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TRAINING MANAGEMENT OF TOURISM COLLEGES TO MEET THE LABOUR FORCE DEMAND OF THE ENTERPRISES IN THE NORTH DELTA AREA.

Major: Education Management
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SUMMARY OF PH.D. EDUCATION SCIENCE THESIS

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INTRODUCTION

1. Reasons for choosing topic

Tourism is an economic sector with globally dramatic development. With its natural characteristics, geographic features and national culture as well, our government has confirmed tourism as a key economic sector. According to the forecast by Administration of Tourism, by the year 2020, the estimated number of direct tourism employment will be 750,000 people. Thus, each year the tourism industry needs 20,000-22,000 trained new laborers to complement tourism labor market. North Delta area has a lot of historic sites, national culture, landscapes, folk festivals, craft villages and beach tourism resources, ecotourism, facilitates more rapid tourism development.

However, the quality of tourism workforce is not high, annual enrollment does not follow supply-demand law, training programs have been slowly innovated, training management is like administrative service, which do not adapt to the market mechanism. As a result, labour force demand of the enterprise cannot be satisfied.

From the above reasons, the author chose the theme:"Training management of Tourism Colleges to meet the labour force demand of the enterprises in the North Delta Area" to do the research.

2. Research purposes

Based on theory and practice of training and training management, the author proposed some solutions to training management of Tourism Colleges in order to improve the quality and efficiency to meet the labour force demand of enterprises in the North Delta Area in the new conditions.

3. Object and subject of research

3.1. Object of research

Training in Tourism colleges to meet labour force demand of the enterprises.

3.2. Subject of research

Training management in Tourism colleges to meet labour force demand of the enterprises.

4. Scientific hypothesis:
There are a lot of weaknesses and shortcomings of training management in Tourism colleges. If proposed and synchronously implemented management solutions to managing the training inputs, the teaching-learning process and the outputs, training will meet the labour force demand of tourism enterprises.

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5. The contents and scope of the study
5.1. The contents of the study
  - Research theoretical basic and assess the current situation of training and training management to meet the labour force demand of enterprises.
  - Propose solutions; carry out surveys of experts with necessity and feasibility of solutions and testing several solutions to demonstrate scientific hypotheses.
5.2. The scope of the study
  - Space: Survey the current situation at Hanoi Tourism College and Hai Phong vocational college of tourism and services. Do some tests of solutions in Hanoi Tourism College.
  - Time: Data for assessment the training management of colleges from 2005 to 2015.
  - Survey subjects: Enterprise managers, college managers, teachers, students, graduates of Tourism vocational colleges.

6. Research Methodology
6.1. Research Approach: The thesis used the following approaches: dialectical materialism and historical materialism, systematic approach, market economy, process approach and competency approach.
6.2. Research Methods: The following study methods have been used: Theoretical Methods namely analysis, synthetization and Practical Methods such as Survey Method, Experience Collection Method, Expert Survey Method, Experimental Method, Mathematical Statistics Method.

7. Carrying research Place: Vietnam National Institute of Educational Sciences, Hanoi Tourism College and Hai Phong vocational college of tourism and services.

8. The argument for protection:
  - Thesis 1: Training management is crucial to the training institutions' success in the market mechanism. To improve training quality and effectiveness meeting business needs, the key stage and innovative step at training institutions is to reform training management along with the operation of the market economy.
  - Thesis 2: Applying the CIPO model to the training management which includes the inputs, the teaching process management and the outputs in the modern society is to meet the tourism enterprises' demand for human resources, especially in the context of fundamental innovation and comprehensive education and training in terms of its science and technology progress and market economy.

- Thesis 3: To meet enterprises' needs, it is necessary to apply synchronous solutions: the information management of the enterprises' demands for human resources, the training curriculum development management, the vocational teaching staff development management, the teaching facilities management, the integrated teaching process management, the training institutions and enterprises management and the counseling and recommending jobs to graduates management.

9. New contributions of the thesis

***In theory*:**

Built a theoretical basic of training management of colleges to meet the labour force demand of the enterprises and clarifying some concepts such as Training, training management, labour force, occupational standards, labour force demand of the enterprises. Clarifying the factors affecting training management in colleges.

* In practice:

Evaluated the present situation of training and training management in the colleges to meet the labour force demand of the enterprises of the North Delta. Recommended six feasible solutions to training management in colleges to meet labour force demand of the enterprises.

CHAPTER 1
THEORETICAL BASIC OF TRAINING MANAGEMENT TO MEET THE LABOUR FORCE DEMAND OF THE ENTERPRISE
1.1. Overview of the research issues

- Training to meet the demand of enterprises

Foreign researches: Bernd Kapplinger refers to the training advice; George Mbugua highlights the relationship between training and enterprises has contributed to improving productivity.

Domestic researches: Nguyen Minh Duong and Nguyen Thi Hang refer to the conception of social needs and propose some solutions; Phan Van Kha mentions the activities about the link between colleges and enterprises; Mac Van Tien offers some solutions and consider vocational training by enterprises to be a form of training for employees; Phan Minh Hien refers to the reality of vocational training to meet the labour force demand of the enterprises

- Training human resources for the tourism industry in association with the enterprises

Foreign researches: Eddystone C. Nebel mentions hotel personnel; Tung Ngoc Minh, Wang Lei Dinh take the view that these sectors need talents to develop; Tran Phuong mentions the practice of reception

service with a closed process; Abby Y. Liu considers the tourism development of the country to be a growth strategy.

