NOVICES LEARNING 'POSITIONING' INFORMALLY IN THAI TOURISM WORKPLACES: FIVE CASE STUDIES

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Abstract

'Novices Learning "Positioning" Informally in Thai Tourism Workplaces: Five Case Studies' is a study of five (5) new Thai graduates, three men and two women who entered employment in small intermediary service industry enterprise work places in the key tourism sector of the Thai economy in 2005 and 2007. Its main aim was to identify how these novices coped with the work that they were allocated. Methodology was qualitative, with simple prospective panel design involving follow-up for periods of up to 20 months. Data were collected in 2 phases by means of on-site visits to observe novices at work and collect work samples. Semi-structured interviews were held with novices, the Managing Directors of the enterprises they worked for and 'Significant Others' who directly supervised them.

Findings illuminate how tourism enterprises differ in structure and in the work that managers allocate novices. They illustrate the substance of the tasks assigned by management and how novices learned formally and informally in and beyond the immediate work place to undertake them. Enterprise size, ethos, work structures, nature of assigned tasks and cultural factors influenced their successful learning. Individual factors of confidence, commitment, willingness to learn, field specific and generic knowledge and skills acquired through degree studies influenced effectiveness in assigned roles.

Thai novice informal work-related service industry learning is a 3-stage process: **Stage 1:** Awareness-raising from external and internal stimulus. **Stage 2:** Response and decision-making - often solo, usually conscious and deliberate. **Stage 3:** Action reflecting adoption of customized 'winning' practices, role positioning for personal job satisfaction or enterprise positioning for market success – leading to desired outcome(s). Significant informal learning for selling was customizing to achieve enterprise goals. This study also proposed a 'grounded' evidence-based definition of informal work-related learning for Thai novices in service industry roles.

Declaration

'I, *Premrudee Chobphon*, declare that the EdD thesis entitled 'Novices Learning "Positioning" Informally in Thai Tourism Workplaces: Five Case Studies' is no more than 60,000 words in length including quotes and exclusive of tables, figures, appendices, bibliography references and footnotes. This thesis contains no material that has been submitted previously, in whole or in part, for the award of any other academic degree or diploma. Except where otherwise indicated, this thesis is my own work.'

25 April 2011

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Signed Date

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List of Abbreviations

BA	Bachelor of Arts
CoP	Community of Practice
GDP	Gross Domestic Product
HR	Human Resources
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information and Communication Technology
LiNEA	Learning in Nursing, Engineering and Accountancy
MD	Managing Director
MOTS	Ministry of Tourism and Sports
NESDB	National Economic and Social Development Board
OHEC	Office of Higher Education Commission
OJT	On the Job Training
OSMEP	Office of Small and Medium Enterprises Promotion
PICS	Productivity and Investment Climate Survey
SO	Significant Other
TAT	Tourism Authority of Thailand
THB	Thai Baht
UK	United Kingdom
US	United States
WTTC	World Travel and Tourism Council

Chapter 1
Introduction

Introduction

One of the most important roles of a university is to produce graduates to serve the labour market. However, study of the link between university education and labour market in Thailand has revealed that most employers are generally dissatisfied with the quality of university graduates (Isarankura, 1990, p.55). In the diverse globalization environment, it is a challenging task for universities to produce graduates who meet needs of employers in complex industries such as tourism that are impacted by developments in information and communication technology (Poon, 2001, p.57). Moreover, the knowledge and expertise acquired in initial education are no longer sufficient for 'the new work order' (Boud & Garrick, 1999, p.4). Workplaces are now recognized as sites of individual and group learning that enhance staff performance and contribute to production, effectiveness and innovation in enterprises (Boud, 1998, p.2). Therefore, it is important for enterprises to create environments that facilitate this kind of learning.

The first year of employment is when novices have to learn how to translate theoretical knowledge from university into practice in a specific work setting (Boud, 1998, p.2). Study of graduate deployment in the tourism industry in Thailand, and the substance of services that employers

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expect new graduate employees to provide may illuminate how new learning is acquired and factors that facilitate and limit it.

This chapter describes the background and context of the research. It begins by reviewing the contribution of the tourism industry to the Thai economy, and the consequent growth of education and training provision in higher education for those who plan to work in the industry. It then reviews features of the Thai tourism industry, including enterprise size and range of work and differences in internal structuring. My background as a professional and a researcher in this field is then described prior to my explaining what I see as the purpose and significance of the study, the specific research questions that it will seek to address and the methodological approach that will guide it.

1.1   Tourism Industry

Service industries are both technical and non-technical and cover a wide field of modern life such as transportation, retail, education, health care, finance, insurance, hotels and catering. Tourism is one of the most important service industries (Johnston, 1988 as cited in Phusavat & Kanchana, 2008, p.6). Services play a pivotal role in today's economy. The size of the service sector is increasing in most economies around the world as is the percentage of the labour force it employs (Lovelock, Wirtz, Keh & Lu., 2005, pp.4-6). According to the World Travel and Tourism Council's (WTTC) (2009) latest annual research, travel and tourism employed over 225 million people around the world and generated 9.6% of global GDP in 2008. In the second half of 2008, travel and tourism suffered a marked downturn in activity because of global recession. However, WTTC remain extremely confident that the longer term future

of travel and tourism remains strong. Tourism has grown to be an activity of worldwide importance. The increasingly competitive nature of the economy and technological development has had a significant impact on the nature of workplaces. Today's enterprises survive on their ability to compete.

Thailand's services sector contributes 47% to national Gross Domestic Product (GDP) and provides employment for 37% of the labour force, around 12 million people (National Economic and Social Development Board (NESDB) & World Bank, 2008). Tourism is one of the top three international trades. It is a mainstream business and a major source of earnings. Tourism is expected to contribute 6.5% to GDP (Thai Baht (THB) 575.0 billion or United States dollars (US$) 16.4 billion) in 2009, rising in nominal terms to THB 1,332.9 billion or US$ 35 billion by 2019. Employment is estimated at 4,040,000 jobs in 2009, 11.1% of total employment. By 2019, this should total 5,007,000 jobs, 12.1% of total employment (WTTC, 2009). Tourism plays an important role in generating income and growth for the country. It also has a powerful economic impact because tourists inject money into the Thai economy. There is both a direct and an indirect effect of tourism expenditure on the Thai economy. The direct effect is that visitors' spending goes directly to people who work in the tourism industry. The indirect effect is that visitor expenditure gives rise to an income that, in turn, leads to a chain of expenditure-income-expenditure. Additionally, such expenditures also are an employment multiplier: expenditures by foreign visitors become exports. Export earnings from international visitors and tourism goods are expected to generate THB 882.6 billion or US$ 25.1 billion in 2009, growing to THB 2,261.9 billion or US$ 59.4 billion in 2019 (WTTC,

2009). The economic effects are the same as those received from exporting tangible goods. Therefore, tourism assists Thailand to gain foreign exchange that contributes to the country's balance-of-payments. However, the travel and tourism sector faces intense international competition because almost every country now recognizes it as a major sector of the economy that contributes to well-being of the society.

This section has shown that tourism is one of Thailand's greatest sources of income, employment and job creation. The income from both domestic and international tourism activities can bring prosperity and better life quality to her citizens. The growth of the Thai tourism industry in an international context has highlighted the significance of human resource development (HRD) in the area because of the labour intensive nature of tourism. If Thailand's tourism industry is to compete successfully internationally, the quality of human resource (HR) in the sector should be developed.

1.2   Tourism education and training

Undergraduate tourism education is an emerging field of academic study internationally and in Thailand. This section describes the history of education and training in this field, with special reference to Thailand and reports how its effectiveness is viewed by employers.

Tourism programs are newcomers to the academic world (Cooper, Shepherd, & Westlake, 1996, p.30). In developed countries, they were not really established until the 1970s and 1980s. As there were no accepted academic or institutional frameworks, they developed *ad hoc*. For example

some courses emerged in geography departments, some in recreation and sports, whilst others had their roots in business studies or hospitality management. This resulted in widespread and varied range of provision which lacked consistency in terms of quality and coordination. In many countries, the growth of the tourism and hospitality industry is seriously limited by the lack of adequately trained personnel (Baum, 1993, p.22).

Travel and tourism education in Thailand at the undergraduate level was first offered by the Faculty of Commerce and Accountancy of Chulalongkorn University, Bangkok in 1955 within the Bachelor of Commerce Degree with a major in Travel Management (Chaisawat, 2005, p.197). The number of tourism courses in bachelor degree programs increased rapidly. However, tourism and hospitality courses remained in different Faculties - Business, Humanities and Arts. Chaisawat (2000) studied the development of hospitality and tourism undergraduate and graduate degree programs in response to the changing environment between 1996 and 1999, and showed that more institutions, staff and students were involved and that a number of research projects had been conducted. The total number of institutions offering hospitality and tourism programs increased from 42 in 1996 to 51 in 1999, with student admissions increasing from 3,939 to 5,136, numbers graduating increasing from 1,737 to 2,485, and teaching staff increasing from 324 to 429 (Chaisawat, 2005, p.207). However, important issues emerged related to graduate quality. Chaisawat (2005, p.197), for example, found that while there were sufficient graduates to meet industry demands their qualifications were not what employers said they required. One research reported that travel agencies required employees to have good English conversation skills and ability to communicate information to tourists

(Lormahamongkol, 2000, p.4). Jutaporn (2002) claimed that most programs were not based on the needs of workplaces. Most recently the World Bank's Thailand Productivity and Investment Climate Survey (PICS) reported that Thai workers in general lack English language, science and ITC skills (Zeufack, 2006, p.11). 'Thai students' difficulties in learning English are caused by a range of factors. These include unchallenging lessons and classrooms inadequately equipped with educational technology. Thai lack both IT skills and opportunity to use English in daily life(Wiriyachitra, 2004, p.2; Unesco, 2003 as cited in Sapianchai & James, 2005, p.2). A number of surveys suggested that tour operators in Thailand do not give enough importance to personnel training (Meedej, 2006, p.1). Employers seek individuals who are 'work-ready' or capable of performing at high levels upon entry to employment rather than offering long-term orientation, training, and nurturing (Leslie, Aring, & Brand, 1998, p.13). Employers want graduates who are able to perform efficiently and to seek out new knowledge (Chancheui, 2003, p.96). In addition to previous work experience, they should have broad knowledge and perspectives, analytical ability, creativity, writing ability, special knowledge and experience in foreign languages, computing and word processing skills, high motivation and strong supervisory and leadership qualities (Isarankura, 1990, p.55). Thai research also revealed the need for tourism curriculum development (Chaisawat, 2000; Praprudkit, 1997) and for improving the quality of graduates to meet employers' requirements (Chaisawat, 2005; Chancheui, 2003; Isarankura, 1990).

This section has shown that there has been an increase in undergraduate and graduate tourism education in Thailand in terms of number of institutions offering programs, number of students and number of staff. It

has reported research that has shown problems of mismatch between graduates' skills and expectations of employers. However, without knowledge of the kinds of jobs that tourism graduates enter on first employment and their success in coping with these, it is difficult to know how programs should be developed to provide graduates with relevant skills. Such information could guide curriculum development. A further aspect may be to challenge the assumption held by employers that graduates can ever be fully prepared for any work situation. A tourism industry that does not pay much attention to HRD but seeks 'work-ready' employees may need to rethink such an assumption. This study seeks to illuminate this issue.

The structure of Thai tourism industry

The context for this study is the Thai tourism industry. This section discusses the different segments of the industry and how enterprises are structured. Enterprise structure is likely to affect scope and nature of work assigned to new graduates. Consequently, in preparing students for jobs in the tourism industry, universities need to keep in mind that new graduates may expect to enter very different kinds of workplaces.

'Travel industry' is a collective name for those businesses and organizations seeking to assist people in moving between places and in meeting their needs once they have arrived at their destination (Harris & Howard, 1997, p. 4; Medlik, 2003, p.166). The industry comprises many segments from transportation and accommodation to tour operators, wholesalers and event organizers (Harris & Howard, 1997, p.7). Like other industries, travel distributes its products and services in different

ways. Burke and Resnick (2000, p.156) identified two basic types: suppliers and intermediaries. Suppliers own the company that produces travel products that they sell; examples are airlines, hotels, restaurants and attractions such as Disneyland. Intermediaries act as a link between a supplier and a customer. They are divided into three general groups: tour operators, specialized distributors and travel agents (Burke & Resnick, 2000, p.157; Ujma, 2001, p.41). Only the structure of intermediaries is discussed here.

A tour operator is a company that arranges tour packages by assembling components such as hotels, air travel, sightseeing and so forth and then markets them either through travel agents at a commission to the agents or directly to the public (Souto, 1993, p.424). There are three kinds of tour operator: domestic, inbound and outbound. 'Domestic' tour operators organize a package holiday domestically i.e. to a destination within the country in which tourists reside (Holloway, 2004, p.223). 'Inbound' specialize in travel for foreign tourists visiting a country (Mancini, 1996, p.6). 'Outbound' take tourists from their country of residence to foreign countries (Mancini, 1996, p.6). A 'specialized distributor' channels travel products from suppliers to a particular type of travel customer (Burke & Resnick, 2000, p.158). These firms 'package' travel and tourism industry services for corporations wishing to use travel as a means of motivating their own employees or the employees of a company with which they are associated (Harris & Howard, 1997, p.402). For example, an 'incentive' tour is distinct from other kinds of tour in that the entire bill is paid for by the client company, not by the individual traveler (Souto, 1993, p.413).

A travel 'agent' is middleman, acting on behalf of the client, making arrangements with suppliers of travel – airlines, hotels, tour operators - and receiving their commissions (McIntosh, Goeldner, & Ritchie,1995, p.132; Renshaw, 1994, p.1). The main products that travel agents handle are airline bookings, hotel reservations and tour packages. Travel agents are personal service businesses. They deal directly with their clients to arrange their travel requirements. According to Poon (1996, p.20), the ability of a travel agent to acquire, provide and transmit unbiased information in a courteous, efficient and timely manner is key to their competitive success.

Souto (1993, p.25) suggests that tour companies are structured either vertically or horizontally. In a vertical structure one person handles an entire tour viz. plans, books, costs and prices it, writes the tour brochure and promotional materials, handles the booking, prepares final documents and dispatches it. This person may even accompany the tour as manager or 'leader' in the field.

In a horizontal structure a tour company is organized by function rather than by tour program. This kind of arrangement occurs most often in larger tour companies. Different departments perform different functions (Souto, 1993, p.28). Management supervises all departments. The marketing department develops marketing plans for all tours offered by the company; sales department deals with clients though sales may be categorized as 'inside' and 'outside' sales. Operations book all tour services with suppliers, deal with all suppliers on an ongoing basis, and finalize each tour with suppliers. This division may also cost tours with final pricing decision made by management. Another duty is to select a

tour leader or guide to travel with groups in the field. Accounting/finance handles all day-to-day accounting functions including payments to suppliers, clients' payments, employee payroll and fringe benefits, end of tour profit-and-loss statements, bank statements, bank statement reconciliations, cash flow needs, work with management on company budgets and tax matters.

In Thailand firms that employ less than 50 staff are defined as 'small' (Office of Small and Medium Enterprises Promotion (OSMEP), 2002). Suehiro and Wailerdsak (2004, p.82) reported that the majority of medium and small-sized firms in Thailand consist of family businesses. Most tour companies in Thailand are small to medium-sized companies. The total number of registered tour companies in Thailand in 2008 was 9,472, consisting of 1,143 inbound tour companies, 3,085 outbound tour companies and 5,244 domestic tour companies (Ministry of Tourism and Sports (MOTS), 2009). According to Suehiro and Wailerdsak (2004, p.82) family firms are characterized by family members controlling ownership and top management, with succession passed on through the family. The owner of such firms is often referred to as an 'entrepreneur'. Hisrich, Peters and Shepherd (2008, p.8) defined entrepreneurship as:

'the process of creating something new with value by devoting necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence'

Research (e.g. Segal, Borgia, & Schoenfeld, 2005, p.42; Henderson & Robertson, 1999, p.242) has suggested that an individual's self-efficacy,

tolerance and desire for self-employment have a positive relationship with a person's intention to become an entrepreneur. In general, entrepreneurs have been found to be opportunity seekers, future-orientated, realistic, market-orientated, sensitive to the needs of their employees, driven to ensure their business is the best, resilient to the ebbs and flows of business, risk managers, self confident and goal-orientated (Harris & Howard, 1997, p.28).

This section has shown that the tourism industry in Thailand is structured in many different ways depending upon the particular segment that an enterprise operates in. It has also shown differences in structuring within different enterprises. Graduates entering different sectors consequently may experience different work structures and environments that may be significant for their learning.

1.4   My interest in workplace learning

My interest in researching workplace learning began in 2001. As a lecturer in Hospitality and Tourism at Kasetsart University since 1991, I taught many courses in tourism and hospitality curriculum, including 'Tour Business Operation'. This course is about types and organizational structures of tour business, including establishment, operations, automation systems, production planning, marketing, personnel and financial management of tour companies. Besides the theoretical knowledge, I also invited guest lecturers from inbound, outbound and domestic tour companies and travel agents to teach my students. As a result, I had a chance to meet and share experience in tour business with

these entrepreneurs, including learning their views on strengths and weaknesses of graduates in the field.

In 2002, the Office of the Higher Education Commission, Thailand (OHEC) began promoting co-operative education within programs. Kasetsart University took this up. I had a chance to participate as student advisor. I usually visited each of my students at their workplaces twice during their four month co-operative placement. Co-operative students are in fourth year, have finished all of their course work and will graduate after finishing the co-operative period. During seven years of these visits, I learned a lot from student feedback. Most students thought that their knowledge in the field increased sharply. They also reported skills that they lacked. Their stories confirmed Hager's (2001, p.88) finding that graduates of academic courses are not yet equipped as competent practitioners for their first work.

I also conducted two qualitative researches supported by Faculty scholarships. The first (Chobphon, 2002; 2006) was on student self-directed learning. Data obtained by questionnaire and focus group led me to appreciate the rich descriptive findings that I got from a qualitative methodology. The second (Chobphon, 2004) was a case study of socialization of co-operative education students in hotels. The findings revealed the importance of individual student characteristics and relationships with, and support from supervisors and staff in the department where students worked. Thai National Research Council placed the report in its data-base. This research gave me the opportunity to practice using additional qualitative data collecting techniques such as

interview and observation. It also developed my skills of data analysis. Furthermore, I found case study to be very interesting.

The present study was stimulated by a reading provided by Professor Wilson, the leader of my last taught doctoral course in 2003, on informal workplace learning (Hager, 2001, pp.79-91). I started reviewing many articles on informal workplace learning including Eraut, Steadman, Furner, Maillardet, Miller, Ali and Blackman's (2004a) 'LiNEA Project (Learning in Nursing, Engineering and Accountancy)'. That project studied new graduates entering professional roles in nursing, engineering and accountancy to find out what and how they were learning and what factors affected their learning. In order to answer these questions researchers developed three research tools: learning trajectories, a typology of modes of learning and factors affecting amount and direction of learning. Learning trajectories related to what was being learned and modes to how learning was occurring. In the 2004 study there were four modes (Eraut et al., 2004a) but in the 2005 study these had been increased to eight (Eraut, Steadman, Furner, Maillardet, Miller, Ali & Blackman, 2005). The project was a three-year longitudinal study which collected data through short visits to each subject's workplace, including observation, interviews with trainees, managers and 'significant others' viz. persons knowledgeable about their informal learning in the workplace. Researchers also collected work samples provided by subjects. This research aroused my curiosity.

1.5   The purpose of the study

Employees are increasingly expected to be self-directed in their learning in

order to keep up with rapid changes in knowledge and the knowledge economy (Marsick, Watkins, Callahan & Volpe, 2006, p.794). Marsick and Watkins (1992, as cited in Park & Jacob, 2007, p.2) identified three primary categories of learning opportunity in the workplace. They were formal, informal and incidental learning. In formal learning, opportunities are provided in structured, institutionally sponsored and classroom based activities. Informal learning refers to learning experiences that occur naturally as part of work. Incidental learning opportunities are those that are not planned but occur as a by-product to work (Watkins & Cervero, 2000, p.188). This study focuses on informal learning.

Many researchers in England, USA and Australia have studied informal workplace learning in many professions for over a decade. The professions studied include: nursing (Eraut et al., 2004a, 2005; Eraut, Steadman, Maillardet, Miller, Ali & Blackman, 2004b; Bridger, 2007), accountancy (Eraut et al., 2004a, 2004b, 2005; Hicks, Bagg, Doyle & Young, 2007), engineering (Eraut et al., 2004a, 2004b, 2005), teaching (Flores, 2003; Lohman, 2005, 2006), policing (Harris, Simons & Carden, 2004), librarianship (Li, 2001), management consulting (Chao, 2001, 2005), hourly workers in fast food restaurants (Grolnic, 2001), musicians (Johnsson & Hager, 2008) and HRD professionals (Lohman, 2005). Ellinger (2004, p.142) found that the outcomes from employees' informal learning benefited both learners and organizations. However, Eraut (2004, p.247) suggested that informal workplace learning is under-researched. That is certainly true for Thailand, especially in tourism and hospitality. No study has been conducted in a natural setting, and none has explored exactly how fresh graduates learn a new job.

The purpose of this study is to investigate the process of informal workplace learning in their first year of work of Thai graduates entering their first employment in Thai tourism industry – 'novices'. The study seeks to identify the characteristics of the workplaces that novices enter, the work they are allocated and how they learn to manage it, what help they receive and from whom, how their personal qualities influence their learning and how far their degree studies are relevant to the work they are asked to do. The study is qualitative and naturalistic and seeks to understand from extended interviews, collection of work samples and observations over one year how such persons experience their first year of work, what they learn informally from doing it and the factors that influence their learning. The study is qualitative because qualitative research is a form of inquiry that helps us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible (Merriam, 1998, p.5). It is naturalistic because the research setting is a real-world situation that has no predetermined course established by and for the researcher (Merriam, 1998, p.41).

This research sets out to answer five questions. They are:

What work do novices undertake in their first year of employment in the tourism industry?

How do novices in the tourism workplace learn informally in their first year of work?

What structural factors influence workplace learning?

What individual factors influence workplace learning?

How far do university degree courses in tourism prepare graduates for their first job in the Thai tourism workplace?

1.6   The significance of the study

The significance of this study is that it will provide new knowledge of Thai graduates' transition from higher education into employment. It will also shed light on what novices learn informally in authentic settings and how they learn it. Preliminary results, based on two of the five cases that participated in this study, were presented at an international HRD conference in Bangkok in December 2008 (Chobphon & Wilson, 2008 – see Appendix F). These showed how one learned to 'position' himself to succeed in tasks assigned, and another to 'position' their enterprise in the local tourism industry. This report will illuminate the situation that all five cases found themselves in, the problems they faced, how they learned to solve them and workplace and personal factors that supported and impeded their informal learning. The report will illustrate 'critical learning events' of cases that capture the distinctive nature of their workplace learning. These examples of 'informal workplace learning' will provide a basis for a tentative attempt to define 'informal learning' in a Thai service industry workplace context.

