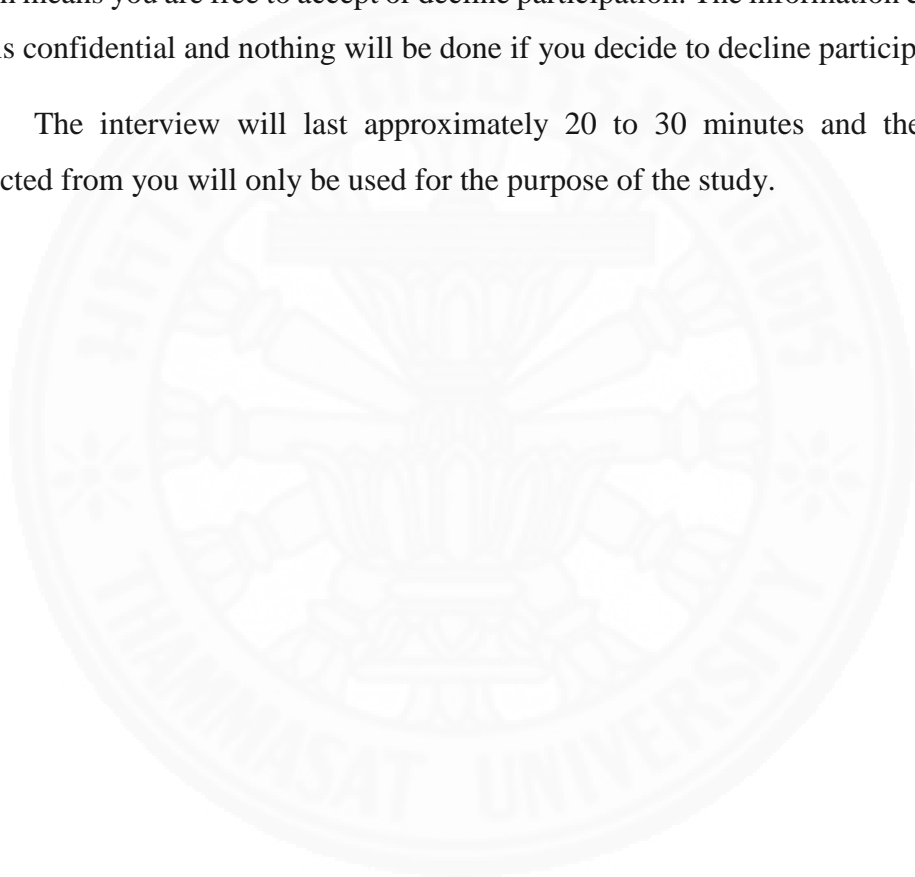
- (a) To identify the issues associated with the implementation of competency based training programs based on the national competency standards in a small island environment.

- (b) To study how competency based trainings programs can be organised in order to fit with the current expectations of people in the tourism industry of a small island environment.

Information about the Study

You have been randomly chosen for this study. Your participation is voluntary, which means you are free to accept or decline participation. The information collected from you is confidential and nothing will be done if you decide to decline participation.

The interview will last approximately 20 to 30 minutes and the information collected from you will only be used for the purpose of the study.



APPENDIX B

EXPERTS FROM CBT AND TOURISM SECTOR

Years of service experience in the sector:

Open-ended Questions

1. How do you describe the current status of the competency based training programs run based on the national competency standards in the tourism industry of Maldives? Does it follow best practices?
2. Do you see a need for competency based skills training in the tourism industry of Maldives? Why?
3. Do you think it is important to follow national competency standards during the implementation of a competency based program and award a national accredited certificate to competent students? Why?
4. Do you think that CBT programs are established in a sustainable way and that these programs are implemented well in Maldives?
5. In your opinion, what would be the best practice to follow to prepare graduates based on industry needs, during:
 - a. curriculum development?
 - b. implementation of the competency based programs?
 - c. monitoring and assessment?
6. Are you satisfied with the way trainees are monitored and assessed by the TVET Authority of Maldives? Why?
7. In your opinion what are the challenges currently facing the process of implementation of CBT programs in the tourism industry of Maldives?
8. How would you describe the quality of the graduates from these programs?

9. Do you think it is important to have an individual training plan for trainees?

10. How long is the duration? Does the duration matter?
11. Who are the key stakeholders that need to be involved for effective implementation of CBT programs in the tourism industry?
12. What innovative ways can be used to solve the implementation problems of a CBT program based on national competency standards?