Domestic researches: Nguyen Van Dinh mentions the reality and challenges of tourism vocational training; Yu Minghui mentions the reality of Vietnam tourism human resources.

- Training management in market mechanism

Foreign researches: John E. Kerrigan, Jeff S. Luke, R.Noonan mention training management in market mechanisms under supply-demand law; Wolf-Dietrict Greinert introduces German traditional profession methods and the models of training management under the dual system.

Domestic researches: Tran Khanh Duc discusses vocational training management and human resources development; Nguyen Minh Duong and Phan Van Kha propose solutions to training human resources in market mechanisms; Phan Minh Hien mentions vocational training management to meet social demand.

Thus, training management in vocational colleges in direction of meeting the law of the enterprises is a right way to contribute to implementing the training effectively. Nevertheless, there is not much research on this issue in Vietnam as well as abroad, mainly just to mention opinions, orientation or merely studied in a narrow range and there are not any research of training management in colleges to meet the labour force demand of the enterprises in the North Delta.

1.2. Some concepts

1.2.1. Training

Training is a purposeful and organized process, from the input preparation, organization and implementation of the teaching process to the assessment, giving a diploma or certificate in order to form the learners' necessary competency for their job opportunity to meet the labour force demand of the enterprises.

1.2.2. Training Management

Training management is the tasks that administrators perform their management function to affect the elements of the process under the influence of practical contexts so as to meet the labour force demand of the enterprises, labour market.

1.2.3. Human resources, labor force of travel agencies

Human resources: According to Nguyen Minh Duong, human resources can be defined in two concepts: on a large scale, it is synonymous with the labor force or on a small scale, it is organization's personnel.

Labour force of travel agencies: divided into five basic groups, but direct labour groups providing services to guests is a key component covering a large proportion and requiring high professionalism at college level.

1.2.4. Labor force demand

Labour force demand is the obligatory requirement of the labor force in terms of quality, quantity and structure of profession and the level that each country, industry, local or each organization, enterprise to survive and grow.

1.2.5. Professional Standard and Output standard

- Professional standard is regulations on the work that the employees have to do and the level should be achieved in the implementation of the work in each position of labor with different qualifications.

- Output Standard is understood as connotation of minimum quality of graduates of that program, the competency (Knowledge, skills, and attitude) that the graduates should achieve.

1.2.6. Training human resources to meet the demand of the enterprises

It is training the human resources to meet the labour force demand of the enterprises in quality, quantity and career and qualification structure.

1.3. Training the human resources to meet the needs of tourism enterprises in market mechanism

1.3.1. Characteristics of labour force in the tourism sector

(1) Mechanization and automation in the services sector is limited and requires a lot of manual labor directly served. (2) Good communication skills, persistence and patience. (3) Good health, no diseases, no deformity and malformation. (4) Highly seasonal. (5) Highly specialized skills and proficient skills.

1.3.2. Training human resources for tourism in the market mechanism

1.3.2.1. Training the human resources for tourism with the supply-demand law: Training institutions and enterprises are two elements of labor market, therefore, the "supply side" must satisfy "the demand side" or the enterprises in order to survive and develop.
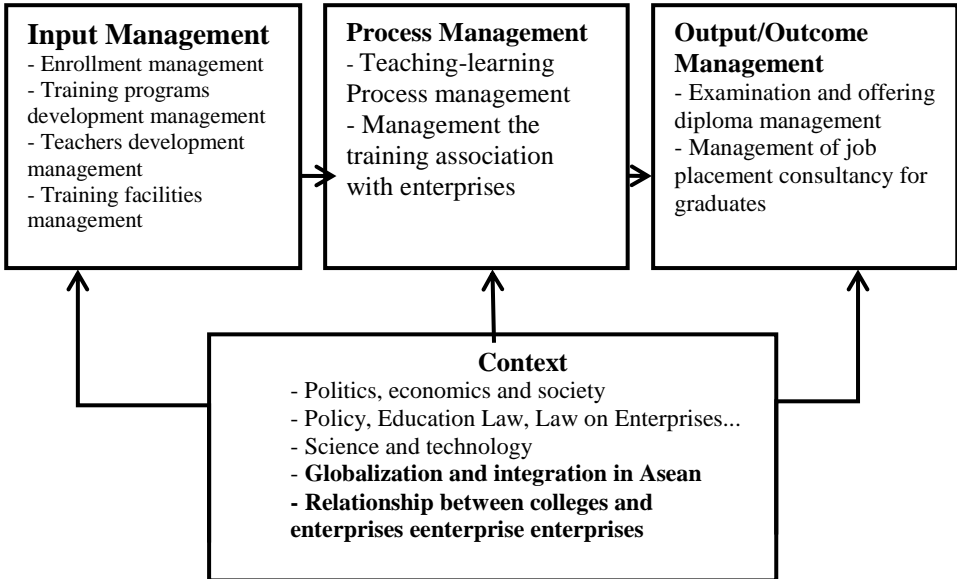
1.3.2.2. Training the human resources for tourism with the competitive law: Competition is the motive force for development.

1.3.2.3. Training labor force in Tourism according to the value law: In order to train with high quality, the college needs high investment, and the quality of service needs to correspond to the price which learners and the state must pay.