The study will also illuminate what knowledge and skills from university tourism programs graduates perceive to be relevant to employment and actually use on the job. Findings may assist in clarifying whether, and to what extent a competency 'gap' exists between knowledge and skills acquired from professional degree courses and real work requirements. They may also suggest ways to develop quality of Thai tourism degree programs to enable Thailand's tourism industry to compete successfully internationally.

The insights gained from this study may also be useful for enterprise managers to understand the challenge that work presents to new graduates so that they can assist them to make the transition from university to employment. Managers should understand this group of employees' needs in order to provide appropriate assistance that will enhance their commitment to jobs in the industry and make them successful in, and for the enterprises that have selected them.

Finally, this study may also provide information about first job experience that may be helpful in alerting final year tourism students to challenges that lie ahead in the enterprise that hires them, and in highlighting the importance of gaining relevant experience while they are in university by participating in co-operative education or working as part-time staff in the industry. Additionally, it may illustrate how to successfully manage careers within enterprises thus reducing turnover.

This section has discussed the potential significance of this study. First, it will attempt to illustrate what may be termed 'critical learning events' of novices that capture the distinctive nature of their informal workplace learning in their first tourism job. Second, drawing on these examples of learning, it will set out to construct a tentative definition of 'informal learning' that suits a Thai tourism enterprise cultural context. Third, it has potential to contribute to understanding of how far university programs facilitate graduates' transition from higher education into employment. Fourth, it may illuminate what knowledge and skills from university tourism programs graduates perceive to be relevant to employment. Fifth, it may assist new graduates to understand the challenge that a first job may

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present and to make them aware of how to respond to cope successfully with such challenges.

Conclusion

This chapter has shown the significance of the tourism industry in the global and Thai economy. It has indicated that most Thai tourism enterprises are small businesses that undertake varied work. It has identified how tourism as a field of undergraduate study and research has developed and employers' perceptions of the effectiveness of graduate qualifications in this field. The chapter has also described my own background and experience in teaching and qualitative research, and how I have become interested in the specific topic of this research. It has also identified five broad research questions that the study will address and the potential significance of the results for employers, university staff and students themselves.

Chapter 2 is a review of the relevant literature. Chapter 3 outlines the methodological approach adopted for this study, including the rationale for case study as a principal methodology, sampling and interview techniques. Data collection and analysis techniques are discussed in relation to ethics, trustworthiness, credibility and confirmability. Chapter 4 provides an overview of the five case reports. Chapter 5 reports the findings from each case and answers the research questions. Chapter 6 summarizes and interprets findings, discusses their implications for the definition of workplace learning and draws conclusions with recommendations for stakeholders and further research.

Chapter 2
Literature Review

2.0   Introduction

Glesne and Peshkin (1992, p.17) state that:

'Some qualitative researchers argue against reviewing the literature until after data collection has begun, for fear that the researcher will be unduly influenced by the conceptual frameworks, research design, techniques, and theories of others'.

However I decided to review the literature because I believe that it is extremely valuable for showing me the state of knowledge in the area, what is known, unknown and contested which provides a framework for my thesis. It also demonstrates my mastery of this dissertation topic (Punch, 2005, pp.40-42).

The literature review is presented in nine sections:

2.1   Work places and work

2.2   The Thai work place: cultural factors

2.3   Work place learning

2.4   Studies of professional and service industry work place learning

2.5   The nature of decision-making

2.6   Some definitions of informal work place learning

2.7   Work place learning in service industries

2.1   Work places and work

A 'work place' – separating the two words may assist in separating the two concepts - is any physical location where an individual defines him or herself as 'working', whether for remuneration or not, or to fulfil a personal or social need or obligation. Thus an academic marking assignments in her garden deckchair, or a father ironing his daughter's dress are both at 'work' – one remunerated, the other probably not - though in contexts that many people might not define as a 'work place'. In the electronic age the concept of work place is more flexible than in the past when it was associated with a defined environment that one attended for so many hours per day to fulfil allocated and, except for slaves, remunerated work requirements. Work places differ too in terms of the nature of work that is to be undertaken – a classroom is a very different environment from a library for example. Some work can only be undertaken in specific settings, such as car assembly lines or caddying on the golf course, while other work - 'study work' with a computer for example - can be undertaken in a wide range of settings, depending upon the individual's tolerance of noise and other distractions. One may be consciously or unconsciously 'working', too far from one's main operational context – writers, as well as academics may have inspiring work-related ideas cycling home, or even sitting in the loo! Archimedes identified his principle in the bath-tub! Thus the 'work place' is not a simple concept.

Previous research (Li, 2001; Chao, 2001, 2005; Grolnic, 2001; Flores, 2003; Eraut et al., 2004a, 2004b; Harris et al., 2004; Lohman, 2005, 2006; Bridger, 2007; Hicks et al., 2007; Johnsson & Hager, 2008) briefly alluded to in Chapter 1 has studied work place learning of different groups of professionals, semi-professionals and service industry workers in specific, conventional mainly western work place settings and these studies will be examined in detail later. The settings of these studies are characterised by hierarchy i.e. bosses/supervisors and employees, and by task allocation whereby bosses allocate different work tasks to individuals, groups or teams. The structure of these tasks differs. Tasks may comprise study and analysis of documentation supplied by clients (e.g. accountancy), or 'care' situations involving interactions with patients (nursing) or instructional situations where a teacher works with a group of students. The characteristics of such work consequently differ according to the task to be performed. Eraut (2002, p.6), for example, suggested that professional work differs from routine work in terms of the uniqueness of problems to be solved, the knowledge and skills required to solve them, the variety of clients and situations, and differing work pressures reflecting urgency, and the need for 'hot' decision-making and action, or opportunities for reflective thinking.

Individuals bring to work situations a range of personal, social and cultural characteristics such as age, gender, knowledge, skills, temperament, such as calmness and attributes such as self-confidence and willingness to learn, as well as social awareness about how to act that influences interactions in the workplace. Leslie et al. (1998, p.12) identify two main categories of cultural variables: organizational practices and social norms and values which define rules for acceptable behavior, values, or beliefs.

Understanding the cultural and social characteristics of work places is important for understanding how people learn there.

2.2   The Thai work place: cultural factors

A country's culture is 'the total patterns of values, ideas, beliefs, customs, practices, techniques, institutions, objects and artifacts which made a society distinctive' (Komin, 1990, as cited in Sheehan, 2005, p.18). According to this definition, culture is a significant force in any society and will impact on business activities.

Thailand has a long interesting history. Thais are influenced by cultural factors in the ways that they think and behave. As a result, it is believed that both business practices and HRD are influenced by Thai culture (Sheehan, 2005, p.18). Niratpattanasai (2005, p.19) indicated some major Thai cultural values that affected business activities. They are: boon koon, family obligation, seniority system, kreng jai and hai kiat.

'Boon koon' is so-called 'patronage' system. It can be best understood as an element of social control which works by means of claims, usually unspoken, and debts, occasionally unpaid that well up in the favoured recipient so that corresponding service is performed (Redmond, 2002, p.174). Sheehan (2005, p.19) gives an example of 'boon koon' in a work place context as follows. A manager or superior develops a group of subordinates who then owe specific allegiance to him/her. S/he 'protects' them, looks after them, in return for their total loyalty. Both parties then have an obligation towards each other, which often persists long after the employee has left the organization.

Family system is another cultural influence for Thai. Thai parents raise and support their children until they finish their education. In the family, Thai expect their children to listen to *'phu yai'* (the people of authority both family authority and age authority) regardless of whether they are right or wrong (Niratpattanasai, 2005, p.10). Goodman (1991 as cited in Thanasankit & Corbitt, 2000, p.13) argued that in Thai society, younger people must respect older people or those of higher social rank.

'Kreng jai' is a concept that underlies a significant portion of everyday interpersonal behavioral patterns of the Thai. This concept cuts across the dimension of superior-inferior, as well as intimate or unfamiliar relationship dimension. Even husband-wife, and close friends observe some degree of *'kreng jai'*. Its closest meaning (Komin, 1991, p.136) is 'to be considerate, to feel reluctant to impose upon another person, to take another person's feelings (and 'ego') into account, or to take every measure not to cause discomfort or inconvenience for another person'. A Thai knows how far he should go in displaying the degree of *'kreng jai'* in accordance with different persons, different degrees of familiarity, and different situations. But definitely, it is a basic social rule to be *'kreng jai'* (Komin, 1991, p.138).

'Hai kiat' means showing respect, honour, and sometimes 'giving face' to someone else. *'Hai kiat'* can build good business relationships and its absence can sometimes ruin them (Niratpattanasai, 2005, p.53). As a result of the top concern for *'face'*, whenever there are any problems to be solved that would directly or indirectly involve persons, the first criteria to consider is saving the 'face' of person involved. To make a person lose face, regardless of rank is to be avoided at all cost (Komin, 1991, p.134).

Another important characteristic of relationship found in Thai society is kinship which accepts that strong personal bonds can develop between unrelated individuals that may reflect a particular family relationship.

This section has drawn attention to some of the social factors and cultural characteristics that make Thai work places distinctive and that may influence enterprise functioning and informal learning of employees.

2.3   Work place learning

The term 'work place learning' is ambiguous. The concept of 'work place' is itself complex as the above discussion indicates. Separating out 'work activities' and 'place of work' as indicated above, is one means of unpacking the concept of work place. But 'learning' in relation to work and work place is an equally complex topic that also needs to be clarified.

As mentioned in Chapter 1, Marsick and Watkins identified three primary categories of learning opportunity in the work place viz. formal, informal and incidental learning. 'Formal learning' is provided in structured, institutionally sponsored and classroom based training activities **outside** the work place. 'Informal learning' refers to learning experiences that occur **naturally as part of work**. 'Incidental learning' refers to learning that is not planned but occurs as **a by-product to work** (Watkins and Cervero, 2000, p.188). However, these distinctions are too simplistic, as will be shown below and raise almost as many questions as they answer. For example, what meaning may be attached to the word 'naturally' in regard to informal learning?

Rothwell provided a historical perspective on the emergence of the work place as a context for learning. He identified six generations of training. In the first generation, managers focused on off-the-job training, activities that change individuals by equipping them with knowledge, skills and attitudes to suit the needs of the organization (Rothwell, 2004, p.2). Later, managers came to recognize that such training could not equip workers with all the skills and knowledge required to carry through their working lives. A study which evaluated modes of skill development provided strong support for the acquisition of knowledge and attributes required through work place learning (Billett, 1994, p.11). Hager (2005, p.829) classified work place learning theories as learning as product and learning as process, linked to human capital and social capital theories. Early accounts of work place learning were strongly influenced by a product view of learning with the focus on learners acquiring novel attributes. However, more recent accounts are very much in line with a process view which focuses on learners developing by active engagement in events in the work place.

Questioning Watkins and Cervero (2000), Hager (2001, pp.80-81) drew attention to the fact that some training that is provided in the place where work is carried out is in fact 'formal'. He was thinking of structured/unstructured on-the-job training (OJT). The common features that OJT shares with formal learning are that: teachers/trainers, who may include line managers are in control, a curriculum is prescribed so that the emphasis is on the content and structure of what is taught and trained for, with explicit competency standards and learning outcomes to be achieved, the learner is expected to be able to articulate what has been learnt, and the focus is on learners as individuals. Both formal learning and OJT are

conceptualized in terms of theory and practice. However, there is a difference: formal learning is uncontextualised while OJT is typically contextualized to a greater or less degree. Another usage of work place learning as formal training is situations in vocational education institutions that involve simulated work places (Hager, 2001, p.80). Therefore, Hager preferred to refer to 'informal learning at work' instead of 'informal work place learning'.

Sambrook (2005) avoids the term work place learning altogether. She refers to 'work-related' learning and distinguishes between 'learning at work' and 'learning in work'. Learning **at** work is associated with the provision of formal education and training courses such as induction, mandatory health and safety, and a range of accredited and non-accredited 'in-house' courses i.e. within the work institution. Learning **in** work is associated with the more informal processes embedded in work activities, such as observing, asking questions, problem-solving, project work, secondment, coaching and being part of multi-disciplinary teams.

In informal learning, learners are in control. There is no formal curriculum or prescribed outcomes. The learning is often implicit or tacit because the learner is commonly unaware of the extent of their learning even though the learner might be well aware of outcomes of such learning. The emphasis is on learning and on the learner. The learning is often collaborative and/or collegial. It is highly contextualized and has been described as 'seamless know-how' (Hager, 2001, pp.80-81)

2.4 Studies of professional and service industry work place learning

Work places are primary sources of vocational knowledge. They are also influential places for workers' initial vocational learning and contribute to their further development through their working lives (Billett, 2002, p.28) because work places can provide workers with opportunities to learn (Eraut, 2007, p.3). This section describes the significance of the work place as a site for learning. It also reviews two main theories and several empirical studies of work place learning.

Work places are regarded as significant settings for vocational learning for many reasons. First, people usually spend a great proportion of their lives in a work place setting (Candy & Matthews, 1998, p.12). Second, individuals who engage in work tasks participate in authentic activities and in circumstances that assist the development of knowledge and its transfer. Moreover, as work tasks are specific and complex formal education is unable to develop those context specific skills (Billett, 1995, pp.20-22). Work places are where employees learn to become experts because work place learning has a potential to develop the propositional, procedural and dispositional knowledge required for expert performance (Billett, 1994, p.10). A survey of graduates' perception of influential places for their professional development confirmed that work place was considered to be more influential than home, school and university (Sinclair, 1999, p.37). Third, work places provide access to guidance – both close guidance of co-workers, and indirect guidance provided by the work place itself, or by others in a work place (Billett, 2002, p.30) that supports vocational learning, though work places can create barriers as

well as opportunities for learning (Fuller & Unwin, 2004, p.131). Most development of staff's performance occurs on the job.

Hager and Halliday (2009, p.40) divided literature on work place learning into two categories. The first main category focuses on cognitive aspects of work performance and places the individual at the center. Pioneering work place learning theorists are Schon and Marsick and Watkins. Schon's work introduces the concept of the reflective practitioner. He proposed that knowing 'how' to solve actual work problems can only be learned by 'doing' or action in the work place. Knowing 'how' also develops through reflecting 'in' action which means that practitioners learn from 'noticing', 'seeing' and 'feeling' during, and as a result of their actions that may change their practice for the better (Schon, 1983). Marsick and Watkins also use experience and reflection as major concepts in their analysis of 'informal learning' (Hager, 2005, p.835).

The second main category of work place learning theories recognises that work place learning and performance are shaped by social, organizational and cultural factors as well as human attributes. These more recent theories are aligned with social capital theory (Hager & Halliday, 2009, p.40). 'Social capital' refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them (Smith, 2005, p.3). Social capital consists of the stock of active connections among people: the trust, mutual understanding, and shared values and behaviors that bind the members of human networks and communities and make cooperative action possible (Cohen & Prusak, 2001 as cited in Timberlake, 2005, p.35). Social capital in organizations is claimed to bring such benefits as better knowledge sharing, low turnover

rates, reduced severance costs and hiring and training expenses, fewer discontinuities associated with frequent personnel changes, and maintaining valuable organizational knowledge (Smith, 2005, p.14). Social capital also has implications for career development (Tymon & Stumpf, 2002, pp.14-17). By joining a network, newcomers to an organization have access to a lot of precious work experience (Prusak& Cohen, 2001).

Some of the most important theorists in this second main category are Lave and Wenger (1991), Eraut (2004), Billett (2002), Fuller and Unwin (2004) and Beckett and Hager (2002). Lave and Wenger's (Hager & Halliday, 2009, p.42) model of work place learning focuses on situated learning. Learning is viewed as a process of social participation. The nature of the work place impacts significantly on learning process. Lave and Wenger's well known concept is 'communities of practice' (CoP). CoP are groups of people who share a concern or a passion for something they do and learn how to do it better (Wenger et al., 2002 as cited in Pavlin, 2006, p.136). Key factors for CoP are shared domains of interest in an interacting community, shared repertoires of experiences, tools, stories and strategies for addressing common problems (Wenger, 2004, p.1). Eraut's work focuses on learning by individual practitioners and ways to make various kinds of learning explicit (Hager, 2005, p.840). Billett focuses on the opportunities for making learning at work more likely to happen (Hager & Halliday, 2009, p.43). Fuller and Unwin (2004) proposed an expansive-restrictive continuum as a framework for understanding both barriers to, and opportunities for learning at work. In addition Beckett and Hager (2002, p.115) also proposed that the

development of judgment via experience of practice is a key instance of work place learning.

Many researchers have studied informal work place learning in different professions in the last decade. In this section, findings for nursing, engineering, accounting, teaching, HRD, policing, librarianship, management consulting, musicians and hourly workers in fast food restaurants are reported.

Chapter 1 indicated the debt I owe to the methodology of Eraut et al.'s three year study on 'Early Career Learning at Work (LiNEA)' (Eraut et al., 2003, 2004a, 2004b, 2005). Eraut focuses on learning in the first year of full-time employment in their first professional job of 16 trainee accountants, 34 graduate trainee engineers and 40 newly qualified nurses in United Kingdom (UK). Data were collected by a combination of observations and interviews. Trainees were observed at work for a two-day period, and interviewed by researchers at the end of that period. Managers and/or mentors were interviewed and asked about their roles in relation to supporting new trainees. Eraut, Maillardet, Miller, Steadman, Ali, Blackman and Furner (2003; Eraut et al., 2004a, 2004b, 2005) developed a typology of 'what is being learned in the workplace' in terms of task and role performance, awareness and understanding, academic knowledge and skills, personal development, decision making and problem solving, teamwork and judgement. They found eight main types of work activity that gave rise to learning: participation in group processes, working alongside others, consultation, tackling challenging tasks and roles, problem solving, trying things out, consolidating, extending and refining skills and working with clients. They developed

two triangles as a model of factors affecting learning in the work place in early career learning.

Figure 2.1 is the two triangle model which reflects factors found to be significant for learning of early career professionals. It describes the work context for learning and main factors that influence learning within the context.

Figure 2.1 Factors affecting learning at work: The two triangle model

Challenge and value
of the work

Feedback and support

Triangle A

Confidence and commitment
Personal agency

Allocation and structuring
of work

Triangle B

Encounters and
relationships
with people at work

Participation by individuals and expectations
of their performance and progress
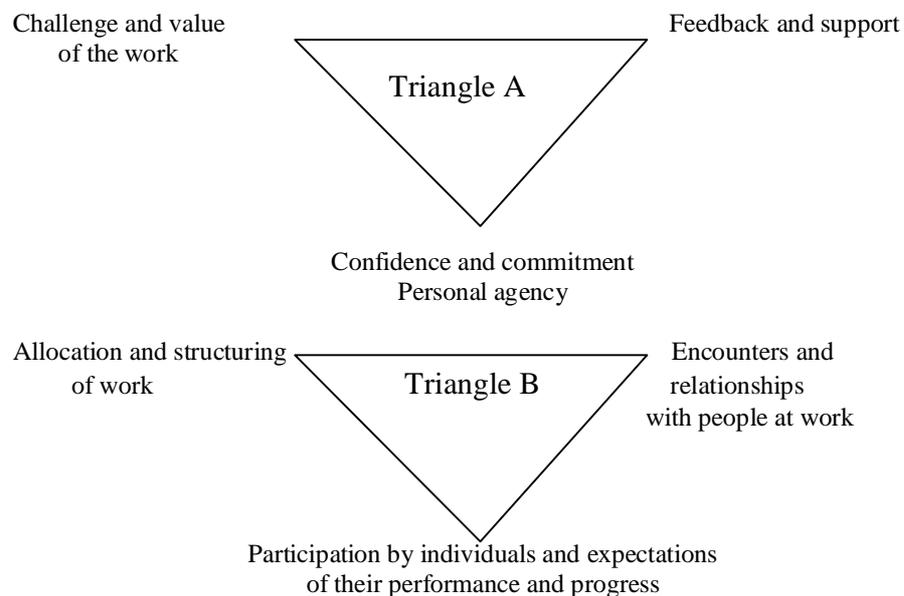
Source: Eraut, 2007, p.2

Triangle A reflects significant factors for the learning: challenge and value of work, feedback and support, and confidence and commitment. Much learning at work occurs through doing things and being proactive in seeking learning opportunities, and this requires confidence. Confidence arises from successfully meeting challenges in one's work, while the confidence to take on such challenges depended on the extent to which

learners felt supported in that endeavour (Eraut, 2004, p.269). Triangle B focuses on contextual variables that influence the learning factors described in the first triangle. They are allocation and structuring of work, encounters and relationships with people at work and expectations of each person's role, performance and progress. The allocation and structuring of work was central to novices' progress (Eraut, 2004, p.270), because it affected both the difficulty and challenge of the work, and the extent to which it was individual or collaborative, and provided opportunities for meeting, observing and working alongside people who had more or different expertise and for forming relationships that might provide feedback, support or advice.

The strengths of the LiNEA project are many. It was a 3 year longitudinal study of 90 novices. Each subject was located in a different work place which could maximize ability to differentiate between individual, local work place and organizational factors affecting learning (Eraut et al., 2003, p.2). The project combined data from visits, observation and interviews with managers and mentors as well as new employees. Researchers had access to a variety of documentary sources. This kind of ethnographic study has given many valuable insights into socio-cultural aspects of learning in particular settings.

Johnsson and Hager (2008) used a qualitative case study approach (semi-structured interview and observation) to examine the nature of learning of recent graduates participating in a development program with a Sydney symphony orchestra. The findings suggested that for musicians, the competencies that were being developed related to forming a sense of identity as musical citizens as well as becoming members of more

'instrumental' communities. Qualitative methods produced a wealth of detailed information about cases and socio-cultural factors in the setting.

The informal learning in the workplace of eighteen librarians in two university libraries in Taiwan (Li, 2001) was studied using a qualitative methodology (interview and observation). It was found that they learned through interaction with others. They acquired instrumental, communication, reflective and cultural competencies. Librarians utilized multiple sources and strategies in the learning process. These included talking to people, reading journals or other materials, referring to files, searching on the internet, drawing on prior experiences, learning by doing, learning from mistakes, and observing. Some contextual factors, both at the organizational level and individual level, facilitated or constrained learning. At the organizational level, though the study was conducted in only two settings, these factors include the civil service system, leadership style, relationship between management and employees, working/learning climate, the level of position, and the spatial environment. At the individual level, motivation, personality, and family factors were identified.