APPENDIX C

**TRAINING MANAGERS AND COORDINATORS (GOVERNMENT
& ENTERPRISES)**

Years of service experience in the sector:

Open-ended Questions

2. How would you describe the current status of the competency based training programs run based on the national competency standards in the tourism industry of Maldives? Do they follow best practice?
3. Do you see a need for competency based skills training in the tourism industry of Maldives? Why?
4. What are the major areas in which you need employees in the tourism industry?
5. Do you think that the CBT programs are established in a sustainable way and that these programs are implemented well in Maldives?
6. Do you think that it is important to follow national competency standards during the implementation of competency based programs and award a national accredited certificate to competent students? Why?
7. Does the current CBT program align with the industry's needs or in what other areas do you need training?
8. In your opinion, what would be the best practice to follow to prepare graduates based on industry needs, during the:
 - a. curriculum development?
 - b. implementation of the competency based programs?
 - c. monitoring and assessment?
9. Are you satisfied with the way trainees are monitored and assessed by the TVET Authority of Maldives? Why?

10. In your opinion what are the challenges currently facing the process of implementation of CBT programs in the tourism industry of Maldives?
11. How would you describe the quality of the graduates from these programs?
.....
12. How do you explain the recruiting, screening and assignment process of the trainees? Please explain the procedure you follow.
13. Do you have an individual training plan for the trainees?
14. What is the duration of the competency based training program? Does the duration matter?
15. How would you describe the way the monitoring of the competency based training program takes place?
16. How would you describe the implementation process of the competency based training program in the tourism industry of Maldives? What are the challenges being faced? How do you intend to address those challenges?
17. How do you explain the platform of communication between the resort/hotel, TVET institutions and the TVET Authority?
18. Who are the key stakeholders who need to be involved for the effective implementation of the CBT program in the tourism industry?
19. What innovative ways that can be used to solve the implementation problems of a CBT program based on the national competency standards?

APPENDIX D

ASSESSORS / TRAINERS

Years of service experience in the sector:

Open-ended Questions

1. How would you describe the current status of the competency based training programs run based on the national competency standards in the tourism industry of Maldives?
2. Do you see a need for competency based skills training in the tourism industry of Maldives? Why?
3. Do you think that it is important to follow national competency standards during the implementation of competency based programs and award a national accredited certificate to competent students? Why?
4. Are you satisfied with the way trainees are monitored and assessed by the TVET Authority of Maldives? Why?
5. In your opinion what are the challenges currently facing the process of implementation of CBT programs in the tourism industry of Maldives?
6. How would you describe the quality of the graduates from these programs?
.....
7. Could you explain the responsibilities of the trainers and assessors in the implementation of the CBT training programs in the tourism industry of Maldives?
8. How do you train and assess trainees?
9. What are the current challenges you find during the training and assessment of trainees?
10. In your opinion, which tools are most applicable for:
 - a. training?
 - b. monitoring?

c. assessment?

11. Who are the key stakeholders that need to be involved for an effective implementation of CBT programs in the tourism industry?
12. What innovative ways can be used to solve the implementation problems of a CBT program based on the national competency standards?



APPENDIX E

SUPERVISORS

Years of service experience in the sector:

Open-ended Questions

1. What procedure do you follow before assigning anything to the trainees?
2. How do you provide training to the trainees?
3. Do you have a training plan?
4. What level of training are you are giving to the trainees and in which occupation?
5. How do you evaluate the performance of the trainees?
6. How do you record the performance of the trainees?
7. Who assesses trainees before awarding the national certificates?
8. How do you communicate with the relevant stakeholders during the process of implementation of CBT training?
9. What major challenges do you face in training the trainees?
10. What innovative ways can be used to solve the implementation problems of a CBT program based on the national competency standards?

APPENDIX F

TRAINEES

Program name:

Qualification level:

Duration of the program:

Open-ended Questions

1. What are your reasons for joining this CBT program?
2. How did you get this opportunity?
3. Do you think this CBT program is important for your career? Why?
4. What do you like and dislike about this organisation? Please explain.
5. Do you have enough instructions before the start of your tasks?
6. Do you get enough resources and support to complete your program and be awarded the national certificate? Please explain.
7. Do you have log books? What is the quality of the learning materials?
8. What do you suggest should be improved in the organisation for better implementation of this type of training?
9. What are your future plans after completing the program?

BIOGRAPHY

Name	Mr. Ahmed Nisham
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