1.4. Management training to meet the labour force demand of the enterprises according to CIPO model

*1.4.1. CIPO model***:** Basing on the view that quality is a process, UNESCO has given CIPO model consisting of four elements: Input (Input - I); Process (Process-P); Output (Output / Outcome-O), Context (Context-C)

1.4.2. Applying CIPO model in vocational training management to meet enterprises' requirements

Input Management	**Process Management**	**Output/Outcome Management**
- Enrollment management - Training programs development management - Teachers development management - Training facilities management	- Teaching-learning Process management - Management the training association with enterprises	- Examination and offering diploma management - Management of job placement consultancy for graduates

Context
- Politics, economics and society
- Policy, Education Law, Law on Enterprises...
- Science and technology
- **Globalization and integration in Asean**
- **Relationship between colleges and enterprises eenterprise enterprises**

1.4.2.1. Input Management

(1) *Enrollment management* to meet enterprises' requirements: Management the information to identify the training needs of the tourism enterprises and management the professional orientation for high school students; (2) *Training programs development management* to meet enterprises' requirements: The College should organize and coordinate with enterprises to set up objectives and content of training programs. The objectives must come from professional standards that the tourism industry is using now. Contents of the training programs must demonstrate not only outcome standards but also structured according to professional skill modules associated with enterprise' jobs. (3) *Teachers development management*: Managing the training and upgrading to

standardize vocational teachers; Restructure the structure and qualifications of teachers; developing the number of teachers to meet the development needs of new occupations. (4) *Training facilities management*: Managing the purchasing and repairing facilities, managing the effective use of facilities.

1.4.2.2. Teaching-learning process management

(1) *Teaching process management at the college*: management of training objective, teaching content and teaching method innovation; Management of assessing the learning outcomes of students according to output competency. (2) *Training management in association with enterprises*: Planning the activities of associated training; organizing the management of associated training activities; directing the activities of associated training; Testing and evaluating the activities of associated training.

1.4.2.3. Output Management

Examination and offering diploma management, management of consulting and introducing jobs for graduates.

1.4.2.4. The impact of the context to training management

- The policy of the Communist Party and the State, institutional policies of orienting to facilitate the development of vocational training.

- Science and technology achievement: The tourism industry is being modernized in the integration process. Especially information technology and telecommunications has a strong impact to the content and training methods, training institutions which need urgent innovations.

- Globalization and international integration: With the trend of globalization, transnational tourism, the tourism industry is facing great challenges which quickly modernize to compete. This requires that the training institutions must have the fundamental innovation, improve workforce quality, and ensure commonality with other countries on the list of training fields, standardized training programs...

1.5. The effect of several factors on the training management in order to meet the labour force demand of tourism enterprises

1.5.1. Information about the labour force demand of the tourism enterprises

In the market economy, training institutions cannot meet the labour force demand of enterprises when they annually do not have sufficient information about their training need. Therefore, identifying annual training need is essential problem. In order to identify the training need, training institutions can use methods such as client meetings, surveys, and interviews with enterprise managers, investigation from graduates.

1.5.2. The relationship between colleges and enterprises

Colleges and enterprises are the two elements of the labor market; therefore, the "supply" and "demand" must have intimate relationship each with other. This relationship is the "cause - effect" relationship, that to facilitate the development of the both sides. This relationship creates benefits for many sides: colleges, enterprises, government and students. However, it is necessary to have appropriate policies basing on the specific conditions of each college, each enterprise to accomplish this relationship.

1.5.3. The capability of colleges and enterprises managers

The principal of colleges must have the capability to lead and manage training in the market mechanism. Enterprises' leaders need to have a correct perception of the importance of the training cooperation with the colleges.

1.5.4. Human resource development policy

Policies on human resource training and policies for training institutions, encouraging policies of training cooperation between training institutions and enterprises, decentralization in education ... have a strong impact to the development of each training institutions.

1.6. The experience of some countries in tourism labour force management and lessons for our country

The PhD thesis points out the experience of some countries such as Australia, Switzerland, South Korea, Japan, Thailand, and Singapore. Some lessons from other countries' experiences to develop tourism vocational training can be applied in our country:(1) Results of vocational training development to meet enterprises' needs may depend on the level of state management.(2) Policies of vocational training development must be flexible and regularly adjusted so as to be suitable for each of development stage. (3) Management models of vocational training in all countries aim to develop vocational training according to the enterprises' needs switching from the supply to the demand. (4) In vocational training, partnership programs between training institutions and enterprises should be put in priority list. (5) Conditions ensuring the training quality should be upgraded, training contents and curriculum must be consistent with labor market demands.(6)Vocational training development would promote specialization, professionalization and ensure mutual recognition in the vocational standards network.

Summary of Chapter 1

In Chapter 1, PhD thesis has clarified some concepts such as training, management of human resource training, labour force of tourism

enterprises, professional standards, outcome standard, and training management in accordance with enterprises' needs. Applying the CIPO model, PhD thesis has constructed the training management model in order to meet the labour force demand of tourism enterprises including the management of input, teaching process, and output under the influence of the context affecting the tourism industry. PhD thesis has researched training experiences of tourism labour force in such countries as Australia, Switzerland, South Korea, Japan, Thailand, and Singapore and has drawn four experienced lessons so that training institutions can meet enterprises' needs.

CHAPTER 2
THE CURRENT TRAINING MANAGEMENT SITUATION IN TOURISM COLLEGES TO MEET THE LABOUR FORCE DEMAND OF ENTERPRISES IN THENORTH DELTA AREA

2.1. General information on the tourism vocational training in our country and in the North Delta Area

2.1.1. The system of training institutions and the situation of tourism vocational training in our country

There are 284 training institutions, including 62 universities, 80 colleges and the rest are secondary schools and centers, vocational training courses.

2.1.2. The tourism colleges in the North Delta Area

In the North Delta Area, there are two Colleges: Hanoi Tourism College and Haiphong vocational college of tourism and Services.