Surveys were conducted to describe the informal work place learning experiences of 318 public school teachers and HRD professionals in the USA (Lohman, 2005; 2006). Lohman (2005, p.501) found that teachers' informal learning relies on interactive learning activities while HRD professionals rely on independent learning activities. Both professional groups reported that two environmental factors frequently inhibited their engagement in informal learning activities: a lack of time and a lack of proximity to colleagues' work areas. However, three additional

environmental factors were found to inhibit HRD. These were: an unsupportive organizational culture, the unwillingness of others to participate in informal learning activities, and the inaccessibility of subject matter experts. One additional environmental inhibitor found for teachers was lack of funds. Seven personal characteristics were found to enhance the motivation of both professional groups to engage in informal learning: initiative, self-efficacy, love of learning, and interest in the profession, commitment to professional development, a nurturing personality, and an outgoing personality.

Chao (2001; 2005) applied qualitative case study methods (interview, observation and revision of related documents) to study the perspectives toward informal learning of a group of 25 new management consultants in US. Consultants' development came from their experience working on challenging projects, and from their interaction with experienced staff. Finally, the study showed that development of professional identities and career adaptations to organizational priorities were important for these young professionals.

Harris et al. (2004) employed a combination of quantitative and qualitative data-gathering methods including questionnaires, interviews, focus groups and personal journals to study 25 Australian probationary police officers' informal learning over a 3-year period. Findings showed that the diversity of work experience and the established work place culture allowed probationers to draw on their life experience and personal attributes, their academy training and their self-initiating skills in building confidence and competence. In this process, both influence of senior partners and the

team's orientation and support were critical in bringing about successful outcomes.

Hicks et al. (2007) surveyed work place learning strategies, learning facilitators and learning barriers of 143 public accountants in Canada. They found that accountants across different levels used a variety of formal and informal learning strategies, although informal strategies predominated. Accountants encountered numerous facilitators and barriers. There were variations in strategies, barriers and facilitators based on professional level; for example, trainees made more use of e-learning than did either managers or partners.

Flores (2003) studied ways 14 new teachers in northern Portugal developed, combining a variety of methods of data collection (semi-structured interviews, questionnaires and reports). The research pointed to the powerful effect of informal learning such as students' reactions inside the classroom, the day-to-day experience and strong influence of 'significant others'. School culture and leadership impacted upon the ways in which new teachers learned and developed over time. Aspects of school culture that provided or failed to provide opportunities for teacher learning in informal contexts included school leadership, teachers' professional relationships, and their individual stances as learners.

Grolnic (2001) conducted a qualitative case study of informal learning in the work place of hourly workers at two McDonald's restaurants in southern US, using interview and observation techniques. Hourly workers learned interpersonal skills such as getting along with customers, co-workers, and managers and dampening their aggressive responses to rude

customers. They also learned to modify the tasks to meet the need for speed.

This section has reported findings from several studies of work place learning using qualitative, survey, cross-sectional and longitudinal methodologies. All were conducted in western contexts with the exception of Li (2001). Most studied learning of professionals or semi-professionals, though Grolnic (2001) studied hourly workers in fast food restaurants. They showed that characteristics of work places, tasks assigned and personal charateristics can support or hinder professional informal work place learning. Most studies point to the powerful effect of informal work place learning on knowledge and skill development. Though research has been conducted in one service industry viz. hourly workers in fast food restuarants there has been no study of novices in tour companies, or in Thailand.

2.5 The nature of decision-making

Section 2.4 reported findings from several studies of work place learning including Eraut et al's LiNEA project (2003, 2004a, 2004b). This section draws on findings from two further projects led by Eraut on work place learning in business, engineering and healthcare sectors in UK that illustrate how professionals make decisions about what to do in their work'(Eraut & Hirsh, 2007, p.15).

People's judgement is central to quality of their practice. In their daily continual changing work activities, practitioners' performance involves acting on the basis of critical assessment of ongoing situations. The

capability to decide and act correctly in each work situation requires both experience of working in the context and adaptation to a range of local conditions (Eraut, 2004, p.206; O'Shea, 2007).

In order to understand the nature of a professional's thoughts and actions entailed in carrying out work activities, Eraut and Hirsh (2007, p.18) focused on three dimensions of professional work place perfromance. The first dimension covers the context(s) and conditions where the performance takes place e.g. locations, degree of collaboration and supervision, conflicting priorities and availability of resources. The second dimension analyses performance in terms of four distinct but interconnected elements (Eraut & Hirsh, 2007, p.18; Eraut, 2004, p.259): assessing situations, deciding what, if any, action to take; pursuing an agreed course of action; managing oneself, one's job and one's continuing learning. These four elements of practice take many different forms according to speed and context and the types of technical and personal expertise being deployed. The third dimension is the time taken. The three dimensions are brought together in a model of decision-making for action that is dependent upon the time available for the decision. The model divides the time available to professionals to make a particular decision into three aspects - instant, rapid and deliberative. The 'instant' describes routinised behaviour that, at most, is semi-conscious; 'rapid' indicates greater awareness of what is going on by a professional, and is often characterised by rapid decision-making within a period of continuous, semi-routinised action; 'deliberative' is characterised by explicit thinking, possibly accompanied by consultation with others. 'Deliberative' often involves the conscious use of different types of prior knowledge, and their application to new situations (Eraut & Hirsh, 2007, p.19; Eraut, 2004,

p.259). The development of proficiency and learning to cope with pressures for rapid action often leads experienced people to use recognition-based decision making rather than re-analyse a familiar problem, and to develop routine actions as they become more familiar with the activity. But the routines that enable productivity also make it very difficult to introduce new changes without better help and advice than is usually available (Eraut & Hirsh, 2007, p.21).

Eraut and Hirsh's analysis of professional performance indicated the relationship between time and cognition. Shortage of time forces professionals in the work place to adopt a more intuitive approach, while the intuitive routines developed by experience enable professionals to do things more quickly (Eraut & Hirsh, 2007, p.20). Wise judgment is action by an individual professional – presumably on the basis of interpretation of a situation and making an appropriate decision as to what to do in that situation. Moreover, realizing the strengths and weaknesses of routinisation and importance of situation awareness is particularly significant for understanding how professionals make decision in the work place.

This section has reviewed research on work place learning of professionals in business, engineering and healthcare sectors that shows that the decision-making process of professionals in the work place can be better understood by examining interaction between time, mode of cognition and type of process.

2.6 Some definitions of informal work place learning

Defnitions of key concepts in research can be useful for highlighting underlying assumptions. Researchers are expected to be explicit about the meaning they attach to such concepts. Each of the studies reviewed above adopts a different definition of work place learning. This section identifies six definitions reported in the literature and provides a critique of each.

The term 'work place learning' is used to describe a kind of learning that is related to work in some way. Some definitions (Holiday & Retallic, 1995, as cited in Matthews, 1999, p.20; Boud & Garrick, 1999, p.3; Garavan, Morley, Gunnigle, & Mc Guire., 2002, p.61) share common characteristics. First, work place learning represents a process of learning. Second, it is concerned with outcomes that develop both individuals and enterprises where they work. Finally, it highlights the context-specific nature of learning. The specific features that distinguish learning within a work place from other types of learning are as follows (Scribner,1986; Resnick, 1987 as cited in Matthews, 1999, p.20): it is task focused, it occurs in a social context, it is collaborative and often grows out of the experience, it occurs in a political and economic context.

Several definitions of informal work place learning have been provided over the past 20 years. Marsick and Watkins (1990 as cited in Marsick et al., 2006, p.795) suggested that *'informal workplace learning may occur in institutions, but it is not typically classroom-based or highly structured, and control of learning rests primarily in the hands of the learner. It can be deliberately encouraged by an enterprise or it can take place despite an environment not highly conducive to learning'*. They argued that informal

work place learning could occur through self-directed learning, networking, coaching, mentoring, and performance planning. Leslie et al. (1998) defined informal learning in the work place as *'learning that has not been determined by the organization'*. Garrick (1998, p.19) proposed that informal learning in the work place has something to do with *'individual subjects apprehending experience, reasoning, or logically thinking through their direct experience and giving that experience meaning'*. Lohman (2000, p.84) proposed that informal work place learning refers to *'activities people initiate in work settings that result in the development of their professional knowledge and skills'*. Unlike formal learning, informal learning can be planned or unplanned and structured or unstructured. Eraut defined informal learning as *'learning that comes closer to the informal end than the formal end of a continuum. Characteristics of the informal end of the continuum of formality include "implicit", unintended, opportunistic and unstructured learning and the absence of a teacher'* (Eraut, 2004, p.250). Most recently Hager and Halliday (2009, p.30) characterized informal learning as *'the development of an evolving capacity to make concept-sensitive judgments in changing contexts'*. These six different definitions of informal work place learning provided by six leaders in this field of research are provided in Table 2.1.

Table 2.1: Informal workplace learning definitions

Informal workplace learning	Researchers/year
Informal learning may occur in institutions, but it is not typically classroom-based or highly structured and control of learning rests primarily in the hands of the learner. Informal learning can be deliberately encouraged by an organization or it can take place despite an environment not highly conducive to learning.	Marsick & Watkins, 1990 as cited in Marsick et al., 2006, p.795
Learning that has not been determined by the organization.	Leslie et al., 1998 p.14
Informal learning in the workplace has something to do with individuals apprehending experience, reasoning, or logically thinking through their direct experience and giving that experience meaning.	Garrick, 1998 p.17
Informal learning refers to activities people initiate in work settings that result in the development of their professional knowledge and skills.	Lohman, 2000 p.84
Informal learning is learning that comes closer to the informal end than the formal end of a continuum. Characteristics of the informal end of the continuum of formality include implicit, unintended, opportunistic and unstructured learning and the absence of a teacher.	Eraut, 2004 p.250
The development of an evolving capacity to make concept-sensitive judgements in changing contexts.	Hager & Halliday 2009, p.30

Source: Author

Below, the above definitions are critiqued and questions about their acceptability, comprehensiveness and adequacy are raised.

Definition 1 states that informal work place learning may occur *'in institutions, but it is not typically classroom-based or highly structured'*. While true, this statement – as definition 5 below - perhaps underplays the importance of informal learning derived from formal learning situations: it is possible for an employee in such a situation – listening to a teacher - to learn informally something related to one's work though that is not the purpose of the instruction i.e. one can see a possibility of doing something a new way.

Definition 2 specifically states that informal work place learning is learning *'that has not been determined by the organization'*. This definition may be regarded as unhelpful in that it states what work place learning is not. However use of the term 'determine' is also problematical. Though management may not know what specific learning it expects employees to acquire informally, the concepts of 'kaizen' and 'quality circles' show that, as Marsick and Watkins (1990) recognize management in some enterprises does organize work to assist employees to learn informally. 'Kaizen' is a Japanese term that refers to a philosophy of continuous improvement (Werner & DeSimone, 2009, p.169) in the work place 'involving everyone, managers and workers alike' (Hindle, 2008, p.109). Employees work in teams with each worker performing several different tasks. Workers are trained extensively utilizing a wide variety of skills, both old and new. Jobs are combined such that each worker sees a broad span of work activities. Workers are given the tools and the training to make their own decisions (Cheser, 1998, p.199-200). As a result of confronting with the complex job, the individual develops him/herself and exercises independent thought and action in work (Hackman & Oldham,

1976, p.275) that leads to seeing new possibilities of enhanced work performance.

Definition 3 puts an emphasis on the individual learner *'apprehending experience…and giving that experience meaning'*. However the definition does not specify how such learning is translated into action in the work place.

Definition 4 refers to learning resulting from *'activities people initiate in work settings that result in the development of their professional knowledge and skills'*. The reference to *'people'* is unclear – which people? - and *'in work settings'* seems to restrict the scope of informal learning to the work place when the discussion earlier suggested that it can take place outside it.

Definition 5 raises the question of the issue of consciousness in informal learning. The definition emphasises learning that is *'implicit, unintended, opportunistic'*, suggesting that workers learn without having a conscious desire to learn, or even being conscious of the need to learn. The issue is whether informal learning may derive from an attitude of mind to learn so that one sees possibilities of using knowledge, ideas, skills etc. to resolve a perceived problem in a work place setting even if one is not in that setting. Moreover, the *'absence of a teacher'* is important. Any learning promoted by line managers or senior colleagues e.g. by modelling or by having a novice observe them at work and coaching for skill development would constitute OJT, structured or unstructured depending upon how deliberate and conscious both managers and senior colleagues were in providing teaching. Yet, as has been argued above in relation to definition 1,

informal work place learning could still occur in such a formal learning situation – by instructors as well as their students!

In definition 6, the word *'evolving'* appears to indicate that learning is an ongoing process that is conscious, and involves 'becoming'. It relates to the capacity of practitioners to constantly monitor and revise their knowledge and skills due to their own ongoing experience. The *'changing context'* also draws attention to the dynamism of work situations that are increasingly impacted by, for example new technologies. The implication is that the worker/learner is part of this context and consequently under pressure to change behaviour to accommodate new possibilities. However, the connection between 'judgment making' and acting to improve work performance is not made.

The above discussion and critique indicate that many researchers have attempted to characterise and define informal work place learning with varying degrees of success. It is clear that there appears to be little agreement on what informal work place learning means (Hager & Halliday, 2009, p.28). Perhaps this is inevitable. Garrick suggested that the concept of work place learning is multi-faceted and is characterized by diversity and differentiation (Garrick, 1999 as cited in Park & Jacob, 2007, p.1). There is the notion that informal learning is directly related to the experience of lived reality – the 'life world' (Garrick, 1998, p.13). Many researchers (Hager & Halliday, 2009; Lohman, 2005, 2006; Garrick, 1998) constructed their own working definition of 'informal workplace learning' that suits the context of their research study. Therefore, the literature is not particularly helpful for a study in the Thai tourism service industry enterprise context.

The critique has raised central questions about what kinds of activities promote informal work place learning. These include: what stimulates it, from whom does learning occur, when, where, why and how does such learning occur, whether work place learning may be conscious or only unconscious, and what are its outcomes? A further question is the role played by cultural factors in such learning. The issue of an appropriate definition will be returned to in the discussion of the results of this study.

This section has shown that work places are significant settings for vocational learning for many reasons. It has examined three key concepts viz. formal work place learning and off-the-job training, structured/unstructured on-the-job training (OJT) and informal work place learning. It has also explored definitions of informal work place learning and raised questions as to its defining characteristics.

2.7 Work place learning in service industries

This research is about work place learning in tourism enterprises. The section below reviews literature on the characteristics of such enterprises, staff training and development, and the nature of work in a service industry, including selling through marketing that includes customization, distribution channels and positioning. This section is more descriptive reflecting the apparent lack of empirical research on these topics.

Thai tourism enterprises are small family businesses as described in Chapter 1. Their organizational structure and management are simple, flat and unsophisticated in comparison to larger travel companies (Zhang & Morrison, 2007, p.280). A small firm is not a 'scaled down' version of a

large firm (Westhead & Storey, 1996 as cited in Hill & Stewart, 2000, p.115) because small firms face different constraints. Each small organization is unique in its composition and culture (Hill & Stewart, 2000, p.108).

Surveys of the tourism industry in UK have revealed that up to 75 per cent of employees have received no job-related training since leaving full-time education (Dewhurst, Dewhurst, & Livesey, 2007, p.134). Barriers to training tend to come from employers rather than employees (Dewhurst et al., 2007, p.135). These barriers include lack of time, cost, and lack of staff, difficulty in providing cover, staff turnover and the perceived unsuitability of training courses. While the costs of training are high and obvious, the benefits are frequently unmeasurable.

Small family businesses in particular do not give importance to personnel training and management qualifications and devote fewer resources to training compared with non-family businesses. Training and development is informal, short-term and directed at the solution of immediate work-related problems rather than the development of people (Hill & Stewart, 2000, p.108). In many small organizations training does not take place at all. The literature suggests that owners and managers of smaller firms, who play a pivotal role in making decisions relating to the provision of formal, job-related training (Matlay, 1996 as cited in Huang, 2001, p.442) tend to demand less training than those of larger ones (Westhead & Storey, 1977 as cited in Huang, 2001, p.442). They attach less importance to education as a factor in competitiveness (Perez de Lema & Durendez, 2007, p.164).

Most training that occurs in small tourism enterprises is provided by methods such as coaching and mentoring (Dewhurst et al., 2007, p.135; Coetzer, 2006, p.355; Becton & Graetz, 2001, p.111). However, some suppliers, such as Tourism Australia provide selected Thai industry staff with information through formal programs that include reduced price travel to advertised destinations and introduction to key tourist attactions. These are referred to as 'fam' or familiarization trips (EM, 2007, p.236). Their aim is to promote sales to these destinations.

Despite the apparent general lack of training, success or failure within a service industry invariably rests on an enterprise's ability to provide clients and customers with an acceptable service. Lovelock et al. (2005, p.9) define 'service' as follows:

'Services are economic activities offered by one party to another, most commonly employing time-defined performances to bring about desired results in recipients themselves or in objects or other assets for which purchasers have responsibility. Service customers expect to obtain value from access to labor, professional skills, facilities, networks, systems, and equipment, but do not normally take ownership of any of the physical elements involved' (Lovelock et al., 2005, p.9).

The four distinct characteristics of services that differentiate them from other products are: intangibility, inseparability, variability and perishability (Kotler, Bowen, & Makens , 2006, p.43). Intangibility means that services cannot be seen, tasted, felt, heard or smelt before they are bought. To reduce uncertainty caused by service intangibility, buyers look for tangible evidence about the service. The exterior of the office and the

appearance of the employees are part of the intangible evidence. Service inseparability means that customers and employees are co-producing the service. Another important feature is that services are highly variable so that there may be lack of consistency in the products. Their quality depends on who provides them and when and where they are provided. This may be a major cause of customer disappointment in the service industry. The last characteristic of services is that they are perishable. It is apparent that revenue lost from not selling a service is gone forever (Kotler et al., 2006, pp.43-45).

According to Wilson (2008, p.408) services are facilities that exist, or that have been created, and that humans use to satisfy needs if they wish and can afford to do so. Man-made services fall into 5 categories, each with a different costing principle. Most service professionals provide fee-based services. Fee-based services are generally advertised and supplied when a customer expresses a need to use them. Professional services comprise a 'substance' that is the essential nature of the service provided, and that may vary on dimensions of scope, invasiveness, frequency, duration, effects and outcomes. 'Scope' is the range of activities involved in identifying service needs and service delivery. It is 'restricted' or 'extended' depending on the nature of the service to be provided to meet client needs. 'Invasiveness' is degree of physical impact of service provision on the service recipient. 'Frequency' is number of face-to-face or distant encounters in service provision. 'Duration' is the length of each service encounter. 'Effects' and 'outcomes' are short- and long-term, remediable or irremediable consequences of service provision for the customer.

Services are brought to the attention of the consumer through marketing – '*a social and managerial process by which individuals and groups obtain what they need and want through the creating and exchanging of products/services of value with others*' (Kotler, Hays & Bloom, 2002, p.7). Important aspects of marketing include marketing 'mix', distribution channels, customization and 'positioning'.

Kotler et al. (2002, p.9) define marketing mix as a set of controllable, tactical marketing tools that the firm blends to produce the result it wants in the target market. There are seven P's in service marketing: product, price, place, promotion, physical evidence, process and people (Kotler et al., 2002, p.9). 'Product' in this context means service combination that the company offers to the target market in order to satisfy its needs. Price consists of the amount of money the customer has to pay to obtain the product, along with any non-financial costs such as time and convenience. Place includes everything the organization does to make its service available to the target consumer. Promotion refers to those activities that communicate the merits of the service and persuade target markets to purchase it. Physical evidence makes up for the fact that services are intangible.

A distribution channel is a set of independent organizations involved in the process of making a product or service available to the consumer or business user (Kotler et al., 2006, p.500). Distribution systems of services especially in tourism are different from tangible goods in that the latter move goods (tangible products) from the manufacturer to the consumer while tourism industry distribution systems move the consumer to the (service) product (Kotler et al., 2006, p.500).

Small tour enterprises in Thailand use two main distribution channels: personal selling and the internet. Personal selling depends upon individual salesmanship. The able salesperson can turn mild curiosity into solid booking through AIDA: capturing the 'Attention' of the customer, turning this into 'Interest', then 'Desire' and subsequently 'Action' – making a booking (Cartwright, 2000, p.30). To be effective a salesperson must know his or her business thoroughly, be able to deal with all types of people and be committed to providing an extra dimension of service at all hours of the day and night (Reilly, 1988, p.7). Sales representatives perform one or more of a range of tasks for their companies (Kotler et al., 2006, p.633). These include finding and cultivating new customers, deciding how to allocate their scarce time among prospects and customers, and communicating information about their company's products and services. They are expected to know the arts of salesmanship viz. how to approach customers, present information, answer objections and close sales. They are also expected to provide such services as advising customers on how to resolve their problems, rendering technical assistance, arranging finance, expediting service delivery, conducting market research and intelligence work, filling in call reports, and deciding which customers to allocate scarce products to during product shortage.

It is the front line staff that determines whether the brand promise gets delivered or not (Lovelock et al., 2005, p.346). Furthermore, front-line staff play a key role in anticipating customers' needs, customizing the service delivery, and building personalised relationships with customers which lead to customers' loyalty. Customization 'develops services that meet each customer's individual needs' (Hoffman & Bateson, 2006).

The nature of work in service industries is changing due to rapid development of information and comunications technology (ICT) permitting service businesses to make radical improvements in business processes and even completely re-engineer their operations. One result is a growing shift from high-contact to low-contact services. A large and increasing number of customer-contact employees work by telephone or e-mail, never meeting customers face-to-face (Lovelock et al., 2005, p.350). There is an increasing trend across virtually all types of services toward low contact delivery channels such as call centers. Even so, the service delivered by front line, whether it is 'ear-to-ear' or via e-mail rather than face-to-face, is still highly visible and important to the customer and service firms (Lovelock et al., 2005, p.348). Therefore, it is necessary for service employees to know how to present themselves well on the telephone and to have the potential to learn additional skills.

Personal selling involves oral communication, either by telephone or face-to-face, between salespersons and prospective customers (Morrison, 2002, pp.456-9). Three principal categories of personal selling are field, telephone and inside sales. 'Field' sales occur outside the travel organization's place of business. Often referred to as 'sales calls', these involve face-to-face presentations to prospective customers. 'Telephone' sales are any communication via the phone that leads directly or indirectly to sales, including accepting phone reservations and handling inquiries. The telephone along with communications between computers plays a huge role in distributing business among travel organizations. 'Inside' sales are personal selling efforts within an organization's place of business (Morrison, 2002, p.591).