2.2. Survey the current situation

The author has held a survey by questionnaire of 46 college managers, 196 teachers, 102 enterprise managers, 232 graduate students and 180 current students of vocational colleges. The author has also interviewed some college and enterprise managers, and teachers. The results of the survey can be seen in Section 2.3 and 2.4.

2.3. Evaluating the level of training products to meet labour force demand of enterprises in the North Delta Area

- In terms of knowledge: There are 32.2% college managers and teachers surveyed rated at 4 and 4.4% at 5th level, while there are only 47.4% of enterprise management staff rated at 3th level and the rest rated below average.

- In terms of skills: There are only 10.1% enterprise managers surveyed rated at 2th level and 40.6% surveyed rated at 3th level. It shows

that students in both colleges still have not enough skills that enterprises require.

- In terms of soft skills: The students were assessed at average and below average by enterprises. About communication and and cooperation Skills, 59.3% of enterprises surveyed rated at 3th and the rest rated below average. In planning and implementing skills, 93.2% enterprises rated below average. In coordinating and conflict resolution skills, 87% enterprises rated average and work pressure is 84%.

In summary, the quality of both colleges has not met enterprises' needs yet.

2.4. Current training management situation in tourism colleges to meet labour force demand of enterprises in North Delta Area

2.4.1. Input management

2.4.1.1. Enrolment management in order to meet enterprises' needs

According to the results of the survey, over 60% of the opinion stated that the colleges have not well implemented identifying labor force demand of enterprises. From 43.8% to 57.8% stated that the colleges have not linked well to the enterprises in enrollment, so annual enrollment does not follow the supply – demand law.

2.4.1.2. Training program development managing to meet enterprises' needs

(1) Managing the development of training objectives: 13.4% teachers and 18% college managers suppose that the training goals of training programs are incompatible with the needs of the enterprises. Up to 71.5% college managers, 89% teachers, 49.8% students, 73% enterprise managers and 45% of the employees working for the enterprises agree that there is no yet have the cooperation between Colleges and enterprises in setting the training goal. *(2) Managing the content of training program:* The current training program based on the framework program with 85% of the hard part, the content is not designed integration between theory and practice to meet the job competency of the enterprises. Therefore, up to 25.1% college managers and 22.4% teachers suppose that training program is not yet meet the needs of the enterprises.

2.4.1.3. Teachers development Management

(1) *Management the teachers upgrading:* Both of the colleges have organized many activities to upgrade teachers like teaching competition, upgrading courses on vocational skills, pedagogical theory, active teaching methods, research methods, foreign languages, informatics ... but the quality is not high. Especially competency training, only 38.1% of the opinions considered enough quality. (2) *Managing the recruitment*

of teachers: Through the survey, 100% of the opinions suppose that the two colleges announced recruitment and organized examinations of professional, pedagogical assessment. However, it still took place in the old way, which was less effective, not directed to innovation.

2.4.1.4. Training facilities Management

About the modernity of facilities: theoretical teaching facilities of the colleges was assessed fairly high, but for practice teaching equipment, only from 26.5% to 28.7% of interviewees considered it to be modern and from 13.8% to 17.5% thought to be out of date. The extent to meet the training needs of training facilities is not satisfied.

Results of the survey on investment management, management of using training facilities show that the percentage assessed to be very good and good ranging from 69.8% to 78.2%; the percentage assessed to be not good ranging from 1.8% to 30.2%.

2.4.2. Management the teaching process organizing to meet the needs of the enterprises

2.4.2.1. Management the organizing teaching process at colleges

- Management the teaching activities of teachers: Through interviews, currently the teachers often separate theoretical lessons from practical ones and students' ability of practice is low (about 42%). Regarding teaching methods, 71.6% of teachers mainly apply traditional methods. Some methods applied in a low proportion like competency-based teaching (54, 8%).

- Management of student learning activities: through survey, 100% of students suppose that it is only suitable for managing students and learning activities in traditional training mode and it did not manage learning module of practical ability at learning pace of students.

- Managing the assessment of learning results: Evaluation of college managers, good covers a large proportion from 45.8% to 79.1%. This shows that the colleges have done training regulation quite well. However, 22.6% confirm that assessment activity is not good at some aspects like assessing according to the competency standards.

2.4.2.2. Management the practical training in the enterprises

Both of the colleges have the contract of training in association with the enterprises by sending students to practice in the enterprises. However, up to 38.5% college managers assess at average level, while 35.7% say that students do not practice their right training content. Only 26.5% college managers and 27.6% enterprise managers appreciates responsibilities of enterprises assigning instructors to help trainees.

In fact, the practice of students is not closely held; the enterprises pay little attention to vocational skills training in the content of training program and industrial style. Instead of that, students only practice some skills at the right moment of internship.

2.4.3. Output management

2.4.3.1. Management of the assessment and graduation examination

(1)*Assessment management:* Through the surveys, 52% of interviewees suppose that the assessment is not good. The teachers have not applied an objective assessment methods, the assessment is formal, which do not reflect the actual skills of the students. (2) *Graduation exam management:* Both of the colleges have concerned this management, however, 35.7% of respondents do not make good assessment of some contents like assessing competency, output standards-compatible with profession standards to meet the needs for the enterprises. Especially, 61% of graduates and 62.8% of college managers do not give good comments. Right now, teachers of the colleges are responsible for assessing graduation instead of experts in the enterprises leading to a lack of objectivity.

2.4.3.2. Management of developing students' career after graduation

Up to 87.1% confirm the necessity of further study to enhance professional knowledge, vocational skills, but only 76.5% actually want further study. When asked about the period of study, only 13.7% wanted to learn immediately after graduation; 20.5% need jobs before further study and 42.3% want to settle down before continuing to learn.

Forms of study: 36.7% choose college to university transition course; 16.3% want to change professions and 15.6% want to foster knowledge and vocational skills.

Possibility of personal advancement: 16.7% feel optimistic while 18.5% feel pessimistic or satisfied with current positions.

2.4.3.3. Management of job placement consultancy for graduates

Through the survey, both of the colleges do not manage job placement consultancy for graduates in an organized way, but only partially and temporarily, since there is no specialist who is responsible for this task. Therefore, the graduates find right job in their major accounting for only 22.9%. Over 51.2% of graduates, who are working for the enterprises, suppose that it takes them 2-3 months to work in the enterprises before adapting to their work. The cooperation between the colleges and the enterprises in job placement consultancy has been set up, but only 12.5%

is rated at a relatively good level, 5.7% at a good level and 46.8 % in average.

2.4.4. The adaptability of colleges to the effects of context to meet the needs of the enterprises

Survey results show that the context has a strong impact on training and management activities, particularly policies and strategies for human resource development: 72.2% think that the level of influence is strong, 21% admit its influence, 6.8% say that it does not affect. This is understandable if the state does not enact the policies satisfactory and effective for attaching training to using the human resources, meeting the labour force demand of the enterprises is difficult to accomplish.

Progress of Science and Technology has also a strong impact on human resources management for the tourism industry, especially in the context of globalization and the current integration. Survey results show that the adaptation to the influential factors of context to training management starts with cognition of the school board. Therefore, it is one-way process and decided by the School Board. The advantage is the agreement of direction, but the disadvantage is the delay in the adaptation process.

The summary of Chapter 2

Input management is experiencing difficulties in identifying the training needs of enterprises, so that the college has an effective plan for enrollment in response to the supply-demand law . Output standard of the training program is not compatible with the job standard set out by the businesses, contents of the program are not designed with competency standards so that should not be taught according to ability, moreover, training program structure has not been designed in conformity with the competency module, thus should not meet the demand of enterprises.

Management of the teaching-learning process is not appropriate enough with a lot of complicated procedures. Therefore, the reform of the teaching process is slowed down, not in compliance with implementation capacity.

The school has organized many activities such as teaching competitions, courses on vocational skills training, pedagogical theories, integrated teaching capability, fostering scientific research methods, foreign languages, computer science ... but quality is rather poor.

Output management is implemented in the regulations of the graduation exam, however, not been assessed according to the

competency standard compatible with professional standards. Management of job consulting and job placement for graduates has not carried out in a systematic way. It is in the form of temporary activities without a division responsible for the implementation. The schools have not established regular, close ties with the businesses in enrollment and integated training as well.

2.5. Overall assessment of the training management situation at tourism colleges to meet labour force demand of the enterprises in the Northern Delta Area

2.5.1. Strength: The colleges tend to diversify forms and methods of training towards meeting the needs of enterprises.

2.5.2. Weakness: Quality training management is not high enough to meet the demand of the enterprises and society.

2.5.3. Opportunities: The policy of decentralization, promoting autonomy in the development of market oriented training programs to meet the demand of enterprises.

2.5.4. Challenges: The colleges will not complete the mission if they fail to swift from supply oriented to market oriented training management.

CHAPTER 3
TRAINING MANAGEMENT SOLUTIONS AT TOURISM COLLEGES TO MEET THE LABOUR FORCE DEMAND OF ENTERPRISES IN THE NORTH DELTA AREA

3.1. Orientation of tourism manpower training for the North Delta Area by the year 2020

Ministry of Culture, Sports and Tourism has set goals of manpower training to meet the demand for tourism employment directly and indirectly by 2015. By the year 2020, train at least 870,000 direct tourism workers and above a 2.2 million to 2.5 million indirect tourism workers to meet the region and the world labor standards. To achieve this goal, the Ministry has issued the following orientation: improving and strengthening state management of tourism labor force development; reorganizing the system of training, vocational training and tourism research institutions ; building a team of highly qualified teachers; modernization training facilities to serve tourism labor force development; strengthening international cooperation.

3.2. Forecasting needs of manpower in tourism sector in the North Delta Area by the year 2020

Tourism industry has predicted that the total number of employees having vocational training in the business tourism in the North Delta

Area by the year 2015 will be 112,956 people and by the year 2020 will be 169,713 people. By the year 2015 the number of employees will increase by 36, 459 people and 2020 will increase by 52, 393 people.

3.3. Some principles for proposing solutions

The solution must be based on the following principles: Ensure the goal, practicality, efficiency and viability.

3.4. Solutions

3.4.1. Solution 1: Management the Information about labor force demand of the enterprises

a) The purpose of the solution: (1) Facilitating the annual enrollment and training to match the demand of the enterprises in terms of quality, quantity and structure of professions and qualifications. (2) Improving the efficiency of the training at the college. (3) Creating the opportunity for the enterprises to recruit appropriate labor. (4) Enabling graduate students to have more opportunities to find work.

b) The content of the solution: Gather information about the labour force demand of the enterprises. Analyze the demand to determine the training needs of the college.

c) Method for implementation: According to the process comprising the following the steps: Step 1: Select the methods of collecting information; Step 2: Select the information criteria, design survey instruments, survey; Step 3: Select respondents; Step 4: Carry out the survey; Step 5: Process information and identify training needs.

d) Conditions for the implementation: (1) The college leaders should be aware of the importance of collecting information. (2) The college should foster some qualified professional staff and must coordinate closely with organizations to perform this task.