However, the 7/24 (7 days 24 hours)internet has changed the way services are purchased by providing a lot of information to enable users to quickly access information of interest. The internet is rapidly becoming an important distribution channel with relatively low costs, allowing the independent operator to gain access to a world market (Kotler et al., 2006, p.513).

A service enterprise must differentiate its services from those of competitors. This third aspect of marketing reflects management consciousness of strategic considerations related to brand image, product and service distinctiveness – 'positioning'. Differentiation can occur by physical attribute differentiation, service differentiation and personnel differentiation. Personnel differentiation requires that the company select its customer-contact people carefully, train them well and perhaps provide them with distinctive physical attributes such as uniform. Personnel must be competent and must possess the required skills and knowledge. They need to be courteous, friendly and respectful. They must serve customers with consistency and accuracy, make an effort to understand their needs, communicate clearly with them, and respond quickly to customer requests and problems (Kotler et al., 2006, p.286).

For Kotler et al. (2006) competitive positioning is the 'art of developing and communicating meaningful differences between one's service and those of competitiors serving the same target market'. Ries and Trout (2002, p.3) define 'positioning' as 'what you do to the mind of the prospect'. An enterprise's positioning enables customers to know how its product differs from competing products so that they can choose the one that is of most value to them (DiMingo, 1988. p.35). Professional

positioning assists customers to choose the professional that can provide exactly the service that they require. In order to position oneself, it is necessary to define one's expertise and establish a unique position as a specialist (Ries & Trout, 2002, pp.219-222). Such defining emerges consciously from reflective learning and may influence future positioning. Service professionals 'position' themselves in ways that reflect their expertise, services they are able and willing to provide, the nature of relationships that they will enter into in terms of role, frequency and duration, and the returns they expect for their investment of time and energy (Wilson, 2008, p.412).

This section has described the structure of tourism enterprises in Thailand and the nature of the work that they are engaged in, including personal selling whether face-to-face, by telephone or through internet. Limited formal training is provided for staff, especially those employed in small enterprises. Eraut (2004, p.270) suggested that allocation and structuring of work are central to novices' informal learning in the work place. Support for learning in tourism work places is largely provided through coaching and mentoring by experienced staff, though in Thailand some suppliers provide formal learning opportunities for selected staff to learn about tourist destinations to promote sales. In a technologically driven, highly competitive and evolving market enterprises use a variety of strategies and distribution channels to make sales, but the skills of the individual salesperson whether face-to-face with potential customers or at a distance is crucial. Customization and positioning are key factors in enterprise success and in how staff succeed in selling tourism products. What seems unresearched is how, given the apparent absence of training new staff acquire selling and other skills that make management interested

in retaining and promoting them. Answering this question is a main interest of this research.

2.8 Transition from university to work place

This section reviews the literature on the knowledge and skills that universities develop in their students in order to facilitate their transition from education to work. It also considers evidence relating to the question of a perceived competency 'gap' between degree qualifications and work requirements in the first job in a related industry.

Transition refers to passage from one state to another – in this context from being a full-time undergraduate student to becoming a full-time employee in a related occupation. It is believed that problems of transition will be minimized – and graduates' work performance enhanced – if their education has prepared them effectively for work (Graham & McKenzie, 1995, p.6). In general, higher education is seen to fulfil the following roles: promoting learning within the specific field studied; educating in a broader context; supporting self-development and serving employment objectives (Gush, 1996, p.11; Nieuwenhuis & Woerkom, 2007, p.67). The knowledge acquired at university also acts as a principal foundation for practice in work place settings (Le Maistre & Pare, 2004, p.44; Hager, 2001, p.82). In the past 30 years, higher education staff has developed a strong interest in preparing students in a broad range of generic skills or attributes because there is some evidence that these are basic enabling competencies for the development of other capacities. Generic skills should be seen as learned capacities to adapt with confidence to an increasing variety of diverse situations (Hager, 2001, p.85). Research in

Malaysia showed that the generic competencies considered to be important for successful work performance by graduate employees are interpersonal skills, knowledge-acquiring skills, value-improving skills, flexibility and cognitive skills and practical orientation abilities (Quek, 2005, p.231). Some teaching processes and activities in universities such as experiential learning (McCormack, Pancini & Tout, 2010; Cleary, Flynn & Thomasson, 2006), work-based experience (Littlejohn & Watson, 2004) field site visits (Van Doren & Corrigan, 2008), cooperative learning (Ballantine & Larres, 2007; Kietthubthew, 2002) and research based learning (Chobphon, 2006), enable students to develop generic skills.

The move from education to work is a time of major change for any person. For new graduates with little practical experience of work, the transition can be particularly difficult. Internship and co-operative education programs are designed by universities to help students experience employment, accept responsibility to complete tasks, gain greater maturity, and develop attitudes and standards appropriate to career aspirations (Busby, Brunt & Baber, 1997, p.106). Internships provide positive developmental experience, such as improved individual career decision-making and self-efficacy (Brooks et al., 1995; Tylor, 1998 as cited in Callanan & Benzing, 2004, p.83). They strengthen accurate personal and professional self-concepts and provide a realistic understanding of various career fields and organizational environments (Anakwee & Greenhause, 2000, p.97). They provide 'real world' experience without pressures of having to cope with the full range of work that is required on entry to employment (Harris et al., 2004, p.210). Internships and co-operative programs in the tourism industry have been shown, respectively to be useful for shaping competencies of future

managers (Jauhari, 2006; p.129), and developing communication skills, technical knowledge, sales skills and greater confidence (Busby et al., 1997, p.107).

But students' character and attitudes toward their future profession are also very important. 'Achievement seekers' and 'liberal workers' are likely to work in the hospitality and tourism industry after they graduate because they believe that these industries can satisfy their needs for 'achievement' and 'freedom' (Chen, Chu & Wu, 2000, p.364). However, studies have also found that over half of the graduates who enter the industry do so on the basis of insufficient information about careers and working conditions. In fact, realistic perceptions about the nature of a job will minimise turnover and contribute to successful transition.

Many research findings suggest that new graduates are not equipped to be competent practitioners in their chosen field (Hager, 2001, p.88). For example, business executives perceived that not only do new recruits lack speaking, writing and interpersonal skills, but also team orientation and ability to understand others' points of view (Barker, Gilbreath, & Stone, 1998, p.225). HR managers in hospitality, leisure and tourism report that graduates appear to underestimate the need for conformity to enterprise culture such as dress codes as well as compliance with instructions and regulations (Kelly-Paterson & George, 2001, p.318). There is also evidence that academics and employers appear to have different expectations of graduates. While academics place emphasis on development of students' conceptual and analytic skills and cognitive attributes, employers attach less value to these aspects (Raybould & Wilkins, 2005, p.213; Wright, Cushman & Nicholson, 2002, p.122; Kelly-

Paterson & George, 2001, p.317; Nicholson & Cushman, 2000, p.366). Wright et al. (2002, p.127) suggest that employers assume that a basic level of cognitive skills will be present in students graduating from four-year university degree programs and consequently are looking for beginner professionals to demonstrate competencies in the affective domain.

Study of the gap between university education and labour market in Thailand was referred to in Chapter 1. Isarankura (1990, p.55) showed that employers expect their graduate employees to possess characteristics such as high motivation, broad knowledge and perspectives, analytical ability, creativity, writing ability, special knowledge and experience in foreign languages, typewriting/word processing skills and strong supervisory and leadership qualities. Zeufack (2006) noted the lack of developed English, science and ICT skills in students at all levels of Thai education.

This section has shown that, in addition to subject-related knowledge and generic skills, universities provide tourism and hospitality students with a variety of kinds of employment experience. However, there still appear to be gaps between new graduates' competencies and those required for successful undertaking of tasks allocated by management of the enterprises where they find work. Although generic skills are needed for all jobs, their specific characteristics and importance may vary among jobs. Moreover, their significance within occupations depends on local features of particular work sites and the specific jobs that graduates are allocated within them (Stasz, 1996, p.102 as cited in Hager, 2001, p.85).

There are many unanswered questions about the specific nature of the transition of Thai graduates from university degree programs to tourism work places. First, what kinds of jobs are such graduates allocated in their first year of work? Second, what kinds of skills and knowledge learned from the university are relevant to effective work performance in these jobs? Finally, which skills do graduates need to acquire to perform these assigned tasks competently and how do they acquire them? This study attempts to answer these questions.

2.9   Conclusion

This chapter has described features of, and reviewed research about the structure and nature of tourism as a 'selling' service industry with specific reference to Thailand, including the unique cultural factors that influence learning in the small, family work place and the personal and enterprise factors that are relevant for success. It has also discussed literature on the transition of graduates from university to work that highlights the competency gap that seems to exist between the competencies that universities develop and those that employers expect their new employees to have. It has identified skills, such as 'customization' and 'positioning' that managers may expect new staff to learn in and for a specific enterprise, and that raises questions as to the nature of these skills and how they are developed in specific work settings. The chapter has also examined the concept of the 'work place', the various kinds of formal and informal off- and on-the-job training that may be conducted within it and the learning that may result, focussing specifically on informal learning by reviewing research studies and critiqueing definitions by respected researchers in the field. It has suggested that there appears to be little

agreement on what informal learning in the work place means, and found a tendency for researchers to construct definitions that suit the context and findings of their studies.

Although some previous research has been conducted on the tourism industry in Thailand, including my own studies, no systematic investigation has been conducted into the nature of the work in the industry that new graduates take up, how those who remain within the industry learn to do the job to the satisfaction of bosses, and how they see the relevance of their university studies for such jobs. The next chapter describes the design of the research study that was undertaken to investigate these and related issues.

Chapter 3
Methodology

3.0   Introduction

This chapter explains the aims and objectives of the study, how work sites and subjects were selected, methods of data collection and analysis, and reasons for accepting its authenticity.

3.1 Aims of the study

The main aim was to follow up a group of Thai tourism graduates over their first year in employment in the Thai tourism industry, and to describe the nature of the work that they were allocated by their employers and how they coped with it. Since the literature reviewed for the research proposal, an extended version of which was reported in Chapter 2, suggested that informal learning is intrinsic to acquiring work place competency, an important related aim was to study if, what and how these new graduates learned informally in their work places, and whether such learning contributed to enabling them to undertake the allocated tasks competently. A further aim, emerging from the above was to conceptualize this learning in a Thai cultural context and to attempt to develop a definition of informal work place learning that would reflect this context.

3.2   Objectives of the study

The study had five inter-related objectives:

1. To assist tourism educators in higher education in Thailand to understand more about the nature of the work that new tourism graduates take up as their first employment in the Thai tourism industry.

2. To illuminate the issue of whether a 'competence gap' exists between the knowledge, skills and attitudes developed in undergraduate tourism courses and those required in the first jobs that employers allocate to new graduate staff.

3. To illuminate the personal and situational factors that influence how Thai tourism graduates cope with the demands of set tasks that they need to master to become competent over their first year of employment in tourism workplaces in Thailand

4. To assist Thai tourism enterprise managers to understand the challenge that work presents to new graduates and the importance of structural factors which can enhance or limit their informal professional learning in the work place.

5. To contribute to realistic career choice of Thai tourism undergraduates by providing them with information that may assist them to understand the challenges of work and to prepare themselves to cope with these successfully.

3.3   Research Questions

These aims and objectives were expressed as research questions as follows:

1. What work do novices undertake in their first year of employment in the tourism industry?

2. How do novices in the tourism work place learn informally in their first year of work?

3. What structural factors influence work place learning?

4. What individual factors influence work place learning?

5. How far do university degree courses in tourism prepare graduates for their first job in the Thai tourism work place?

3.4   Reasons for choosing qualitative research

Although qualitative and quantitative data can be collected in the same study, each approach has differing strengths and weaknesses (Patton, 1990, p.15). In order to illuminate issues about which very little is known from previous Thai research viz. what work are new Thai graduates in Thai tourism enterprises allocated by their managers and how do they learn to do that work competently, the natural context is important. Quantitative research does not study participants in context. It also limits or ignores some important variables, particularly cultural background and prior knowledge, and tries to control the setting, thereby creating an unnatural social environment (Patton, 2002, p.12). Since it does not consider the whole context, quantitative research does not allow researchers to gather data that will describe holistically the individual experience which is the focus of this study. Moreover, standardized questions only tap the surface of what such experience means. By contrast, qualitative methods typically produce a wealth of detailed information which, when analyzed effectively may increase understanding of the

individuals and situations studied (Patton, 1990, p.14). In addition, I found from my previous experience of conducting two qualitative researches that qualitative approaches can yield rich descriptive findings in situations in which it is impossible to separate the individual's experience from their context (Yin, 1993, p.3 & p.7). Therefore, I decided to use a qualitative approach in this study.

The methodology adopted is longitudinal case study. Merriam (1988 as cited in Merriam, 1998, p.27) defines qualitative case study as 'an intensive, holistic description and analysis of a single instance, phenomenon, or social unit'. According to Yin (2003, p.7), case study is suited to situations where the relevant behavior cannot be manipulated. Moreover, it is to be preferred when examining contemporary events (Yin, 2003, p.7). Certainly, the situation in this research falls into this category. This research focuses on newly qualified Thai tourism graduates in their first job in a Thai tourism enterprise. It is not necessary to control the actual behavioural events of participants in the study. The main need is to capture their experience of their real life working contexts. The experience of each individual and the context of action are critical (Cepeda & Martin, 2005, p.852). Moreover, for this study the context, the individuals and the events that they are involved in are impossible to separate (Yin, 1993, p.3; Yin, 2003, p.7). In order to answer the research questions posed above, the investigation of what happens in the context of participants' real working lives is crucial. This concern leads to the sources of evidence that this study used. These are: direct observation of the events being studied, interviews with persons involved in, or related to the events that occurred and documents concerning assigned work tasks. As case study strategy is well suited to capturing the knowledge of practitioners (Cepeda & Martin,

2005, p.852) it was chosen for this research. Additionally this design was chosen because the researcher is interested in insight, discovery and interpretation of real life situations (Merriam, 1998, p.29).

To enhance the quality of this study (Yin, 2003, p.53) and the external trustworthiness of its findings (Merriam, 1998, p.40), 'multi-case design' was used. Multi-case design involves collecting and analyzing data from several cases (Merriam, 1998, p.40). Furthermore, as this research aimed to study individual development longitudinally over a period of time, it employed a simple prospective panel design (Vaus, 2001, p.118). This design involves the collection of data at two points of time from the same sample in order to observe the effect of naturally occurring events between time 1 and time 2.

3.5   Selection of the cases

Since the aim was to follow up a group of new Thai tourism graduates the first concern in planning the study was to define criteria for case selection. There were five criteria. Cases were to be (i) Thai nationals who had (ii) graduated with a Bachelor of Arts (BA) in tourism or hospitality from a Thai university in the 12 months prior to commencement of the empirical part of this research; (iii) were employed continuously over one year in their first job in the tourism industry in Thailand; (iv) were working in enterprises where their Managing Director (MD) agreed that the study might be conducted and who, along with a senior colleague who worked closely with the subject, was willing to provide information about their development; and (v) in enterprises accessible to the researcher who lives and works in Bangkok.

3.6   Identifying the sample

There is no 'correct' number of cases to include in a case study design. With multiple case studies the number of cases is a matter of judgment (Vaus, 2001, p.241). According to Yin (2003, p.51), the number will reflect the certainty a researcher wants to have about their results. If the researcher wants a high degree of certainty, s/he may press for five, six or more cases. For this reason, plus the fact that this is a professional doctoral research and the consequent constraint that I am a solo researcher, I decided that six cases were practical and sufficient. Moreover, in the event of losing a case for whatever reason, five remaining cases would still provide enough information to give the study some degree of certainty.

Participants were identified as follows. First, a friend who works in tourism in Thailand identified 25 enterprises that were likely to recruit new graduate staff. Second, I telephoned the MD of those enterprises to find out whether they had new staff who met my criteria. Four MDs informed me that they did not have any new staff. Thirteen enterprises had new staff but they did not meet my criteria. Eight enterprises had new staff that met my criteria, but two refused to participate (one MD and one who was a suitable staff for my purposes) leaving me with six cases, each in a different enterprise. Third, I explained the proposed research procedure to MD of those enterprises with new staff that met my criteria and invited them to participate. Fourth, where the MD agreed to participate, I asked for the name and contact telephone number of the new staff member – the 'novice'. Fifth, I telephoned the novice to explain the research procedure and to invite him/her to participate. Sixth, when the novice agreed, I telephoned back to the MD to confirm their agreement and make

appointment with him/her. Seventh, I then telephoned back to the novice to make an appointment. In this study these new graduate staff members are referred to as 'novices' reflecting the fact that they are newly appointed to their first work situation, each in a different enterprise.

At the first meeting I asked each novice to nominate a colleague as a significant other (SO), a person that they worked closely with and that was knowledgeable about their work and who could assist me to learn more about the nature of the work that they were asked to undertake and their success in doing it. All did so. In this way I identified the cases for my research: the six enterprises, their MD, novices and their SO.

I planned for the field work of the research to be in two phases. Phase 1 would comprise an initial visit to the enterprise work place of the novice with a subsequent visit one year later as Phase 2.

Phase 1 began in April 2005 by visits to all six enterprises. However, as mentioned in Chapter 2, high turnover is a feature of employment in the tourism industry in Thailand and three of the selected cases changed their field of work subsequent to this visit and prior to Phase 2 – April 2006. One became salesperson in a silk shop, another staff in an import-export company and the third took a job in a hotel. Consequently they no longer met my criteria. Therefore, Phase 2 was undertaken with only three of my original cases. This atrophy represented a significant departure from my approved research proposal, raising questions about the viability of my research. Initially I thought it might be sufficient to make a more intensive study of these three remaining cases. In December 2006 I made a third visit to their work places to find out about changes over the period since

the end of Phase 2. However, discussions with my supervisor led me to take the decision to try to identify new novices to replace all or some of those who had been dropped from my study. Using the same process as before, I succeeded in recruiting a further two cases. I then repeated data collection with a first visit to each in March/May 2007 and a second in September/October 2007. Each of these novices worked also in a different enterprise. I differentiated novices alphabetically as A, B etc. The MD and SO were labeled accordingly. My first group is Cases A, B and C and my second group is Cases D and E. Enterprises were labeled as O1 for Case A through to O5 for Case E.

3.7   Ethical issues

Social research should respect four broad ethical principles. They are: voluntary participation, informed consent, no harm to participants and anonymity and confidentiality (Vaus, 2001, p.83). In conducting this research, I followed these principles strictly. First, MD and novices were identified and invited to participate in the study by telephone as described above. After MD agreed in principle to participate, I outlined the main purposes of the study and asked each to sign an 'informed consent' form. Second, I met with each novice individually to explain in detail what participation in the study involved, what ethical issues it might raise and to explain how these would be addressed. After all matters had been explained and explored to their satisfaction, I asked each novice too to sign an 'informed consent' form. Third, I contacted colleagues nominated as SO's, explained the project, and secured their willingness to participate on the terms stipulated. They too each signed an 'informed consent' form prior to the start of the project. Fourth, following Patton (1990, p.357) who

advised that knowing who you will go to in the event of difficulties can save time and bring comfort, I invited two counsellors from the Department of Educational Psychology and Guidance, Faculty of Education, Kasetsart University to provide counseling advice for any participants who may have felt worried or insecure about providing personal information. I informed participants accordingly in interviews. Fifth, I sought to ensure the confidentiality of all information obtained from interviewees, observation and other sources by giving enterprises and individuals participating in the research a number and letter name for use in all drafts and papers. (It should be noted that in Chobphon and Wilson (2008) - the Bangkok international HRD conference paper in Appendix F - Case E in this report is referred to as Case B for the purposes of that paper only). Transcripts of interviews, running record reports and analyzed work samples, were kept securely locked in a file cabinet in my office during the course of the research. I kept personalized data in a separate locked file cabinet accessed solely by myself and my supervisor where they will be held for a period of not less than 5 years. At the end of that period, all materials will be destroyed.

Qualitative researchers are guests in private spaces of the world of their informants; their manners should be good and their code of ethics strict (Stake, 1995, p.244). In addition, bias that cannot be controlled should be discussed in the written report. While I was conducting this research, I have been aware, and concerned about combining my role as university lecturer with that of researcher. As a university lecturer I previously had personal contact with some participants in the study. MD-A was guest lecturer in my tourism business course and Case E used to be my student. It is said that wherever the investigator holds great power and control,

there is a danger of abuse (Merriam, 1998, p.213). However, I as a researcher did not hold great power and control over either MD-A or Case E. MD-A is the owner of his own business and Case E had already graduated at the time data were collected for this study.

The standard data collection techniques of interviewing and of observation in qualitative research present their own ethical dilemmas. Interviews are intervention. They affect people (Patton, 1990, p.353) and the presence of the researcher can alter the dynamics of the cases being observed (Vaus, 2001, p.245). In interviews, some informants told me about unethical practices as if they are common behaviour, such as cheating in examinations, giving presents to lecturers in order to pass courses and giving commission to agents who bought the enterprise's intensive tour programs. I had to remind myself that the purpose of research interviews is to gather data not to change people (Patton, 1990, p.354). Apart from protecting the confidentiality of all information obtained from interviewees, through observation and by other means, I became privy to confidential information that I had to keep to myself. For example, one MD told me that s/he planned to promote one of the novices and asked me not to tell him/her. I kept my promise strictly. Another aspect of the professional code of the researcher is to protect the participant's right to privacy while not compromising the veracity of the research. For example, Case B felt uneasy about being observed for a long period on my visits. In order to respect his wishes, I negotiated with him and agreed on two half-day observations rather than one full day. In total I observed him four times in Phase 1.

3.8 Data collection instruments

Qualitative data was collected by conducting semi-structured interviews with novices, MDs and SOs and through observing novices as they worked. In addition, work sample materials were also collected.

3.8.1 Semi-structured interview

Semi-structured interview is a type of interview where a list of questions or issues is explored, though neither the exact wording nor the order of the questions is determined ahead of time. This format allows the researcher to respond to the situation at hand, to the emerging world view of the respondent, and to new ideas on the topic (Merriam, 1998, p.74). In addition, interviews are an excellent means of finding out how people think or feel in relation to a given topic (Darlington & Scott, 2002, p.50). They also help to bring out the affective and value-laden aspects of respondents' responses to determine the personal significance of their attitudes (Judd, Smith, Kidder, 1991, p.261). Patton (1990, p.45) noted:

'We interview people to find out from them those things we cannot directly observe. The issue is not whether observational data is more desirable, valid, or meaningful than self-report data. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things'.

The interview is a form of social interaction. In this study it involved face-to-face encounters between two persons – the researcher and the informant. In social interaction, meanings are not simply communicated but constructed. The specific tasks of the interviewer that contribute to achieving its goals involve creating a positive atmosphere, asking the questions in an appropriate manner, obtaining an adequate response, recording the response and avoiding biases (Judd et al., 1991, p.254).

3.8.2   Observation

Morris (1973 as cited in Adler & Adler, 1998, p.80) defines observation as 'the act of noting a phenomenon, often with instruments, and recording it for scientific or other purposes'. Observation has been characterized as 'the fundamental base of all research methods in the social and behavioral sciences' (Angrosino & De Perez, 2000, p.673). It is used to discover complex interactions in natural social settings (Marshall & Rossman, 1999, p.80) which enable the researcher to achieve greater understanding of the case (Stake, 1995, p.61). Social scientists observe both human activities and the physical settings in which such activities take place (Angrosino & De Perez, 2000, p.673). Observation is a very effective way of finding out what people do in particular contexts, the routines and interaction pattern of their everyday lives (Darlington & Scott, 2002, p.74). Observation consists of gathering impressions of the surrounding world through all relevant human faculties (Adler & Adler, 1998, p.80). Observation becomes scientific when it (1) serves a formulated research purpose, (2) is planned deliberately, (3) is recorded systematically, and (4)

is subjected to checks and controls on validity and reliability (Judd et al., 1991, p.274).

Besides being useful in providing additional information about the topic being studied (Yin, 2003, p.93), observation can add to the richness of the study by providing independent evidence on what actually happens that can support or challenge claims made in interview. It is an additional source of data that can be used to cross-check or triangulate information gathered through other means (Adler & Adler, 1998, p.89).

Trochim (2006, p.1) noted as an important characteristic of direct observation that the observer does not typically try to become a participant in the context but rather tries to be unobtrusive. 'Direct observers' watch actors and events; they do not interact with them or take part.

3.8.3   Work samples

I also collected work samples to supplement interview and observation data. By 'work sample' I mean completed tasks undertaken by novices for their employers. Work samples comprised written materials, records and other documents that novices used or developed for use in the course of undertaking everyday work events. Work samples constitute an unobtrusive and non-reactive method for collecting information about the nature and quality of work undertaken that could illuminate my understanding of work that novices were engaged in. They could be collected with little disturbance to ongoing activities (Marshall & Rossman, 1999, pp.116-117).

3.9   Data collection procedure

For Cases A-C data collection extended over 20 months, and for cases D-E over six months. Cases A-C were each visited at their work place on three occasions; Cases D-E on two occasions.

As mentioned above data were collected in two phases. Phase 1 visits were designed to provide information about novices' experience and perception of their first job after graduation, and about how their MD and SO viewed their job performance.

Table 3.1 shows that phase 1 was undertaken with Cases A-C in April/May 2005 and with Cases D-E in March/May 2007. The length of phase 1 visits was as follows: Case A and Case C one full day and two half days, Case B four half days, Cases D and E two full days. Phase 1 visits usually started with greeting and conversation with the MD followed by informal conversation with the novice to get to know them. Next the novice was interviewed and asked to nominate and introduce their SO. I then made an appointment to interview the SO.

Phase 2 visits were designed to provide information about the growth of expertise of the novice since the first interview, as well as additional information on how MD and SO viewed a novice's progress.

Table 3.1 shows that phase 2 visits to Cases A-C were between January/April 2006, and to Cases D-E between September/October 2007. In December 2006, I arranged a third visit to Cases A-C as described previously. Each visit included observation, a two-hour interview with the

novice as well as meetings with MD and SO. I also requested additional work samples.

Phase 2 visits to Case A lasted one full day and two half days; for Cases B and C they were one full day and one half day and for Cases D and E two full days. Phase 2 visits were less formal than phase 1. I telephoned to make an appointment with each participant and met him/her as arranged.

Table 3.1: Dates of Data Collection

| Visits | Dates of data collection | | | | |
| | Case | | | | |
	A	B	C	D	E
Phase 1	1, 2, 4 April 05	24 April 6,7,14 May 05	9,23 April 13 May 05	26,27 March 07	2, 11 May 07
Phase 2	28 Jan, 1,4 Feb 06	24,27 Feb 06	12, 22 April 06	27, 28 Sept 07	4,9 Oct 07
Third visit	27 Dec 06	23 Dec 06	28 Dec 06	-	-
Total days	7	7	5	4	4

Source: Author

3.9.1 Semi-structured interviews

On each visit the novice, MD and SOs were interviewed separately, using a semi-structured interview schedule. A total of 39 interviews were conducted. The interviews were in Thai and tape-recorded. The length of interviews depended on availability of participants. However, I usually spent 2 hours interviewing each novice and about an hour with their MD and SO. I started the first interview by clarifying the objectives of the

research and explaining that it was my doctoral thesis (Taylor & Bogdan, 1998, p.96). Before proceeding, I asked each participant to agree to the interview being tape-recorded. At first some informants felt uneasy about being tape-recorded, but later they came to accept it. My tape-recorder was new and of good quality and worked well each time.

Each participant was interviewed in a private room in their work place so that s/he felt comfortable talking openly about the work place environment and other people around them (Taylor & Bogdan, 1998, p.99). Even so, some interviews were sometimes affected by such distractions as phones ringing, telephone conversations and noise of other staff.

Interview questions were developed to enable me to answer the five research questions of my thesis. My supervisor reviewed them and gave suggestions for revision. Although I had previous experience in conducting interviews, I piloted novice interviews on one co-operative education student majoring in tourism who was in a situation similar to the novices in my sample experiencing her first work in a tour company. I also piloted MD and SO interviews on senior staff in the Secretariat Office of Faculty of Humanities, who were responsible for supervising new staff. In the light of this I reworded some questions. I used these revised questions as a guide line while interviewing.

Appendices A1 and A2 comprise phase 1 interview questions for novices, MD and SO. Appendices A3 and A4 comprise interview questions of phase 2 for the same groups.

Interviews were transcribed into reports in Thai. On the following visit, I supplied each informant with their interview transcript, asked that they check it for accuracy and add any further information that they believed to be relevant. Thus all had the chance to explain and discuss with me what they really meant in the interview. In fact my account of the interview was accepted by all with only minor changes to spelling of specific names of people and enterprises.

3.9.2 Observation

The proposal to use observation created some resistance: some cases and enterprises were reluctant to join and two enterprises refused to participate, managers viewing the presence of the researcher as intrusive for their business. Researchers can also be regarded as 'spies'!

I collected data by direct, overt observation. I made notes in a file concurrently with observing. These notes related to physical setting, office plan and furnishings including technologies in use, departmental locations and general physical environment. I also noted number and characteristics of people in each setting, including novices, their SO and MD, their role in the office and the ways they dressed and acted. Finally, I noted the activities novices were engaged in, the extent to which they could work independently or needed to consult with colleagues, and the content of conversations and enquiries. I also noted when novices sought information from other sources.

Observation enriched data and brought many advantages. First, it informed me about the work context of the novice such as office layout and sections, tasks they were engaged in and the socialization process.

Second, it assisted me to discriminate between the real situation and the ideal one that was sometimes presented. Third, when others revealed information that the novice had failed to mention, I could draw upon the missing information during discussions with novices, SOs and MDs. For example, on my third visit to Case C, I overheard a staff talking to Case C about becoming an 'Aussie Specialist' and joining a trip to Australia. Therefore, I could raise this matter with her.

3.9.3   The collection of work samples

Prior to each interview I requested novices to provide me with work samples that I collected when I met with them. My aim in collecting work samples was to obtain information about tasks that participants were engaged in including materials they used and produced in the course of performing assigned tasks. Work samples were evidence of completed tasks undertaken by novices for their employers. They comprised written materials, records and other documents that novices used, or developed for use in the course of undertaking everyday work events. I also invited novices to explain the meaning and significance of work samples. Examples of questions that were asked include:

1. Why were you allocated this task?
2. What knowledge and skills did you need to complete the task successfully?
3. To what extent did your undergraduate degree in tourism provide you with the knowledge and skills that you needed to do this task?
4. In doing this task what specific advice did you need from your line manager and/or colleagues?

All cases provided work samples. A total of 26 work samples were collected. Cases explained their purpose and how and from whom they learned to use them, or why they had needed to develop them. They also explained at what stage of performing their tasks they used or produced the materials. They told me how they learned to do the tasks that they were used for and the source of the knowledge and skills concerned.

3.10   Data analysis

Miles and Huberman (1994, p.10) describe the analysis of qualitative data as consisting of three concurrent flows of activities: data reduction, data display and conclusion drawing. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appears in written up field notes or transcriptions. A data display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles & Huberman, 1994, p.11). Conclusion drawing and verification involve the researcher in interpretation: drawing meaning from displayed data (Huberman & Miles, 1998, p.181). The progression of data analysis is compared to a 'ladder of abstraction' (Carney, 1990 as cited in Miles & Huberman, 1994, p.92).

Data analysis for this research broadly followed the above steps, but the process was iterative as described below as I sought to grasp what the five contrasting cases were learning in their first year of work, and how they were acquiring that learning. There were three levels of analysis: first, integrating data sources to provide a descriptive account of the development of each case over the period of follow-up; second devising

checklists that summarized information about each case to provide answers to the study's research questions; third undertaking cross-case analysis to highlight commonalities and differences in the work situation of each case and to show how they individually learned to cope with its demands.

3.11 Level 1: Describing development paths

As previously mentioned, immediately after interviewing I transcribed all interview tapes of each novice, MD and SO into Thai written versions for member checking. At the end of Phase 1 I also wrote in English a report of each case that integrated observational and work sample data and that described their work place characteristics, background, degree course, work context, tasks assigned and claimed sources of knowledge for doing them. These reports drew heavily on the actual words used by interviewees to illustrate events that had taken place and claims that they made, and cross-referenced or triangulated claims and evidence from the different sources. These reports were not member checked because they were derived from the shorter individual reports that had already been confirmed by interviewees. At the end of Phase 2 I extended these initial reports into a consolidated account of each case's work situation and professional development over the follow-up period, adding in data from the third visit to Cases A-C. These reports are in Appendix B. These final case reports were also not member checked

Repeated reading of case reports identified the following themes: company context, company policies, case background, case characteristics and also the work that each case was asked to do. From these I identified 3

main variables: *context factors, formal duty and sources of learning*, and *characteristics of the case*. *Context factors* were five sub-themes relating to the management of each enterprise: business strategies, management structure, recruitment policy, staff development policy and performance management policy. *Formal duty and sources of learning* related to the novices and comprised the purpose and nature of the specific work place tasks each was assigned, and prior or current sources of learning for doing them. *Characteristics of the case* comprised personal factors in the history of each case, age, personality, attitude to work in tourism industry and the enterprise, willingness to learn and such special features as prior work experience.

These ways of categorizing each case's experience were a means to an end viz. thinking out the features of the specific work places that cases were encountering, the nature of the tasks each was expected to undertake, the prior learning they were using and the new learning from the work place that they needed to be effective in executing these tasks. The analyses for each case are in Appendix C.

I attempted to represent the summarized data of each case in a framework – see Figure 3.1. This was structured along two interacting lines, one vertical and the other horizontal. The vertical line was an attempt to represent the scope of work in the tourism industry and the possible work roles within it. At the point of intersection with the horizontal line I drew a triangle to represent that segment of the industry in which the novice was employed. This also helped me to become aware of what aspects of the tourism industry in Thailand were encompassed by the research. The horizontal line was an attempt to represent the developmental path of each

case from entry to employment to the end point of data collection within the enterprise in which they worked. It summarized salient features of each case viz. stable personal characteristics in point 1(a), prior knowledge and skill in 1 (b), scope of the case's job in point 3, the nature of the work place context in point 4, learning process and outcomes in point 5 and achievements in point 6. This representation drew attention to changes in the role and functions of cases over the period of the research, prompting thought about what personal and context factors might have caused the changes, what changes could be attributed to learning and whether that learning had been promoted formally, informally or incidentally.

Figure 3.1: Focus, process and outcomes of work place learning in first year of employment in a Thai tourism enterprise

Scope of tourism industry

1. (a) Personal characteristics   4. Work context

3 Scope of job
                                          5. Learning process and outcomes

Development path

1.   (b) Prior knowledge and skill
                                          6. Achievement
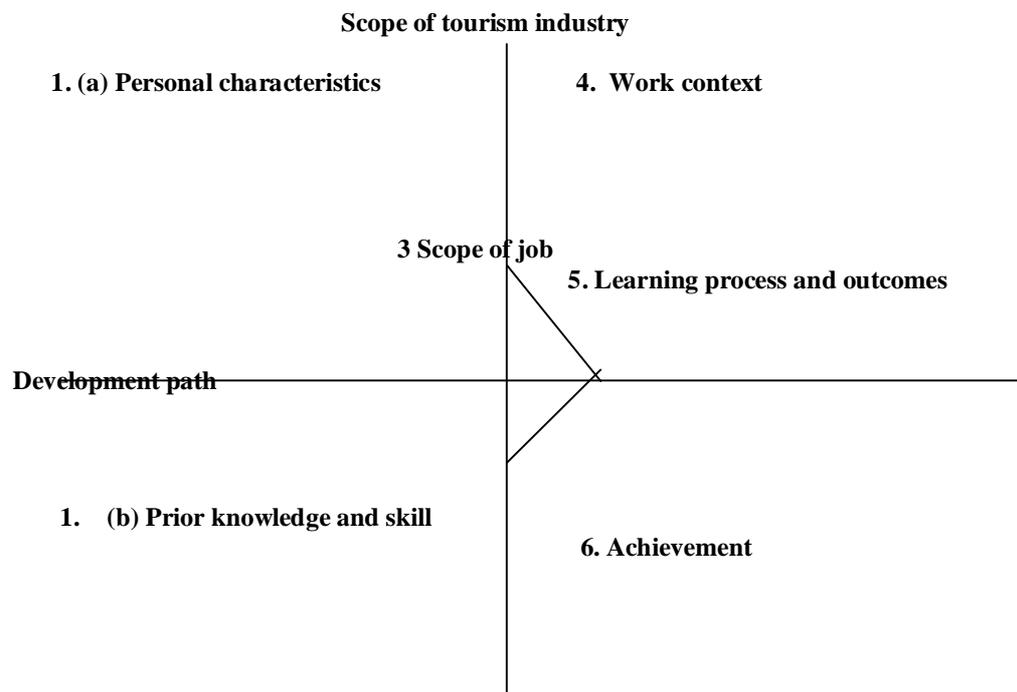
Source: Author

3.12   Level 2: Answering the research questions

Intensive reading and re-reading of the case reports also provided a basis for answering each research question. It involved developing tables and a checklist to summarize information related to each question that enabled comparison to be made across cases to highlight commonalities and differences in work contexts, allocated tasks, informal learning, enterprise structure, personal characteristics and university experience.

The most difficult question to answer was RQ 2: *'How do novices in the tourism workplace learn informally in their first year of work?'* The difficulty lay not so much in deciding what learning had occurred, since interview data often appeared to make this clear, but in deciding how to conceptualise and categorise such learning. Conceptualisation related to determining the nature of what was learned across cases; categorization related to whether individual learning had occurred through formal, informal or incidental means. (Definitions of informal learning in the literature were of little assistance and prompted the critique that I provided in Chapter 2). However, writing the 2008 international conference paper with my supervisor was helpful. This was because it required me to revisit the literature on selling in service enterprises and informal work place learning and to undertake close comparison of two highly contrasting cases viz. A and E (Case E is referred to as Case B in the conference paper as mentioned earlier). Each worked in a very different context and role and had learned quite different things – A to ensure that he sold hotel bookings effectively and was not exploited by 'street-wise' agents in the process; and E to establish his new enterprise within the industry. Each too had learned in different ways. Case A had an influential SO and his

development reflected both O-J-T from his SO and his own reflective learning on what he had to do to avoid costly mistakes, including his actions to ensure this; Case E worked solo and his learning was almost entirely enterprise related, self-initiated and informal resulting in specific actions to change enterprise practices. The accounts squared with learning 'positioning' as described in the research literature. Case A learned how to position himself vis-à-vis other agents to sell successfully and gain respect; Case E learned to position his enterprise to generate more business and handle it more efficiently. This became the theme of the refereed conference paper.

3.13   Level 3: Cross-case analysis

This insight made me go back and study closely the accounts of their development provided by other cases and to examine how that learning appeared to have occurred. Thus in the cross-case analysis I not only highlighted commonalities and differences between cases but attempted to 'match' accounts of learning provided by informants to theoretical concepts identified in the service industry literature. However, in the course of so doing I identified new aspects of positioning that did not appear to have been written about or researched. These insights also helped me to develop a tentative definition of informal learning based on my analysis of the examples that cases provided in their own words in interviews.

3.14   Trustworthiness and credibility

Lincoln and Guba (1985) and other qualitative researchers argue that researchers should provide an 'audit trail' of data collection and analysis along with evidence to support claims that findings are trustworthy, credible and confirmable i.e. determined by the participants and conditions of the study and not by the researcher's biases or interests

This chapter has attempted to provide a convincing audit trail. It has shown how I developed instruments and collected extensive raw data - 26 work samples, 39 interviews, each of between 1 and 2 hours and observation over 27 days at two or in some cases three points of time over a period of between six and 20 months - from not only novices but their bosses and close colleagues in their work places, providing not only source but also method triangulation. (Decrop, 1999, p.158) Interview reports were member checked and case accounts developed integrating all data sources prior to case analysis and cross-case analysis to identify key themes that emerged. I use many quotations from participants, thus allowing them to express their own understanding of their situation in their own terms. In addition to field notes taken during visits I have kept reflexive notes about how my thinking evolved as the research proceeded.

With regard to confirmability, I have been explicit about the background that I bring to this study, and the extent to which I have been influenced by the literature in the field, and especially the study by Eraut et al. (2003, 2004a, 2004b). However, it is my contention that this report reflects new insights into informal work place learning because of what it tells about

learning of strategic skills and role specialization in a service enterprise in a specific Thai cultural situation.

This research, like all studies, has limitations and delimitations. Limitations refer to the unique nature of the study that makes generalization unwarranted: these include the small sample working only in the intermediary section of the tourism industry, and the fact that the study was undertaken with novices working in Bangkok. Consequently its findings cannot be confidently generalized to service industry workers in general whether in Thailand or in other countries in Asia or further afield. Delimitation refers to a description of the limits of the study, which was confined to five businesses in one sector of Thai tourism.

3.15   Conclusion

In this chapter, I have described the aims and objectives, the specific questions that it set out to answer, and how this research was undertaken. The design is a longitudinal qualitative case study using simple prospective panel design and focusing on newly qualified Thai graduates in their first job in a tourism enterprise in Thailand. It is limited to 5 novices, their MDs, and their SOs – individuals nominated by the novice as persons knowledgeable about their situation who were assisting them to become work place competent in the tasks assigned them. Data were collected in 2 phases over an interval of between six (6) and twenty (20) months via on site-visits involving the collection of work samples, observation and semi-structured interviews. In phase 1, interviews were held with novices, MDs and SOs and novices were observed at work. This process was repeated in phase 2. I also made third visits to interview the

first three cases again and to collect additional work samples. Case reports were developed from phase 1 data and these were revised and extended when phase 2 data collection was complete. Data were first analyzed by case and represented in terms of individual developmental paths; subsequently check lists were developed to enable research questions to be answered, and a cross-case analysis identified commonalities and differences in the nature of the work challenges that novices faced and how they learned to cope with them. Writing and presenting an international conference paper that focused on two contrasting cases assisted in conceptualizing what novices had learned and the role of informal learning in enabling them to do so successfully. Chapter 4 will provide an overview of novices and their enterprises. Chapter 5 will report by case answers to the five research questions that guided this study and highlight commonalities and differences between novices.

Chapter 4

Descriptive Results

4.0   Introduction

This chapter provides an overview of descriptive results. It first describes main features of the five tourism enterprises that were the context for this research and then information about informants - novices, their MD and SO. Next a descriptive report for each case is provided. Each report is structured as follows: the enterprise, the novice, including background, work roles and achievements, and changes that occurred to them over the period of the study. Information is also included about work samples that each novice provided.

4. 1   Enterprise contexts

Enterprises in this study are referred to as O1 (Case A) to O5 (Case E) where O stands for 'Organization'. Each enterprise context differed. Main features of each are summarized in Table 4.1 below.

Table 4.1: Enterprise information

Variables	Novice/Enterprise				
	A/O1	B/O2	C/O3	D/O4	E/O5
1. Number of staff	18	8	7	2	11
2. Number of sections	4	3	2	1	4
3. Sections	Reservations, Operations, Local Sales, Finance	Sales/ Operations, Ticketing, Finance	Sales/ Operations, Finance	Sales	Sales, Operations, Accounting, Marketing/ Website Maintenance
4. Date of establishment	1981	2004	1996	1995	2004
5. Owner ethnicity	Thai/ Chinese	Thai/ Chinese	Thai	Thai/ Chinese	Thai
6. Main tourism business	Inbound tour	Outbound and domestic incentive tour	Outbound incentive tour	Travel agent	Outbound public tour

Source: Author

Line 1 shows that O1 employed most staff - 18 (including Case A), and that O4 was smallest with 2 (including Case D). Line 2 and line 3 show the number of employees and names of work sections. O1 had four sections: reservations, operations, local sales and finance; O2 had 3 - sales and operations, ticketing and finance; O3 had 2 - tour sales and operations and finance; O4 had only 1 – sales; O5 had 4 – sales, operations, accounting, marketing and website maintenance. Line 4 shows date of

enterprise establishment with O1 set up in 1981, O4 in 1995, O3 in 1996, O2 and O5 in 2004. Line 5 indicates owner ethnicity, with O1, O2 and O4 being Thai/Chinese and O3 and O5 Thai. Line 6 shows the main nature of the tourism business that each enterprise was involved in viz. inbound tours (O1), outbound and domestic incentive or public tours (O2, O3 and O5) while O4 functioned solely as a travel agency. All enterprises were located in Bangkok.

Table 4.2 provides information about key personnel in this study: the novices, their SOs and MDs.

Lines 1 to 4 show the age, gender and degree award of the novices. Three novices were men and two were women, with a mean age of 27; two had graduated with honours degrees and three with pass degrees; monthly salary ranged from Baht 9,000 for Case A-C to Baht 50,000 (Case E) (AUD\$1 = THB 29 in January 2009).

Lines 4-6 show gender, age and experience of MD. Four MD were male and one was female, aged between 29 and 55 and with a mean age of 42.8. The experience of MDs ranged from 1 to 35 years, with a mean experience of 14.8 years.

Lines 7-11 provide information about SO. Cases D and E had no SO as will be explained later. Line 8 shows that SOs for Cases B and C were female, and for Case A was male. Line 9 shows that SOs were aged between 30 and 40 with a mean age of 33.6. Line 10 shows that the work experience of SO ranged from 6 to 15 years, with a mean of 8.6 years. Line 11 shows that SO for A and C were gender-matched, but that the SO

for Case B was female. Line 12 shows that Case B had previously been supervised by his SO on his university practicum, while SO A and Case A had been friends in the same class at university.