3.4.2. Solution 2: Management of training program development to meet the need of the enterprises

a) The purpose of the solution

(1) To acquire modern training program suitable with the needs of the enterprises. (2) To improve the quality and effectiveness of training program at the college. (3) To provide the State with the qualified workforce.

b) The content of the solution

(1) Improving training objective: Set out the objective in accordance with professional standards for the tourism industry (VTOS). (2) Improving training content and structure: Analyzing the occupation by DACUM method, designing the content with output competency. To

structure the content by module, integrated theory and practice to meet demand of the enterprises and be able to access to higher level training programs under the credit system.

c. Method for implementation

According to the process comprising the following steps: (1) Step 1: Establish a group to develop the training program; (2) Step 2: Organize survey of job analysis in the enterprises; (3) Step 3: Organize survey of the profession standard system currently used by the enterprises as well as international standards for tourism personnel; (4) Step 4: Implement the improvement of the training program objectives and content to meet the needs of the enterprises; (5) Step 5: Restructure the training program by competency module; (6) Step 6: Add new training modules ; (7) Step 7: Approve and promulgate.

d) Conditions for the implementation

(1) Foster qualified teachers to design the training program according with competency module. (2) Establish a committee with the participation of experts to assess training program. (3) Set the inputs and outputs system. (4) Set up an intimate relationship with the enterprises.

3.4.3. Solution 3: Managing the teachers development

a) The purpose of the solution

(1) To have a team of teachers capable to teach integrated competency modules to meet the needs of the enterprises. (2) To standardize the team of teachers (3) In order to obtain the team of teachers to meet the needs of vocational development and training. (4) To improve the quality of college.

b) The content of the solution

Organize upgrading courses for teachers to meet new requirements. Send the teachers for Master and PhD training in order to standardize the quality of the teachers. Recruit new teachers for training development.

c. Method for implementation

According to the process comprising the following steps: (1) Step 1: Assess capacity and demand for training and retraining of the teachers. (2) Step 2: Plan a training and retraining program for teachers. (3) Step 3: Implement training and retraining courses as planned. (4) Step 4: Direct and supervise the implementation of these courses. (5) Step 5: Review and evaluate training courses.

d) Conditions for the implementation

(1) The teachers should be conscious of the importance of improving their qualification (2) The system of evaluation criteria should be

established and policies for training and retraining should be issued. (3) A relationship with the Academy of Sciences of education, tourism schools in training and retraining need to be established. (4) A relationship with organizations should be established in the practice of skill improvement and the expansion of international cooperation in the training and retraining for the teachers has to be carried out.

3.4.4. Solution 4: Manage infrastructure and training facilities

a) The purpose of the solution:

(1) To ensure sufficient type, quantity and quality of infrastructure and the training facilities towards standardization and modernization to meet the needs of training at the college. (2) To improve efficiency of the infrastructure and facilities to increase efficiency of investment at the college. (3) To prepare for the opening of new training occupations.

b) The content of the solution

Managing the investment, purchasing, effective using and repairing infrastructure and training facilities. Managing the liquidate of facilities and teaching equipment when their life expires.

c) Method for implementation

- Management the procurement new training facilities includes the following steps: (1) Step 1: Assess the situation of the existing facilities; (2) Step 2: Identify the needs for facilities; (3) Step 3: Determine the categories and quantities of facilities to be procured; (4) Step 4: Prepare the bidding documents; (5) Step 5: Publicize the bid invitation notice; (6) Step 6: Collect the bidding documents from tenders; (7) Step7: Open the bids, review the bids and announce the winning bidder; (8) Step 8: Sign the contract with the contractor; (9) Step 9: Organize receiving, installation and testing of equipment; (10) Step 10: Liquidation of the contract.

- Managing the effective use of the training equipment: work out the record of the equipment to track and know the time to use of each device in years, more or less. On that basis, the efficiency of equipment can be assessed; the device status for timely maintenance, repair or liquidation accordingly can be promptly identified.

-Managing the maintenance and repair of facilities: Organize groups responsible for periodical and regular maintenance, repair as prescribed by the manufacturers and demand for used parts.

- Managing the liquidation of the equipment: the equipment which is expired or badly damaged, beyond repair should be promptly liquidated

in preparation for the procurement and installation of new equipment instead.

d) Conditions for implementation

(1) Regular monitoring of using facilities, teaching equipment effectively should be carried out. (2) There should be a group responsible for the facilities and teaching equipment

3.4.5. Solution 5: Managing the teaching-learning process to meet competency output

a) The purpose of the solution

(1) To ensure the establishment of output competency for students. (2) To create conditions for students to study in accordance with their capacity and personal rhythm. (3) To help the teachers capable of applying skills in planning lessons, improving teaching which integrated theory with practice.

b) Content of the solutions

(1) From the goal, training program, the college must make annual plans in order to organize the teaching-learning process of tourism occupations as subjects and competency modules. (2) To organize the enrollment for students by the module in accordance with individual ability and conduct the teaching-learning process closely to complete the competency according to prescribed standards. (3) To evaluate the learning result in accordance with the standards specified in goals, training program with an independent objective form.

c. Method for implementation

The process includes the following steps: (1) Step 1: Training Department proposes the modules which will be taught; (2) Step 2: Teachers register teaching; (3) Step 3: Students enroll; (4) Step 4: Planning for teaching- learning schedules for general subjects and modules for each course; (5) Step 5: Teaching and learning by the timetable and teaching plan; (5) Step 6: Reviewing the organization of the teaching process.

d) Conditions for the implementation

(1) Issue the documents regulating systems, processes, forms of management of teaching-learning process by competency-based training. (2) Announce the full outcomes and training program of the whole courses for tourism occupations for each degree. (3) Survey and classify inputs to form the classes with equally qualified student, teachers and students are to determine the form and methods of teaching and learning

appropriate for each student group classes and individual students. (3) Establish a web portal management to support the teaching process.