Table 4.2: Information about key personnel in this study

Variables	Case					
	A	B	C	D	E	Summary
1. Age	35	27	25	22	26	27.0
2. Gender	M	M	F	F	M	3M, 2F
3. Degree class	First class honours	Passed	Passed	Second class honours	Passed	2 honours 3 pass
4. Monthly salary	9,000 ฿	9,000 ฿	9,000 ฿	10,000 ฿	50,000 ฿	
5. MD gender	M	M	M	F	M	4 M,1 F
6. MD age	55	35	47	48	29	42.8
7. MD experience	35 years	1 year	25 years	9 years	4 years	14.8
8. SO gender	M	F	F	-	-	1 M, 2 F
9. SO age	30	40	31	-	-	33.6
10. SO experience	6 years	15 years	5 years	-	-	8.6
11. Inter-gender relationship	M-M	M-F	F-F	-	-	
12. Relationship with SO	Friend from university and senior collea-gue	Practicum supervisor and senior colleague	Senior colleague	-	-	

Source: Author

90

4.2 The novices

This section describes the experience of each novice. The enterprise context is first briefly described in terms of its history, management structure, industry segment and evolution over the period of the study. Next each novice is described in terms of background and role in the enterprise. Main changes noted in the novice over the period of the study are summarized. An account of work samples developed by each novice is also provided.

4.2.1 Case A

    (i)   The enterprise

Established in 1981, located on the 17th floor of a high-rise building in a busy street in Bangkok, the enterprise is a modern, computerized, Thai/Chinese family in-bound tour company of 18 multi-lingual staff, organized in four sections: Reservations, Operations, Local Sales and Finance. Each section is relatively autonomous. The enterprise is highly structured and focused on business success. It has a supportive, targeted staff development structure, and an articulated performance management system. Within each division senior staff coach new staff until competent, reporting progress monthly to MD-A who participates in training of employees with potential. MD-A has a positive view of tourism degrees and seconded SO-A to take one. The enterprise bears employee error costs on first occasion, but employees pay 25% of costs of subsequent errors. Employment is terminated if an employee makes more than five mistakes

in six months. 'Good' employees of more than one year's employment are eligible for a bonus.

(ii)   The novice

Case A was aged 35, has a first class honours degree, good English skills and work experience prior to university in an insurance company. He got his job through knowing SO-A, a fellow tourism student who was seconded from O1 to take a degree, becoming his friend, doing his practicum in O1 and performing well enough for MD-A to offer him a position. He worked on a very specific aspect of the industry – hotel room bookings – and in a 2-person unit – local sales – where his immediate 'boss' was SO-A. His work was mainly telephone based – few or no customers ever personally visited the office – and essentially unsupervised. Although Case A worked less than a year, at the end of the first year he earned a bonus exceptionally because of his successful learning and good work attitudes - willingness to learn, professional behavior such as punctuality and sense of responsibility. He developed into a competent autonomous employee who developed O1's bookings system and supervised two students on placement in O1. Case A's basic monthly salary was Baht 9,000 plus commission of around Baht 5,000.

(iii)   Changes to Case A

Over the period of the study the following changes occurred to Case A:
1.   He worked on his own more as SO-A became a part-time guide on domestic tours, and was often out of the office.

2.   He became responsible for all bookings from Thai and foreign sub-agents, including making hotel reservations, while SO-A managed finance and dealt with more serious problems of the section.

3.   He developed new forms for recording client requests and hotel offers.

4.   He was able to handle telephone calls from clients.

5.   His computer skills improved. At the first visit he was quite slow and SO-A helped him by typing files. On the final visit he was able to operate independently using Word and Excel efficiently and typing accurately at a high speed.

6.   Overall his confidence and skills increased significantly.

7.   He assumed a role as coach of two student trainees on practicum.

(iv)   Work samples

In the course of the first and the third visits Case A provided the following work samples. The relevant documents are in Appendix D1 (1)-(7).

1.   **Guarantee booking form for hotels - Appendix D1 (1).** This form was faxed to hotels to request reservations. Hotel booking staff signed and faxed back to confirm reservation. Information related to customers' name, arrival and departure dates, number and kind of rooms requested. It was collected in phase 3 on 27 December 2006.

2.   **Guarantee booking form for agents - Appendix D1 (2).** This form was faxed to sub-agents to ask for confirmation of requested

booking. Sub-agent staff signed the form to reconfirm the booking and faxed back before deadline. Information related to customers' name, arrival and departure dates, number and kind of rooms requested. It was collected in phase 3 on 27 December 2006.

3. **Pro-forma invoice - Appendix D1 (3).** This form was sent to sub-agents to inform them of the total amount of money to be paid to O1 for number of room nights requested. It was collected in phase 3 on 27 December 2006.

4. **Request for contract - Appendix D1 (4).** This form was sent by O1 to hotel sales managers every year to obtain contract rate. It was collected in phase 3 on 27 December 2006.

5. **Rate agreement - Appendix D1 (5).** This document indicated rate agreement and conditions between specific hotel and O1. It was collected in phase 3 on 27 December 2006.

6. **Report Night of Hotel - Appendix D1 (6).** This document was developed by local sales section. This form recorded details about the booking viz. hotel's name, arrival/departure dates, customer's name, number and type of rooms. It was collected in phase 1 on 2 April 2005.

7. **Deadline for confirming the bookings report - Appendix D1 (7).** This form was developed by Case A as the additional form to remind him of deadlines for confirming bookings and the dates by which sub-agents had to pay. It was collected in phase 2 on 1 February 2006.

Forms 1-6 already existed in the section. However, Form 7 was developed by Case A.

4.2.2 Case B

(i)   The enterprise

Established in 2004 with 8 staff operating in 3 sections - sales and operations, ticketing and finance - in a semi-open-plan office in a Bangkok suburb, the enterprise was a corporation of two partners, the MD's Thai/Chinese family and a tour owner in Chiangmai in northern Thailand. O2 initially sold outbound and domestic incentive tour programs to government and private corporations that sponsored travel arrangements as 'rewards' for staff and customers. The MD's prior experience was in sales in a family broadcasting company: he had no background in tourism. He thought that relevant work experience in the field was more important than a tourism degree. He appointed Case B because SO-B recommended him and he offered to work in both sales and operations. The enterprise had no supportive, targeted staff development structure. Moreover, it did not recognize differences in skills between novices and experienced staff so that novices were often allocated tasks they found extremely difficult. Enterprise policies were rarely explicit and they changed direction repeatedly. In the course of the study a new General Manager and staff was appointed, and the enterprise expanded its business to sell additionally incentive and public tours. O2 eventually closed at the end of February 2006, two days after the Phase 2 interview with Case B and SO-B, because of its bad business situation. Case B found work with SO-B in a different tour enterprise that had been established in 1995 and was located on the second floor of a three storey building on a busy street of Bangkok. Its two staff included the MD who agreed to jointly own and manage the company with SO-B.

(ii)   The novice

Case B was 27 and studied tourism after dropping out of his engineering course. He had good computing skills, but was weak in English. He got his job through knowing SO-B, his supervisor when he did his practicum in a different enterprise. His initial job was to design, manage and sell both outbound and domestic tours, with sole responsibility for the latter while SO-B managed the former. He contacted customers to sell the program, created the tour itinerary, calculated the price, managed the tour and sometimes acted as tour leader and guide. His job required computing skills as well as Thai and English writing and speaking skills. O2 sponsored him to train on a 'Basic Reservation Course' and he participated in a 'fam' trip to Hong Kong. After the management change and four months before it closed down, Case B's job changed to planning tours for the public that were sold via the O2 website and other travel agents. He consequently had no chance of leading domestic tours. When O2 closed Case B accompanied SO-B to the new enterprise that she managed with a friend, where he was visited as part of the research in December 2006. There he performed operational work under SO-B's supervision and sometimes acted as tour leader. Case B's basic monthly salary in O2 was Baht 9,000, plus sales commission.

(iii)   Changes to case B

Over the period of the study the following changes occurred to Case B:
1. His responsibility expanded to preparing tour series which were sold via other travel agents.
2. He contacted clients by phone more efficiently.

3. He attended a 'fam' trip to Hong Kong.

4. He worked successfully as leader of a group tour to China and Hong Kong.

5. His knowledge about tourist destinations, especially Hong Kong and China expanded.

(iv)   Work samples

In the course of the first and third visits Case B provided work samples. The relevant documents are in Appendix D2 (1)-(5).

1. **Air ticket reservation form - Appendix D2 (1).** This form is used in-house to record replies from airlines on flight dates, flight numbers and number of seats desired on each flight sector. It also recorded date each flight is confirmed and name of airline employee confirming the space. It was collected in phase 3 on 23 December 2006.

2. **Operator's tariff - Appendix D2 (2).** This form outlined specific services to be provided by the tour operator. It was collected in phase 3 on 23 December 2006.

3. **Service voucher - Appendix D2 (3).** An official statement provided by O2 to a tour provider as evidence money for a service has been paid. It was collected in phase 3 on 23 December 2006.

4. **Booking letter - Appendix D2 (4).** The letter from O2 to the tour operator describing day-by-day itinerary and outlining services to be provided such as transfer, tours, meals etc. It was collected in phase 3 on 23 December 2006.

5. **Itineraries - Appendix D2 (5).** Day-to-day program arrangements including flights, sightseeing activities, meals etc of each tour program. It was collected in phase 2 on 27 February 2006.

Forms 1-3 were developed by O2 section managers. Case B simply entered the information he got onto the form. However, work samples 4-5 were developed by Case B. Case B studied the previous letter and itineraries and developed new ones according to the customer's request and information he had collected.

4.2.3 Case C

(i) The enterprise

Established in 1996, and specializing in incentive outbound tour operations, O3 was owned by the MD, an experienced professional. He did not see a degree in tourism as a pre-requisite for employment, but believed that such a degree would enable an employee to learn work tasks quickly. O3 is a one-site company with 7 staff in 2 sections – tour sales and operations and finance - in an open-plan office in a Bangkok suburb. O3's management structure was vertical with each staff managing a program from beginning to end. MD-C provided opportunities for his staff to learn how to design tour programs and to participate in meditation activities. He assigned SO-C to be Case C's coach.

(ii) The novice

Case C was 25 at the start of the study. She dropped out of an English program in a private university to study tourism in a public university,

though her attitude to her studies was somewhat casual as she had no ambition to work in the tourism industry, having initially wanted to sell clothes. She did her practicum in O3 because her boyfriend knew the MD, and she got a job there after the training. A relative also worked for the company. She learned how to plan and lead outbound tour operation procedures. Her work required computer, sales and English skills. She demonstrated good attitude toward her professional roles. She faced some problems initially related to air ticketing, entry visa applications and English language skills, but she solved these with the help of SO-C. She learned to manage overseas tours successfully as a tour leader. She also passed all selection procedures to become an 'Aussie Specialist' that included a sponsored trip to Australia by Tourism Australia. By the end of the study she had developed to be a competent employee who could manage all aspects of a task by herself. She earned Baht 9,000 per month salary plus commission from sales.

(iii)   Changes to Case C

Over the period of the study the following changes occurred to Case C:

1. She had developed from a student with no specific study aims into a mature working woman who was aware of her own abilities and had an aim for her future career. Case C first discovered her own interests and capacity through her practicum training in O3.

2. Case C was able to manage more difficult programs to Europe, America and Africa. Therefore, her ability to operate tour programs developed.

3. Her English language skills become better because she had to use them in performing her job. She could write e-mails in English

requesting quotations and understood quotations sent by overseas operators. Moreover, she reported that her English language speaking skills also developed because she communicated with overseas staff.

4. She became an 'Aussie Specialist' whose duty was to help everyone who organized and booked a trip to Australia. This new role enhanced her vision about international tour business.

5. She became a tour leader able to lead groups to Korea, Hong Kong and China.

(iv)   Work samples

Case C's work samples are provided below. The relevant documents are in Appendix D3 (1)-(7).

1. **Airline report - Appendix D3 (1).** A record of flight date, flight number and total number of seats desired on each flight sector, date each flight is confirmed, name of airline employee confirming the space. It was collected in phase 1 on 23 April 2005.

2. **Customer report - Appendix D3 (2).** Record of customer's requests, date and the name of the customer who called in. It was collected in phase 1 on 23 April 2005.

3. **Land operator report - Appendix D3 (3).** Record of replies from overseas tour operator. It was collected in phase 1 on 23 April 2005.

4. **Rooming list - Appendix D3 (4).** List of names of passengers on a tour, submitted to hotel, by room indicating who is

rooming with whom. It was collected in phase 2 on 12 April 2006.

5. **Receptive operator's tariff - Appendix D3 (5).** Statement of specific services that the operator will provide. It was collected in phase 3 on 28 December 2006.

6. **Cost calculation form - Appendix D3 (6).** A worksheet for operations staff itemizing and calculating all costs the enterprise will pay on a particular tour. It was collected in phase 2 on 12 April 2006.

7. **Itineraries - Appendix D3 (7).** Day-to-day program arrangements including flights, sightseeing activities, meals etc of each tour program. It was collected in phase 2 on 12 April 2006.

Work samples 1-5 were forms developed by the MD; Case C simply used them in her work. Work sample 6 - the cost calculating form - was developed by MD with all staff including Case C at a staff meeting. This reflected the fact that it was not easy to calculate a tour price because clients make different requests that have to be accommodated. (The MD did a final check for every program). Work sample 7 - itineraries – was developed by Case C.

4.2.4 Case D

(i) The enterprise

Established in 1995, O4 was situated on the first floor of a three-storey town house in Bangkok. O4 downsized in the 1997 economic crisis and now makes air ticket reservations and sells domestic, outbound incentive

and public tours for other tour companies. It functions principally as a ticket agency. Its owner is the husband of the MD, but he stays in the background as he is too busy with more profitable businesses to take much interest, though he refers clients. His wife is unqualified, having learned the tourism business on-the-job from a contract manager and his team who subsequently resigned. The only other employee is Case D who is her daughter. There is no formal structure: the mother-daughter relationship is informal and the mother hopes her daughter will take over from her and continue the business in due course. Another daughter/sister contributes some services from time to time. The business has a website, set up by a friend of the family who taught Case D how to maintain it.

(ii) The novice

Case D is 22 and has a second class honours degree majoring in hospitality. She had work experience in a 'Work and Travel Program' as guest room attendant at a resort in Grand Canyon, Arizona, US. Her practicum was in a restaurant of a 5-star hotel in Bangkok. She preferred to work in hospitality, but felt obliged to accept her mother's invitation to work with her in O4. Her salary was Baht 10,000 per month. She works on a limited range of tasks involving telephone calls viz. reserving air tickets, selling public tour programs for commission, and latterly had taken over maintaining the website. She helped her mother to operate some parts of incentive tour programs such as itinerary planning, and learned from observing her negotiate price and other details. At the end of the study she was leaving for Taiwan to study Chinese language with a view to subsequently taking an MBA. Her parents had arranged this for her.

(iii) Changes to Case D

Over the period of the study the following changes occurred to Case D:

1. As part of buying air tickets from bigger agents, Case D learned how to negotiate good prices for clients.

2. She learned the steps of her job and could work alone while the MD made a sales call.

3. She could identify useful contacts who would give her best price for tickets and tours.

4. She learned airline schedules and regulations.

5. She could discriminate between 'good' and 'bad' tour operators. She sold only public tour programs offered by good and responsible tour operators.

6. She could see business opportunities: she believed that, if the enterprise was to make more money, she should develop more active marketing strategies with distinctive tour programs targeted at seniors and those with health concerns.

(iv) Work samples

Case D provided the following work samples. The relevant documents are in Appendix D4 (1-6).

1. **List of customers who bought tour programs from other enterprises - Appendix D4 (1).** This form was sent to program owners to confirm the reservation and ask for commission. It was collected in phase 1 on 27 March 2007.

2. **Air ticket reservation form - Appendix D4 (2).** This form was used in-house to record replies from airlines as they called in to the enterprise. It was collected in phase 2 on 27 September 2007.

3. **Tour itineraries - Appendix D4 (3).** It was collected in phase 2 on 27 September 2007.

Forms 1-2 were developed by MD-D and Case D simply filled in the relevant information. Case D developed tour itineraries herself by studying previous itineraries and clients' requests.

4.2.5 Case E

(i)   The enterprise

Established in 2006 as a 2-person enterprise, jointly owned and managed by MD-E (29) and Case E (26), O5 specialized initially in outbound and domestic tours, expanding to 12 persons by October 2007 in 4 sections – Sales, Operations, Accounting and Marketing and Website Maintenance. At the end of the study, it was moving from rent-free premises in a suburb of Bangkok, loaned short-term by a relative, to its own purchased office space and staff accommodation. The enterprise became financially viable and loan-worthy, and expanded into new, previously neglected, business areas, such as air ticketing, reservations and incentive tours, to earn funds to meet liabilities incurred. Its managers' policy was to hire staff younger and less experienced than themselves so that they could free themselves from cultural constraints of seeking approval of more senior persons for innovative practices. MD-E and Case E had designated areas of responsibility, but sought each other's agreement prior to decision making in their respective spheres. Specifically, Case E had freedom to act in

devolved areas, ultimately delegating responsibility for Sales to a new manager.

(ii)   The novice

Case E had a pass degree, did his practicum at the enterprise in 2005, and worked there full-time from March 2007. He had managerial and development responsibilities for marketing, including website development, accounting, and HRD. He first developed the website whilst on practicum, relying mainly on IT knowledge from self-directed learning rather than from his university studies. He intended mainly to demonstrate the 'modernity' of the enterprise. However, customer feedback made him further develop it in January 2007 to such effect that it was placed on the relevant 'Google' page 1, and the numerous 'hits' resulted in considerable business spin-offs. One consequence was to change strategy from domestic to outbound tours for the public rather than organizations. He also developed the enterprise's accounting system to industry standard, and introduced HR management (HRM) practices aimed at retaining staff including sales bonuses. He also purchased and fitted out two town houses, one as office and the other as staff accommodation. Case E's monthly salary was Baht 50,000.

(iii)   Changes to Case E

Over the period of the study the following changes occurred to Case E:
1. By studying trends in enterprise sales records and customer behavior, Case E developed the ability to forecast favourite tourist destinations at different seasons.

2. He could distinguish between long-term favourite and 'fad' destinations.

3. After discussion with MD-E, he had positioned O5 in the high/middle price range of the tour sector on the grounds that cheap tours, low standard accommodation and poor quality food would give the enterprise a bad image.

4. His management skills had developed a lot. He learned from mistakes made by rival enterprises.

5. He developed the accounting system, using a computer accounting program to manage the accounts.

6. With the agreement of MD-E he developed and implemented an HR policy for recruiting and retaining staff younger than they were.

7. He planned to change O5's marketing strategies from selling programs to the public to selling incentive tour programs to organizations that wanted to reward their successful sales personnel or others.

(iv)   Work samples

Case E provided work samples. The relevant documents are in Appendix D5 (1)-(3).

1. **Cost calculation form - Appendix D5 (1).** A worksheet itemizing and calculating all costs the company would pay on a tour. It was collected in phase 1 on 11 May 2007.

2. **Booking letter to operators - Appendix D5 (2).** The letter described the daily itinerary, outlining services that the operator

will provide such as transfer, tours, meals etc. It was collected in phase 2 on 4 October 2007.

3. **Expenditure conclusion form - Appendix D5 (3).** Form indicating revenue and expense of each tour program. It was collected in phase 2 on 4 October 2007.

4. **Website:** The website described services provided by O5.

Work samples 1-3 were developed by MD-E and Case E. Case E created the website in 2005 from a ready-made program. Later on, O5 hired a web master to manage the website. However, Case E decided what information would be placed on the website.

4.3   Conclusion

This chapter has described main features of each tourism enterprise involved in this study, including its MD and the SO who assisted the newly qualified Thai tourism graduates in their first job in the Thai tourism industry in Bangkok between 2005 and 2007. It has also described the general nature of the work that novices undertook, the documentation they used in their work tasks and materials that they developed on their own initiative or at the request of management. It has also described how they developed over the six to 20 months that they were followed up.

The cases studied broadly reflected the original design of the study though there were some departures from what was planned. Case B, for example, changed enterprises in the course of the study, because the enterprise that initially employed him closed down. However, it was decided to retain him as a case because he moved into a new enterprise doing work similar to before, with the same SO-B, who also, however, now shared overall

managerial responsibilities. Case D, too, worked in a 2-person travel agency with her mother who was her MD so that she, as well as Case E had no SO. Case E worked alone fulfilling responsibilities negotiated with his friend, MD-E. Thus only Cases A and C reflected the original study design in full. Despite these departures, that reflected the actual situation in the enterprises over the period of the study, the data collected seemed to be rich enough to justify proceeding with the analysis.

Four of the novices – A-D – were employees in intermediary enterprises learning specific routine roles in hotel room bookings (A), designing and leading tours (B and C) and selling tour programs and airline tickets (D). Case E, however, had a very different experience since he was a manager with responsibilities for developing the infrastructure of his enterprise in partnership with his MD friend who led operations.

Chapter 5 addresses the research questions and provides more detail of what each novice learned, how they learned it, what enterprise structural factors and personal characteristics influenced their learning, and how they perceived the relevance of their university studies for their work.

Chapter 5

Answering the Research Questions

5.0   Introduction

Chapter 4 provided brief reports of each novice's enterprise and work. This chapter reports, by case, answers to the five research questions. It draws on observations of each novice at work, discussions about work samples and interview data. Main findings are summarized in tables. Extended quotations are used to illustrate issues discussed. Cross-case analysis is also attempted at the end of each section.

> *RQ 1: What work did the novices undertake in their first year of employment in the tourism industry?*

5.1   Work in tourism

Tourism is a service industry with each aspect of work having its own substance or features. Specific services differ in terms of scope i.e. the range of activities involved in identifying service needs and in providing service delivery, invasiveness or degree of physical impact on the customer, and frequency and duration of each encounter between service provider and customer. Services may have different short and long-term effects and outcomes for client, service provider and other involved agencies'.

Table 5.1 summarizes the main work in tourism assigned to each novice.

Table 5.1: The main work tasks assigned to each novice

Main work tasks assigned				
A	B	C	D	E
1. Taking orders from agents for hotel rooms 2. Negotiating terms for rooms with hotels 3. Confirming acceptance with agents	1. Selling tour programs 2. Planning tours 3. Leading tours	1. Selling tour programs 2. Planning tours 3. Leading tours	1. Selling air tickets 2. Selling tour programs of other companies	1. Website development and marketing 2. Developing accountancy system 3. Devising HR policies 4. Identifying market niche 5. Resolving accommodation problems

Source: Author

5.1.1 Novices

5.1.1.1 Case A

The substance of Case A's service work was relatively narrow business to business tourism selling. He acted as an intermediary between tour agents (X) and hotel receptions (Y) to book hotel rooms for the third party, tourists (Z). Thus he had two main types of clients – X and Y - though the quality of his work impacted on the third (Z). The scope of his work was desk-bound, restricted mainly to form-filling and telephone and fax-based transactions – X and Y rarely visited his office and he never met Z. Case A said:

'My duty is to make hotel reservation for sub-agents. Most of them telephoned or faxed to the office'.

His work was generally 'non-invasive' in that it had few physical consequences for other parties. However, if there was miscommunication so that, for example tourists at a hotel were deprived of an expected service such as breakfast, then, they might experience a degree of invasiveness - physical want and emotional discomfort such as disappointment. In negotiating a contract with X and Y he had several interactions, usually over a short space of time, but he had many such contract interactions ongoing at any one time. The effects of his service activities with X and Y were invariably short-term and remediable, though when a booking went 'wrong', and the outcome was that tourists were inconvenienced, he had to be able to demonstrate to all parties through documentation that he was in the right, or else pay the price for his negligence from his own pocket since that was enterprise policy.

5.1.1.2   Case B

The substance of Case B's service work was to develop budgeted programs and itineraries for both outbound and domestic tours, to negotiate with suppliers, to sell these tours at face-to-face meetings with potential corporate customers and to follow-up by making arrangements by telephone until the tour arrived. He sometimes dealt with two or three tour programs simultaneously. He also sometimes acted as group tour leader. The scope of his work was consequently considerably more extended than that of Case A. His work was generally minimally invasive,

but, as with Case A, there might be physical or psychological consequences for other parties if a program was mishandled and customers did not receive the service advertised. The time that he spent in each aspect of service provision differed: he attempted to sell tour programs more often than he led tour groups for example, and each role differed in intensity and made different short- or long-term demands upon him. Effects were invariably short-term and remediable: when a tour program went 'wrong', and customers were inconvenienced, he could negotiate with destination suppliers to compensate customers. Outcomes varied. A lost contract was irremediable, while an inconvenienced tour group might forgive and forget. Case B said:

'I meet the potential customers and tried to sell the tour program and then arrange the program in accordance with the need of the customer. After that I present the program and the price to the customer and try to convince them to agree to buy the program. If the customer buys the program within Asia, I act as tour leader of that group'.

5.1.1.3   Case C

The substance of Case C's service work was similar to that of Case B: creating, pricing and selling tour itineraries and managing incentive tour programs, sometimes acting as tour group leader. Case C said:

'Each staff member of O3 acts as a one-stop service. We look after clients from the beginning to the end of a tour program. If the destination is in Asia, we will travel with the group as a tour leader. If the Europe tour

program was sold out, the MD or an experienced freelance tour leader will accompany the group'.

5.1.1.4   Case D

The substance of Case D's service work was providing members of the public with air tickets and tour programs advertised by suppliers. It consequently had very restricted scope, was minimally invasive on customers, since she was merely an intermediary for services provided by other parties and had only one or two contacts with individual customers over a relatively short time-frame. Her work might have both short-term and long-term effects on customers, the former if she failed to deliver a service as expected, and the latter if customers found that, for example the tours that her enterprise promoted were not delivered as advertised or offered poor value for money. Such negative outcomes for her customers might make them unwilling to use her enterprise's services in the future. Case D also helped her mother plan incentive tour programs and latterly maintained the enterprise website.

MD-D said:

'I thought that Case D had relevant degree, she has potential to run a business. I invited her to work with me to learn about the tour business with a view of taking over as manager after I retired'.

5.1.1.5   Case E

Case E was a manager, who provided a service to business rather than the public, so MD-E could be seen as Case E's customer.

'The MD is very good at managing tour programs and being a tour leader. Therefore, he takes responsibility in the tour operation section while I manage the rest'.

The substance of Case E's service was system development for his enterprise in relation to HRM, sales and marketing and accommodation. The scope of his work was wide; it was invasive on staff when he made decisions about enterprise location since that affected the cost and convenience of getting to and from work, or even involved them in staying overnight on the premises. Each aspect involved frequent activities over a lengthy period of time with both short- and long-term effects on the success of the enterprise, some of which might have serious or even irremediable outcomes – for example if he made unwise decisions about how to position the enterprise in the tourism market.

He worked largely alone, identified needed development from work experience and research, and developed strategies to realize them. He implemented these effectively on his own, keeping his co-manager informed about what he was thinking and the results achieved when decisions were implemented.

5.1.2   Cross-case analysis

This section has described the substance of the work of these novices i.e. what they were assigned to do in their enterprise, in Cases A-D, and what they assumed responsibility for in negotiation with their partner (Case E). The scope of their work varied considerably. Case A was a 'back-room boy' restricted to receiving and making bookings with hotels for travel agents. Cases B and C had the broadest scope, working for outbound tour operators in various roles in tour program development, sales and tour operations, and as tour leader where they worked directly with the wider public. Case D's work was also mainly with public over-the-counter sales of a very limited nature - reserving air tickets, selling public tour programs - and maintaining the website. Case E's work had the broadest scope, but as a service deliver to his manager rather than to the public. The invasiveness, frequency, duration, effects and outcomes of these various forms of service provision reflected the nature of the work that they were engaged in.

> *RQ 2: How do novices in the tourism work place learn informally in their first year of work?*

5.2.   Informal learning in the Thai tourism work place

RQ 2 directs attention at the work place learning experienced by the five cases over the period of the study. It focuses both on **what** they learned and **how** they learned it.

Table 5.2 summarizes how each case learned informally in the tourism work place in their first year of work.

Table 5.2: The ways each novice learned informally

Ways of learning informally				
A	B	C	D	E
1. Observing SO-A managing negotiations with agents & hotels 2. Handling transactions, with feedback from SO-A 3. Making costly mistakes 4. Developing and using proformas to make his work error-free	1.Working under guidance of SO-B 2. Asking SO-B questions 3. Working along side/ observing/ getting feedback in sales role 4. Reading about tourism destinations 5 Authentic experience: being tour guide 6. Making mistakes 7. Trial and error	1. Listening to and observing MD 2. Learning from mistakes 3. Experiencing selling 4. Working along side SO-C and other experienced staff 5. Getting feedback from clients 6. Recognizing how to win client approval	1. Listening to the MD and the web master. 2. Learning from her experience with suppliers, staff and clients	1. Reading books on relevant topics to answer questions on developing systems 2. Searching information from websites. 3. Seeking advice from instructors and former lecturers. 4. Studying market trends

Source: Author

5.2.1 Novices

5.2.1.1 Case A

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The challenge that Case A faced in his work was to learn how to be an effective 'middle man' between his two clients viz. tour agents and hotel bookings staff. He had to secure competitive hotel accommodation deals for agents, that the hotel would honour when customers showed up, and to ensure that agents paid him on time for the accommodation that he had negotiated for them.

Initially, SO-A, who had done this job previously, worked alongside Case A, assisting him to make data entries on the computer, as his word processing skills were limited, and allocating him sub-agents of tour companies and hotel staff to deal with. Some were 'difficult'. SO-A observed Case A, a polite and kindly man, at work:

'*I let A deal with the problem sub-agents with his nice and gentle manner first. If this kind of tactic does not work, I dealt with the agents myself using abusive words in an aggressive manner*'.

SO-A discussed with Case A strategies that some sub-agents used to avoid paying on time. Case A reported:

'*SO-A sometimes complained that some sub-agents are 'street-wise.' I used to telephone to request a street-wise agent to pay me; they impolitely refused because they knew that I was new staff. I contacted sub-agents long enough to know them better from their performance. I also knew which agents were straightforward in doing business, which ones were cunning. If sub-agents tried to cheat me, I showed them that I did not want to do business with them. If they wanted me to book the room I made them*

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pay in advance. I wanted to tell them by this action that there was no credit for agents who tried to cheat me'.

Case A himself learned to become more 'street-wise':

'When I started working, I did not adjust any information. I told customers exactly what the hotel told me. I got complaints from sub-agents that I was too strict and inflexible. Later, I learned to adjust some information in order to give me time to manage the task. If customers requested to postpone the confirmation for one day, I would be kind enough to allow them an extra day to confirm'.

Case A also learned how to build good personal relationships with trustworthy sub-agents who gave him a lot of business:

'There was a sub-agent that used to book a lot of hotel rooms with me. Later on that agent stopped booking with me. I telephoned the staff to ask why. They tried to explain that his agent had fewer customers. I thought that was not a good answer. On New Year's Day I visited that sub-agent's staff. We had a friendly conversation and I gave them New Year gifts'.

Case A initially took verbal agreements on trust. But he learned from hard experience that documentation is needed to confirm every verbal agreement.

'Late at night, my customers were rejected by the front office staff and told that their name was not on the booking list. The front office manager refused to take any helpful action. The sub-agent had to move the

customers to another hotel. In the morning, SO-A faxed the reservation document to the hotel. The reservation manager accepted that it was the fault of his staff".

Some 'mistakes' hit Case A's pocket:

'I forgot to inform the hotel about the arrival date and time of the customer. Therefore, the guests had to pay for transportation from the airport to the hotel themselves. The staff found that it was my mistake and reported me to the guests. I agreed to pay the guests the transportation cost that they had paid'.

Other mistakes had less serious consequences:

'I reserved the room with breakfast in H1 hotel. I was not aware that the contract rate of this hotel did not cover breakfast. The rate was room only. H1 hotel reservation staff telephoned to inform me that I had made a mistake. I was able to correct my mistake without losing any of my firm's profit. This kind of feedback assisted me a lot. It made me more careful'.

From these experiences Case A learned the importance of keeping accurate notes of what agents wanted to ensure that hotels delivered as promised. He also developed documentation that he used systematically to make his work more efficient:

'The first problem is that I always forgot to telephone to the sub-agent before the deadline of the confirmation and on the due date. The second problem is I forgot to telephone agents on the due date to tell them to pay.

In order to solve the problems I developed two forms that assisted me to manage things more efficiently. The first form reminded me to telephone the sub-agents to ask whether they really wanted the room; the second enable me to manage the payment more effectively'.

The first form is in appendix D1 (7). Case A developed it to remind himself of deadlines for confirming bookings and the date by which sub-agents had to pay.

Case A illustrates 'kaizen'. On his own initiative he developed work procedures and documentation that he had inherited from SO-A to make them more systematic and 'fail-proof'; he learned to be more thorough in following-up verbal bookings with documentation and ensuring the inclusion of all aspects listed; he also became 'street-wise' learning to manage the agents that he provided a service for so that they paid him promptly. No one taught him these things or required him to do them. He learned to do them himself by listening to and observing SO-A, reflecting on problems in his work that hurt him financially, and making adjustments. All are examples of how he learned informally in and for his work place.

5.2.1.2 Case B

As described in Chapter 4, Case B changed work places in the course of this study. However, throughout he had SO-B as his line manager and colleague.

Case B's work situation in enterprise O2 was diffuse compared to Case A. In addition he was allocated some difficult assignments because his

enterprise did not recognize the difference between novice and experienced staff. Work tasks also changed frequently leaving him bewildered and overwhelmed.

Initially, Case B was heavily dependent upon, and worked under the guidance of SO-B who provided a kind of structured OJT for him:

'*SO-B is the one who assigned me the job. She always teaches me how to do each job step by step*'.

Case B also checked that he understood what he was to do in a situation by asking SO-B questions:

'*I always repeated asking questions until I clearly understood every step in doing my job before start doing it*'.

Case B learned informally by observing SO-B in some situations, such as when they made sales calls. She also provided feedback on his performance. SO-B said:

'*I brought him to visit customers with me therefore he could learn how to do the job. He observed me first. Later, I let him manage the business himself and I observed him. After the sales call I give him the feedback*'.

Case B made mistakes. For example he was not persistent in pursuing sales, and he was also unclear about the decision-making structure in the enterprises that he was selling to so that he sometimes made his sales 'pitch' to the inappropriate person.

'Sometimes I do not contact the customer frequently enough to get the feedback. Sometimes I do not know the real authority person who can make decision to buy the tour program'.

These experiences meant that Case B was often unsuccessful at tour selling and this made him unhappy in that role.

He also learned about planning tour itineraries and leading them, both formally and informally. For example he went on a 'fam' trip to Hong Kong:

'The MD sponsored me to attend a "fam" trip to Hong Kong. I obtained a lot of knowledge and information about tourist destinations in Hong Kong from this trip'.

He also learned informally for itinerary planning, on his own initiative, by reading about tourist destinations in travel books and magazines:

'Sometimes I have to buy traveling books and magazines to read for gaining information about the new destination I had to plan'.

Case B also learned about being a tour leader by taking a group to China:

'The tour leader's role is to bring the group from Bangkok airport to the airport of destination, take care of the well being of the group while they are traveling and lead them back to Bangkok'.

These experiences made Case B decide that he preferred to be tour leader rather than a sales person. However, he had weak English skills and he did not follow SO-B's advice on how to improve them.

Case B, as a former engineering student had good computing skills. He could solve computer problems in the office and could use complex elements in programs. His foundation knowledge derived from the university but he extended this from learning by trial and error:

'I had studied only one computer course when I had been in my tourism program. However, I had had some experiences about computer beforehand. If I had to use a program which I had never used before, firstly, I studied how to use it from the manual. After that I learned by the experiment to use the programs. Moreover, I learned how to set the computer system by using the trial and error technique'.

Case B learned formally, from attending the Basic Reservation Course and from the 'fam' trip. He extended his knowledge of tourism destinations informally by reading about them on his own initiative. SO-B was his model for learning tour selling, and he observed her and received her feedback, but even so he did not internalize techniques to become an effective sales person. His experience taught him that selling was a role that not only was he unsuccessful in, but that he also felt uncomfortable in. At the same time he was having positive experiences in leading tours to Hong Kong and in using computer programs. He enjoyed the former and came to recognize that he felt more comfortable in this role. This is an example of his informal learning. He decided that leading tours was the kind of work that he preferred to do. His oral English was weak, however,

and he resisted advice on how to improve it, though it was a crucial skill for leading international tours. His computing skills added to his value as a member of staff and he developed these through learning new programs through trial and error on his own.

5.2.1.3   Case C

Case C was in a similar work situation to Case B. However O3's management structure was vertical so that she had the opportunity of seeing through all aspects of work from beginning to end viz. tour planning, selling and delivering as a tour leader. She also had close contacts with the MD who was experienced in the tourism business and whose enterprise pursued deliberate staff development policies.

Initially overwhelmed, like Case B, she worked closely with SO-C:

'It is O3's policy that the senior experienced staff coaches the new one on the first job. When C had started working here, she had to wait for me to tell her what to do. She did not know what to do next'.

The MD also took a close interest in the development of new staff. Case C told about her first sales experience in O3 when she learned how to deal with customers by observing and listening to the MD:

'When I started selling the Korea program, I listened and observed my boss. However, I could close the sale successfully'.

She did make some mistakes in sales, however, which resulted in her losing contracts that she felt that she should have won. She reflected on this and changed her strategy. Case C said:

'I also learned sales' tricks. When I had started my work, I was very inexperienced. I told clients everything that the company would offer to them. It happened that my rival knew my offer. When we bid against each other for the tour program, my opponent company won. She offered exactly the same things that I told the clients but she cut a price down. I lost that tour program. From this experience I learned that I should not tell secrets to anybody'.

She also learned from experience that former clients are important:

'After the tour I tried to contact my client regularly. I think it is good for my profession if I always keep in touch with my clients'.

Case C was also a tour leader. She learned this role from working alongside experienced staff and getting client feedback. Case C reported:

'In my first trip as tour leader, my boss assigned another experienced staff to accompany me. Therefore, I work alongside that experienced one'.

From client feedback she learned that almost all clients had high expectations of tour leaders, and this influenced the standards of work that she set herself:

'They thought that their tour leader should know everything about the country of destination. S/he should be able to speak English fluently and should be able to speak the native language of that country. The expectation of my clients drove me to act as smart as I could'.

She also learned that experienced tour leaders were not necessarily a good role model:

'I used to escort a very big group of tourists to China with another freelance tour leader. He told me that he did not like clients to treat him as if he was their servant. On the contrary, I thought that it was my duty to serve all clients. I always tried to serve and entertain them, smile and be friendly with them. From the evaluation form, all members rated me "very good" while rating him "fair" in every category'.

Case C also learned from solving unforeseen problems:

'When I accompany a group to Hong Kong last year, I faced a rather serious problem about the accommodation. At last I could arrange rooms for all tourists except myself. There was a suite which consisted of a bedroom and a living room left. I assigned this room for a three person family who sponsor this program. I think that I could sleep in a living room of this suite. I told them the problem. The lady was very kind and gave me permission'.

Case C learned about tourist destinations, airline reservations, designing and writing itineraries, negotiating with overseas agencies, applying for entry visas, costing tour programs, typing and filing documents. She also learned about selling and leading tours, formally through structured and

unstructured OJT and informally through observing how more experienced staff did those things, and reflecting on whether what they did fitted her developing concept of the 'good' tour guide. She evaluated the role models that she was exposed to rather than adopting them uncritically. However, she also learned consciously from the situations that she had experienced, modifying her behaviour to become a more effective sales person, as reflected in winning sales, and a highly regarded tour guide, in terms of client ratings. These are aspects of informal learning related to self-improvement that imply a developing 'strategic' awareness of how to succeed in roles that she was offered or placed in. She also learned that she loved selling tours more than leading them, and decided to make that role her specialism in her enterprise.

5.2.1.4   Case D

Case D is different from other cases in that she had not opted in to the work that she did, but rather had been under family pressure to take it up. Case D worked in a small travel agency office with only her mother, who was her boss, providing customers with air ticket reservations and promoting tours when customers asked for information. There was little scope for specialization within the enterprise. Case D had to assist her mother with all aspects.

Initially MD-D acted as a role model and coach, modeling what to do and providing her with feedback on her success:

'I listened and observed my mother while she was working. She sometimes told me the ways of doing each kind of work, coached me and gave me

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feedback that enable me to perform the job. Firstly I knew the steps of her job. Secondly I knew the right person who would give her a better price. Thirdly I could separate between the good and bad tour operators'.

From her experience of this work she learned factual aspects of the job, such as airline ticket prices, but also negotiating skills to enable her enterprise to offer 'best price' airline tickets:

'I learned the way to negotiate with the agents to get a good price in order to attract clients to buy air tickets from me. I also learned airline schedules and regulations'.

She also learned about the importance of ethical behavior for maintaining her enterprise's reputation. This meant promoting tours that gave value for money and offered clients the service promised. She would choose the best product from the best supplier relevant to meeting her clients' needs; she would also be honest and sincere with her clients in explaining the pros and cons of different offers.

'I learned that the person who worked in this field should be willing to give service to every customer. I also learned to be honest to my clients. I would sell the public tour program that belongs to good and high responsibility tour operators to make my clients happy'.

At the time of the second visit MD-D said that Case D could now manage everything in the office, allowing her time to visit potential customers and develop the business into incentive tour programs. After the interview, MD-D and Case D worked together adjusting incentive tour programs according to customers' needs before Case D typed them. MD-D checked

the details of each program and negotiated prices while Case D observed her.

Case D also acquired technological skills: she learned to update the enterprise's website by watching a more experienced person at work:

'I observed and listened to the explanation of my sister's friend who creates this website how to remove the out of date information and how to put the new message in the website'.

Case D, then had roles as sales and support staff in O4. She learned her sales roles principally through structured and unstructured OJT from her mother and from personal experience with suppliers and customers. She reflected on her experience of customer feedback about tours the enterprise had promoted and sold, leading her to recognize that customer retention depended upon being ethical about what tours offered. This in turn influenced her thinking about the segment of the tour market that her enterprise should promote.

Career-wise, because of the nature of the family enterprise Case D had no choice as to which aspects of the tourism industry she wished to specialize in. Moreover, her work was stop-gap since, at the end of the research she was about to pursue further studies overseas.

5.2.1.5   Case E

Case E is a manager and entrepreneur with an easy, but informal relationship with MD-E, his friend that gave him independence to pursue

his own ideas. O5 was a new enterprise and he had responsibilities for enterprise development in marketing, including market positioning, accounting, HRD and enterprise infrastructure.

Case E faced several challenges when he began his work. First the enterprise had too few clients to be viable. He solved this marketing problem initially by setting up and developing his enterprise's website. He learned to do so partly from formal training courses he took, but also, and more importantly by his own account from informal learning – reading books and thinking through what aspects of the enterprise he wished to promote:

'I was like a madman at that time. I used every minute reading books about developing websites. I searched for training courses from the web. I attended two or three but they did not tell everything I wanted to know. I had to think by myself'.

His efforts led to his developed website being listed on page one of the Thai language tourism search engine version of 'Google'.

Case E also studied both past and current travel market trends in Thailand. The information that he gleaned influenced the segment of the tourism market in Thailand that O5 came to target:

'I can forecast favorite tourist destinations in each season of the year. I am the one who established the company's product positioning in the high middle price to make all customers satisfied'.

Second was the enterprise's accounting system:

'I started worrying about Company's accounting and taxation system. I did not have enough knowledge to solve the company's problem. I read many books and attended training courses. I also brought the problems that I faced to ask the instructors and my former university lecturer for some advice'.

Again he attended formal training courses, but he also learned informally by reading up on the topic and seeking advice on specific enterprise-related problems from contacts in his informal network from university and elsewhere.

Third was HR:

'In order to encourage good staff to stay, I initiated a human resource system by giving higher salary than other tour companies and offering commission to sales. In addition there is also an incentive travel for all staff each year'.

Fourth was infrastructure:

'I am going to move the office to a new place because the old one was rather small and its owner wants to get it back. I have already bought two three-storey town houses. I plan to expand the area of my business to managing incentive group travel, reserving air ticketing and accommodation in order to earn more money to pay for the debt that I

borrowed from the bank. I think that these businesses can bring enough profit to pay for the debt each month'.

Case E drew on learning from his undergraduate course to assist him to solve the problems that he faced, and he supplemented that through attending formal training courses that, however, did not provide him with the solutions to the specific challenges that he faced. His response was to seek answers through informal learning including reading, web-searches and problem-related discussion with former and current teachers and colleagues in his informal network. From this he experimented with 'solutions' until he achieved the outcomes that 'worked' for the enterprise, such as establishing an efficient and transparent accounting system, retaining good staff and securing prominence for his web-page and increased customer traffic in a new sector of the market that he consciously 'positioned' O5 within.

5.2.2   Cross-case analysis

This section has described what novices learned in their work places over the period of the study and how they learned to do it. Change in the sense of learning was intrinsic to the commercial situation that novices found themselves in where they were expected - by their managers and SOs, and also by themselves! - to develop from helpless to competent employees who were able to undertake assigned tasks effectively.