3.4.6. Solution 6: Managing the cooperation training between the college and enterprises

a) The purpose of the solution

For the college: To encourage the participation of enterprises in setting objectives, content of the training programs; to mobilize the support of the facilities, teacher, materials, teaching method practice.

For the enterprises: Can recruit workers with high quality, suitable quantity and qualifications structure to meet their manpower requirements; to reduce the cost and time for training and retraining the workforce.

For students: After graduation, have the opportunity to get a good job; to be exempted from tuition fees during the study thanks to assistance from the enterprises.

b) The content of the solution

Agreeing on a policy and plan for training cooperation between the college and enterprises every year. The college annually signs contracts with the enterprises and the two sides implement the training program under contract.

c) *Method for implementation*

According to the process comprising the following steps: (1) Step 1: Agree on the training cooperation between the college and enterprises. (2)Step 2: Select the training models. (3) Step 3: Agree on objectives and contents of the training program. (4) Step 4: Agree on plan for training. (5) Step 5: Sign the contract for the training program. (6) Step 6: Implement the training. (7) Step 7: Cooperate in assessing the quality of the output. (8) Step 8: Review the training resuls.

d) *Conditions for the implementation*

(1) Leaders of the college and the enterprises should be aware of the importance and benefits of the two sides. (2) Leaders of the college and the enterprises need to prepare all the necessary conditions and implementation schedule for the training. (3) The college and the enterprises need to select the suitable models and agree on implementation mechanisms.

3.4.7. Solution 7: Management of counseling and job placement for graduates

a) The purpose of the solution

(1) The graduates have many opportunities to choose jobs. (2) To improve the effectiveness of the college's training. (3) Enterprises can recruit suitable workers, contributing to the maintenance and sustainable development of the relationship between the school and business.

b) The content of the solution

(1) Build a system to collect the information on the labour force demand of the enterprises. (2) Annually hold consulting and job placement for graduates.

c. Method for implementation

According to the process comprising the following steps:

- Step 1: Setting up a division in job consultancy and recommendation;.

- Step 2: Planning career counseling and managing graduates' information; Step 3: Collecting information data; Step 4: Analyzing information data; Step 5: Counseling jobs to graduates.

d) Conditions for the implementation

(1) There must be a responsible part with professionalism to perform complete systematic legal documents, clearly and openly. (2) There must be the appropriate well- built, detailed management processes. (3) An institution should establish close relationships with partner agencies

3.5. The relationship between the solutions

Solution 1 is a breakthrough solution, is the starting point for training to meet the labor force demand of the enterprises. Solutions 2, 3, and 4: as the solutions to manage the input conditions. Solution 5 and 6: are the solutions for management of training organization process is regarded as a key solution to meet the labor force demand of the enterprises and Solution 7 as output management solution of training.

3.6. Expert Survey and test some solutions

3.6.1. Expert Survey

Survey Resuls on the necessity and feasibility of the solutions are shown in Tables 3.3 and 3.4

TT	Solutions		Feasibility			Necessity		
			Not feasible	*Feasible*	*Very feasible*	*Not necessary*	*Necessary*	*Very necessary*
1	S 1	No of questionnaires	6	37	42	3	31	51
		%	7.05	43.53	49.42	3.5	36.5	60.0
2	S 2	No of questionnaires	5	38	42	4	29	52

			5.88	44.70	49.42	4.71	34.11	61.18
3	S 3	No of questionnaires	5	37	43	3	39	43
		%	5.88	43.53	50.59	3.53	36.41	60.06
4	S 4	No of questionnaires	5	38	42	3	31	51
		%	5.88	44.70	49.42	3.52	36.47	60.01
5	S 5	No of questionnaires	8	39	38	1	31	53
		%	9.4	45.88	44.70	1.17	36.48	62.35
6	S6	No of questionnaires	9	40	36	2	31	52
		%	10.58	47.05	42,35	2.3	36.47	61.11
7	S 7	No of questionnaires	9	37	39	3	30	52
		%	10.58	43.53	45.9	3.52	35.29	61.19

3.6.2. Testing solutions

- **Test on Solution 1**: "Management the Information about labor force demand of the enterprises"

a) Test Purpose: To verify the suitability and feasibility of the solution in the current conditions of the college.

b) Test Content: Establishing information on manpower needs and job counseling; Deployment of its operations to collect information about the manpower needs of the businesses.

c) Place and time: The test is carried out at Hanoi Tourism College, from March 2013 to the present.

d) Test results: Since the establishment of the Task force Group up to now, institutions have set up relationship with 55 businesses, 15 labor supply contracts have been signed, 870 students have been offered jobs, 25 businesses have attended the workshop, employment counseling and recruitment by businesses has been carried out 25 times.

- *Test on a part of the solution "Students practice in the enterprises"* under the solution 6 "Management of counseling and job placement for graduates"

a) Test Purpose: Verify the suitability and feasibility of the current conditions in the field; assessing the effectiveness of training between the college and enterprises.

b) Time and place:

- Time: the student internship period at the hotel

- Location: Hanoi Tourism College, hotel CROWNE PLAZA WEST

c) Test Content: Apprenticeships at the end of the training course which is a decisive stage towards practical capacity, in order to improve professional skills of students.

d) The test object and reference: third year students of E4A1, E4A2 and each class are divided into two groups: the experimental group and the control group.

e) Test process: Phase 1: Preparation of test; Phase 2: Deployment of test; Stage 3: Review and evaluation of the results of the two groups of students.

f) Test Results

- *In terms of learning outcomes*: Test results show that the learning outcomes of the experimental group: 15% excellent, 45% good, 40% fairly, above average, average and weak are 0%. As a result of the control group: excellent 0%, good 11.86%, 35.90% pretty, pretty average 34.68%, 27.56% and weak average 0%. DT's so clearly superior to the experimental group compared with the control group

- *Regarding employment status*: Percentage of experimental group having right jobs accounted for 72%, while the control group was 45%; inappropriate employment corresponding ratio was 18% and 32%. Unemployment percentages were 10% and 23%. These results demonstrate the effectiveness of the training of the experimental group is greater than the control group. The results are shown in Table 3.9:

TT	Group / Employment status	Experimental group **(%)**	Control group **(%)**
1	Proper employment	72	45
2	Inappropriate employment	18	32
3	Unemployment	10	23
Total		**100**	**100**

Results showed that the application of this solution, percentage of graduates in the experimental group finding proper jobs is much higher than the control group's one.

The summary of chapter 3

Chapter 3 of the thesis has proposed seven training management solutions in response to the labour force demand of the businesses. The author has surveyed expert opinion about the necessity and feasibility of

the solutions, the results showed that the solutions proved high level of necessity and feasibility. To prove the correctness of the scientific theory proposed, the author also tested the solution 1 and solutions 6. The results showed that the solutions have brought practical results in improving the quality and effectiveness of the college's training in response to the demand of the businesses

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Quality and efficiency are vital issues of human training in market mechanisms and training must follow the law of supply - demand to improve the quality and effectiveness of training. Applying the CIPO model to build the rationale for training management to meet the need of businesses.

The thesis also examined and assessed the status of training management:

+ Regarding Input Management: not identifying the human resource demand for enrollment to match supply and demand rules. Poorly managing development of the training program, outcomes are not compatible with that of businesses, program content has not been designed under implementation capacity, so that teaching according to learning capacities has not been carried out . In addition, training program is not designed in line with employment, thus does not meet the needs of the businesses.

The college has organized many training activities such as training teachers of vocational skills, pedagogic theory, teaching and fostering integration capabilities and methods of scientific research, foreign language, computer science ... but not of high quality. Management on facilities, learning equipment is still poor, so that quantity, modernity are not met.

- *In terms of the management of the teaching process:* No the appropriate management measures have been applied with a lot of procedures . Therefore, the teaching process has been slowly reformed; teaching under implementation capacity vocational work and follow-compatible modules that employment agencies are using has not been carried out

+ With regard to output Management: The colleges have to comply with regulations on examination and graduation, but not evaluated the results according to implementation capacity, in accordance to the output standard which is compatible with professional standards. Management

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on consulting and job placement for graduates have not made a systematic way that is only temporary activities.

Based on the theoretical and practical research, thesis proposes solutions 6 training management towards meeting the need of businesses. At the same time, a survey on the necessity and feasibility of the solution has been done and two solutions have been tested at Hanoi Tourism College. Results of the survey and tests showed that the proposed measures are of high necessity and feasibility

Test results also confirm the appropriateness with mechanism and management process, proven scientific theory proposed.

Recommendation

- For the state management agency on training:

+ To consolidate the activities of the Labor Market Information Centre to promptly supply information for businesses as a basis for enrollment for the labor market.

+ To promulgate policies to create favorable conditions, as motivation for the cooperation between the college and businesses.

+ To institutionalize support for jobs for graduates and to engaged the businesses in direct responsibility during the training process.

+ The ministries should issue professional standards for each profession, the legal basis, the scientific basis for the development of the training program to meet the needs of the businesses.

+ Invest appropriately in training institutions to ensure the minimum conditions to organize training and training management in compliance with output standard for each profession.

- For businesses:

+ Make cooperation in training with colleges to meet the needs of human resource development for the businesses.

+ Create favorable conditions for students to practice and participating in building the training programs for the colleges.

+ Provide information on demand forecasts, work results of newly graduated students working at their facilities.

- For colleges:

+ Adjust management thinking of the administrators: the college is considered as a "training business" in the market economy.

+ There should be regulation on compulsory training for managers; teachers, raising the level of expertise and professional management

+ Apply the measures which the thesis proposed in the management of specific conditions of the college.

1. Tran Van Long (10/2013), *"Training tourism human resources to meet the needs for the enterprises."* National workshop on human resource and tourism development in Binh Thuan province, p. 392-402.

2. Tran Van Long (1/2014), *"Reality and Solutions to training at College of Tourism to meet the human resources needs for the enterprises,"* Journal of Science Education, p. 40-42.

3. Tran Van Long (10/2014), *"Management of tourism vocational training modules at Colleges of Tourism to meet the needs for the enterprises"*, Journal of Science Education, p.37-40.

4. Tran Van Long (10/2014), *"The solution to tourism vocational training management at colleges to meet the human resources needs for the enterprises,"* Journal of Education, p.137-139.

5. Tran Van Long (No 372 - 12/2015*) "The reality of tourism vocational training management at colleges to meet the human resources needs for the enterprises,"* Journal of Education.