Both formal and informal learning assisted novices to manage assigned tasks towards work place standards of competency. In some cases both modes also assisted novices to identify work roles to specialize in, or to

avoid, or how to make their enterprises more successful in the competitive tourism market.

All cases learned some aspects of their work formally, some through attending courses, such as 'fam' trips or other training (B and E), and others (A, B, C and D) through structured and unstructured OJT, including modeling and coaching from their SO and/or MD. All received feedback on, or could see effects of their current work performance that stimulated 'critical learning events' resulting in some problem solving, consciously searching for better ways to do assigned tasks and experimenting with different strategies to reach enhanced performance standards. Learning also came about through casual interactions with colleagues, clients and competitors. In some cases learning was stimulated through conscious recognition of a problem that was impacting on their work effectiveness, and even on their pay packet, thus causing some emotional trauma. This recognition led to novices adopting strategies such as reading, reflective thinking, seeking expert advice and experimentation to try to solve the problem, with greater or lesser success and peace of mind. Some successful outcomes were that Case A improved his work procedures and learned to negotiate successfully vis-à-vis agents and hotels to ensure that he got good deals that were paid for on time, and Case C managed sales bids more effectively and developed herself as an effective tour guide. Case D learned from customer feedback that an enterprise would be held to account by customers for the quality of what it sold. Though Case B knew what he had to do to succeed in selling tours, he seemed unable to learn to do so suggesting perhaps that personal or situational factors were relevant for understanding his 'failure to learn'. Case E faced system-related problems that, predictably, formal training courses did not provide

him with answers to, so that he adopted a wide variety of informal strategies to assist him to think through successfully what needed to be done to improve marketing and to develop the accounting system, human resources and accommodation, as well as the market segment that would give O5 most return.

Their informal learning at work also led three of the five to think about their own role specialization and standards of performance, and, in some cases, that of their enterprise. Case C opted for a sales role in her enterprise; Case B eschewed sales and opted to specialize in leading tours; Case E explicitly mentioned 'positioning' O5 in a segment of the tourism market that he believed had best potential for financial returns and enterprise reputation.

> *RQ3: What structural factors influence informal work place learning?*

5.3 Structural factors in Thai tourism work places

The details of enterprise contexts in which each novice worked were presented in Chapter 4. Enterprises were structured in different ways and the working situations of novices differed. Thai culture was an important factor for each case, influencing relationships with MD and SO, and in some cases explaining why novices held the position that they did. Table 5.3 summarizes main structural factors of working situations that influenced informal workplace learning.

Table 5.3: Structural factors influencing each novice's informal work place learning

Structural factors in enterprise influencing novices' informal work place learning				
A/O1	B/O2	C/O3	D/O4	E/O5
1. Structured work place 2. Explicit staff development policy 3. Explicit performance management system 4. Manageable work task 5. Supervisory relationship with SO-A 6. Cultural factors (kreng jai and hai kiat)	1. Unstable work place structure 2. In-experienced MD 3. Work tasks difficult and changing constantly 4. Lack of explicit staff development policy 6. Supervisory relationship with SO-B 7. Cultural factors (kinship)	1. Structured work place 2. Explicit staff development policy 3. Information rich environment 4. Good relationship with SO-C & MD-C 5. Cultural factors (face)	1. Un-structured work place 2. Mother & daughter relationship: no SO 3. Untrained role model 4. Restricted scope of business 5. Restricted opportunities for peer learning 6. Cultural factors (boon koon)	1. Structured work place 2. Delegated responsibility in key areas 3. No SO 4. Freedom to seek out advice & introduce best practice 5. Cultural factors (seniority)

Source: Author

5.3.1   Novices

5.3.1.1   Case A

O1 had high structure as described in Chapter 4. Case A worked in Local Sales. O1 was success-oriented with an explicit staff development policy. Time for SO-A to coach Case A to work place competency was part of

this policy, as was Case A's coaching of students on practicum placement at the end of the study. O1 also had an explicit performance management structure that involved making employees pay for mistakes and firing those who made more than five mistakes in any one year. It offered a bonus for employees of more than one year's service who did good work. The system's flexibility was shown in the way that Case A exceptionally received a bonus at the end of his first year of service in recognition of his excellent performance.

A critical structural factor in Case A's learning was being allocated to work with SO-A. Case A's relationship with SO-A, who was also his close friend, was complex. As an older person and as former class leader of the student group that SO-A had studied with, he could expect 'respect' from him. But he in turn was also under obligation to SO-A for helping him secure a job in the enterprise, and for devoting time to assist him to become competent – providing not only training and supervising his practice attempts, but 'protecting' him from agents whose exploitative attitude to a novice he construed as 'ego-insulting', and sharing low-level tasks, such as filing, where A's computing skills from the university did not initially meet workplace competency standards. SO-A said:

'I told him necessary information such as the given rate of each hotel, which was our sub-agents, the steps of selling and booking, how to tell the price to the customer, and how to fill forms and vouchers'.

Thai culture thus played an important role in Case A's informal learning. As mentioned in Chapter 2, 'kreng jai' and 'hai kiat' are values that mean showing respect, honour and sometimes giving 'face' to someone else.

Both Case A and SO-A displayed these Thai characteristics in their relationship and so they got along well. From a Thai cultural perspective, SO-A did Case A a favour by advocating for him with MD-A so that he was hired. This caused Case A to feel obligation to him – 'boon koon'. In the course of the study Case A expressed his gratitude by performing a corresponding service viz. working alone in the office on Fridays and Saturdays while SO-A was taking on a new and preferred role as tour guide. Both felt 'kreng jai' towards each other and showed awareness of the other's feelings, saving their 'face' when necessary as well as respecting them and showing consideration.

The results-oriented enterprise context forced Case A to think of market strategies to keep clients and develop effective ways to deal with deadlines of confirmation and payment. The enterprise's policy of giving responsibility for learning to line mangers guaranteed that all novices would have someone to take care of their learning.

5.3.1.2   Case B

O2 was only one year old at the time of the research. Its manager had no experience in the tourism industry. The structure of O2 changed every three months. However, basically it had two divisions: Sales and Operations and Air Ticketing. Case B worked in Sales and Operations. There was no explicit staff development policy though O2 sponsored him to participate in the 'fam' trip to Hong Kong and to attend a basic reservation system training course. There was also no performance management system, and management did not appear to recognize that novices had to learn how to do a job before they could perform like

experts. This caused problems for Case B and made him depressed. The range of work he was asked to do undermined his learning because each different job took him a long time to learn: in many cases he found himself 'thrown in at the deep end'.

Some allocated work he did not enjoy and lacked confidence to do:

'I do not like being a salesman. However, I have to do it, because at present it was the policy of the company that the staff of a tour section has to do sale side by side with operational work'.

A critical factor in Case B's development was being allocated to work with SO-B, a lady. She was not only his boss but also his coach, mentor and 'older sister' who supported his learning in many ways such as answering his questions, supervising him in operational work and working alongside him in sales. She also gave him good advice. She took responsibility for Case B's learning. Case B said:

'SO-B was very patient with me. She always explains until I can understand clearly'.

Thai 'kinship' culture also was influential. Thai society is a kind of kinship society which accepts that strong personal bonds can develop between unrelated individuals that may reflect a particular family relationship viz. in this case younger brother and elder sister. SO-B, in the role of elder sister, helped Case B, a less experienced and younger person, in both work and personal matters. Case B said:

'It was my personal trust that she could help me. I have known her for two years, we worked closely together. I felt as if she was my real elder sister. She always gives me good advice.'

An inexperienced management system, business plans that changed every three months and created financial and other problems and a sense of insecurity created an environment that occasioned stress and undermined Case B's learning. He had to adapt himself constantly. SO-B played a key role in helping him survive this trauma. The experience of visiting real tourist destinations gave him confidence in designing itineraries and leading groups. Perhaps 'getting out of the office' was his way of coping.

5.3.1.3   Case C

O3 had two divisions: Sales and Tour Operations and Finance. Enterprise management policy was for every staff to manage a tour program from start to finish. So Case C, who worked in Sales and Tour Operations was responsible for all aspects of an assignment. However, there was an explicit HRD policy and MD-C initiated and attached a lot of importance to staff development activities and took a special interest in Case C. O3 was an information-rich environment. The MD brought brochures from tourist destinations for staff to read. Case C said:

'My boss often brings a lot of brochures from the cities and countries he visited back to the office. He puts them in the library upstairs. Moreover, if someone finds good books that are useful for the job, he will provide the company's money to buy those books'.

MD-C also promoted learning by assigning books for staff to read, write reports and lead discussion on. Case C said:

'When there was free time, my boss often assigned some good books for staff to read. We had to write reports and to discuss about the new ideas or practices that we found in the books. I thought I could get some new ideas from the books'.

MD-C took all staff to stay at a temple and do meditation twice a year. He also organized a 'tour itineraries' competition during the annual staff excursion. The supportive HRD company policy resulted in Case C becoming the fourth staff member to attend an 'Aussie Specialist program', a program of Tourism Australia. She attended the 'Australian Travel Mart and Exhibition' in Adelaide. Case C explained:

'O3 paid some money to become a member of this program and three staff of O3 had chances to join this program. I will be the fourth member of O3 who join the program and become an 'Aussie Specialist'.

A critical structural factor in Case C's learning and development was this supportive system.

Case C also had SO-C as her coach. She had opportunities to accompany tour groups overseas, thus learning how important preparation was for success. As her experience grew she was assigned new, more difficult and complex work by the MD, with SO-C or other staff to help her. Case C said:

'At the beginning, the MD let me deal with clients who want to travel within Asia. After that my responsible expanded. I started dealing with clients who wanted to buy Europe tour programs which were more difficult to operate'.

Thai culture was also relevant, especially in relation to 'face' – or not being made to look foolish or in the wrong. To save "face" is very important for Thai: as the Thai proverb says: *'Sia ngern mai wa, ya sia nah'* - *'better to lose money than to lose face'.* Case C learned the information and the language of her destination country before she went there as tour leader, so that she could be smart in front of her clients. She did not let them know her weak points because she wanted to save her own face. Case C said:

'I have to act as an expert and do not let them know my weak points. I have to save my own face and good image of my company'.

Case C had heavy responsibilities for all aspects of tour design and implementation from the start of her employment, but also support from the environment for doing the work and interest and encouragement from an experienced MD and SO who sponsored her development.

5.3.1.4   Case D

O4 had no formal structure or policies. MD-D was 'jack of all trades' and Case D was her assistant. This kind of work environment could support and hinder Case D's learning. Firstly, it could support it because of the strengths of the mother-daughter relationship and because MD-D wanted

her daughter to take over the business and so was willing to teach her everything she knew. In view of this, Case D, as well as having filial obligations, was motivated to pay attention and learn what her mother told her. However, as MD-D was unqualified and may have lacked knowledge of up-to-date procedures, as well as IT skills, she may not have been a good role model or coach. Moreover, MD-D was not very active in developing the business which concentrated only on selling products at a commission. Therefore, Case D had very restricted learning opportunities in relation to the range of tourism work. Moreover, in a 2-person family work situation there was little or no opportunity for peer learning.

Culturally, Case D's situation appears to fit the type of many modern Thai/Chinese business families. Parents guide and support their children's education - Case D acquired high level qualifications in her field of interest – but take control of their career choice. Case D was not allowed to make a career in her preferred field – hospitality. Instead she was 'persuaded' to work with her mother in a business that was her hobby and offered very restricted opportunities for professional development. This was a temporary measure because her parents had already planned for her to study in Taiwan as preparation for her future role in the larger family business. Case D, as an obedient daughter conformed to her parents' expectations. After graduating in Taiwan, Case D may be allowed to choose her own career. MD said:

'*When Case D graduate, she will be allowed to choose her own career on the condition that she has to spend some of her spare time assisting family business*'.

Case D, as most Thai children, feels that she has an obligation, or 'boon koon' toward her parents by assisting their work and taking care of them, while her parents, no doubt, see themselves as doing everything for their child's 'best interests'. This kind of culture has the effect of limiting Case D's freedom of action: Thai children are not free agents as in the West.

Case D then experienced a work place that was formally unstructured, with no SO, though culturally she was 'bound' to her mother as a kind of apprentice. The latter was experienced in tourism work but untrained. Case D had no peers to learn from, except for the friend who assisted with the website. Her workplace provided her with no formal learning experiences. Nor, since she had specialized in hospitality did she bring the same tourism-related knowledge to her work as other cases. However the nature of the work of O4 as a travel agency probably demanded little detailed knowledge of tourism.

5.3.1.5   Case E

O5 had two sections viz. Tours and Operations, managed by MD-E and Marketing, Finance and Accountancy and HRD managed by Case E. Case E, however, worked largely on his own. He had a 'devolved' relationship with his friend and co-Manager, that did not involve supervision, and he had no SO.

A critical structural factor in Case E's success was his relationship with MD-E who said:

'I thought that Case E is my good partner. He can work along well with me. He is far-sighted and mature, able to anticipate and solve problems'.

This open and close relationship resulted in speedy joint decision-making and action. Case E said:

'I am the one who proposes good ideas. Then MD and I work together to develop and implement that idea'.

Case E took responsibility in key, strategic areas of operations as described earlier. He had freedom to seek out advice to improve existing practices in these areas, and, subsequent to discussion with MD-E to introduce them in areas of marketing, accounting and HRM. He invested in web-site development as a marketing tool and he informed himself about tourism destinations and strategic positioning within the industry. His drive reflected the need to increase revenue to meet new costs stemming from the decision to invest in premises for O5, and no doubt the high salaries that he and his partner paid themselves.

Case E exploited his freedom of action through using his own initiative to identify and solve problems, tapping his network of former teachers at university, and creating a new network through attending courses and seeking advice from instructors.

Thai culture influenced recruitment policy in O5. Case E and MD-E were aware that the 'seniority system' in Thai culture might restrict their business plan. (In Thai culture the younger should agree with the senior's opinion). To negate this factor they jointly agreed not to appoint staff

older than themselves, thus consciously removing the cultural factor of respect for seniority, leaving them freedom to develop their business strategy as they thought best. Case E said:

'I prefer to appoint staff younger than I am. I do not want an experienced staff because they are usually older than me and difficult to control'.

O5 was a structured work environment in which MD-E and Case E agreed recruitment policy and shared defined spheres of management responsibility. Case E had his MD's confidence and pursued his ideas for system development independently before presenting them to MD-E who invariably accepted them. Their implementation helped O5 develop rapidly over the period of the study.

5.3.2   Cross-case analysis

The enterprises reviewed here reflect a wide range of structures that may be found in the contemporary Thai tourism industry from 2-person family ticket agencies to highly structured SME enterprises that operate on a vertical model. The enterprises vary in history and in success, with O1 and O3 long-term players and relatively unscathed by the 1997 financial crisis, O4 operating on a shoe-string existence since that time, O2 going into liquidation in the course of the study and O5 expanding vigorously.

The structural factors described undoubtedly influenced the informal learning of cases. O1 and O3 stand out as the most thoughtful structures with experienced success-oriented managers and explicit staff development policies for undertaking defined work tasks with on-going

advice from an experienced and supportive SO. O1 appears to be unique in its performance management system. Though O2 had no staff development policy it provided formal staff development opportunities and support for a novice from an experienced SO, but its inexperienced manager allocated Case B a range of work tasks without considering the nature of the demand they involved for a new staff member. O4 and O5 were largely informal learning environments differing in the nature of the tasks to be learned and in the freedom that they allowed Cases D and E to learn. Case D was confined to learning routine tasks on the premises; Case E had freedom to search for information and ideas in different spheres, and propose the system development that would make the enterprise flourish.

Cases A, B and C did not choose their SO, but all developed good relationships with them that significantly influenced both their formal and informal learning. Thai cultural factors - kreng jai, hai kiat, boon koon, 'face' and related kinship - played an important part in supporting all learning. Case D illustrates how family controls not only career possibilities but learning opportunities, while Case E illustrates how young Thai enterprise leaders take cultural constraints into consideration in developing a recruitment policy to allow their enterprise to go in the direction that they wish to take it.

RQ4: What individual factors influence work place learning?

5.4   Individual factors influencing work place learning

Irrespective of the quality of their education or training, performance in a job depends upon individuals having a background, or developing personal qualities that enable them to cope with their situation. Relevant information about each novice is summarized in Table 5.4.

Table 5.4: Individual factors influencing novices' informal work place learning

Individual factors influencing informal work place learning				
A	B	C	D	E
1. Maturity (aged 35) 2. Prior successful work experience 3. Ability to learn (1st class honours degree) 4. Willingness to take advice from younger person to improve skills 5. High sense of responsibility 6. Ability to reflect critically, analyze needs and problem solve	1. Some lack of confidence 2. Inactive 3. Resistant to SO-B's advice on how to improve	1. Critical reflection 2. High sense of responsibility 3. Confidence 4. Commitment 5. Ability to learn 6. Active	1. Ability to learn (2nd class honours degree) 2. Ability to reflect on feedback	1. Self-starter 2. Strong achievement motivation 3. Confidence 4. Commitment 5. Eagerness to learn 6. Ability to overcome obstacles 7. Abilities of the entrepreneur

Source: Author

5.4.1 Novices

5.4.1.1 Case A

Though Case A was in his first job in tourism he had previously worked in the insurance industry. Subsequently he was a mature university student, leader of the honours tourism class, graduating with first class honours. He was 35 years old at the start of the study.

SO-A saw Case A as a model learner. He described how Case A listened attentively to his instructions, taking notes to help him remember and seeking clarification when confused. He actively reflected on his performance and tried to improve his weak points, successfully raising his performance level in ICT through practice, and demonstrating problem-solving and job enhancement skills in developing worksheets to better track progress of each request. SO-A said:

'*Case A already had good learning skills when he learned in the university. He listened attentively, trying to remember the information and always took notes. If he could not understand anything he would ask questions. He took reflection on his own performance and tried to improve his weak points that help for his good progress*'.

MD-A recognized Case A's achievements by awarding him a bonus at the end of his first year of employment, as previously mentioned and by entrusting him with training students on practicum.

SO-A made a comparative evaluation of Case A's good learning skill when he started working:

'Comparing to other trainees, Case A could learn how to operate his task very quickly. I think it is because he was a Grade A student when he learned in the university'.

MD-A commented on A's work ethic:

'Case A has never been absent without leave. Moreover, he is punctual, prudent and has never made any mistakes that caused the company into trouble.'

Case A, then, appears as a model employee – mature, willing and quick to learn, with good work attitudes including a sense of responsibility, punctuality and willingness to practice until he was work place competent at routine operational procedures. Presumably he had developed some of these attributes in his previous employment, and subsequently as a class leader at the university.

5.4.1.2   Case B

Case B was a drop-out from engineering and had qualified in tourism with a pass degree. He had knowledge and skills in ICT, but weak English. He was asked to work in sales, but found this uncongenial.

SO-B commented on Case B's weak points as sales representative as follows:

'The most serious problem is that he cannot close the sale clearly. Moreover, he cannot urge customers to make decision and does not know how to defeat the competitors'.

SO-B encouraged him to improve his English but he ignored her advice:

'The part of operational work that he cannot do is to negotiate with the overseas receptive operator staff. It is because of the lack of his English language skill'.

Case B wanted to succeed but sometimes lacked self-confidence. This, together with his discomfort in a sales role, undermined his performance. He could not meet clients alone on sales calls because he lacked self-confidence. He was too lazy to contact clients to get feedback on tour program proposals so that clients chose programs of other agents. However, he had ability to be a tour leader and was quite happy about working in that role.

5.4.1.3   Case C

Case C initially wanted to manage her own clothes shop, had studied English in a private university and then transferred into a tourism degree.

MD-C explained why he wanted Case C to work for O3:

'C is good at speaking. She can speak persuasively. Moreover, she can deal with clients efficiently'.

Case C had high sense of responsibility, self-confidence, commitment and knew how to learn. She reflected on her work performance and tried to improve it. Though her English was weak she tried to use it, realizing that practice would make it better. She said:

'I try to improve my English by practice using it. I think my English speaking skill becomes better. My reading and writing skill are not very much improved. When I read quotations I sometimes cannot understand the meaning of some sentences. At first, I could not write e-mail in English. I asked SO-C to write for me. Later on, I wrote all e-mail myself'.

Case C was active, wanted to learn more, tried to develop herself, involved herself in authentic activities and dared to do things that she knew would be difficult for her. She maintained at one point that she wanted to be an expert in leading tours like her MD, but eventually decided that sales was her preferred role.

5.4.1.4   Case D

Case D was a clever, young and lively lady whose honours degree was in hospitality. She was willing to learn, even in a field not of her own choosing and able to do so quickly. Within six months, she learned how to negotiate good prices for clients, read airline schedules and regulations, exploit useful contacts that would give her best price and explain the steps of her job. MD-D said:

'Case D can now manage everything in the office, allowing me time to visit customers and develop the business into incentive tour program'.

Achievement of competence is signaled in part by seeing business opportunities. Case D said:

'*If the business was to make more money, I should develop more active marketing strategies with distinctive tour programs targeted at seniors and those with health concern*'.

5.4.1.5   Case E

Case E had a pass degree. He was a self-starter, confident, proactive in his own development with strong need for success, eager to learn, able to overcome obstacles, and enthusiastic. He displayed both attitudes and abilities of the entrepreneur: future-orientated, realistic, market-orientated, risk manager, self-confident and goal orientated.

He turned an initially 'bad' business situation at O5 into a good one through developing successful internet-based marketing strategies. In addition, he was able to establish modern accounting and HRD systems for the enterprise and find it suitable new premises.

5.4.2   Cross-case analysis

Cases illustrate different individual factors influencing their informal work place learning. Cases A and D had honours degrees, while B, C and E had pass degrees. Case D had also majored in hospitality rather than tourism.

Cases A, D and E had persisted in their academic field of first choice while cases B and C had changed fields. Case A was a mature entrant to

his second field of work whereas cases B-E were in their twenties and entering their first job. Though all cases were allocated work by their employer Cases B, C and E also identified the roles they wished to pursue.

All these individual factors no doubt influenced their informal work place learning. For Case A, at his time in life it may have been especially important to succeed in the assigned role so as to retain his job. It also was congenial because it brought him to work closely with his friend and former fellow-student SO-A.

Numbers in this study are too small to provide evidence on whether success in formal learning – Cases A and D in particular - correlates with success in informal learning. Certainly Case E stands out as someone with minimum formal academic qualifications who had learned how to learn. Case C, too found opportunity to express her commitment to self-improvement and self-confidence in herself in the supportive work place that she found herself in.

In general these cases illustrate that individual factors can both support and undermine informal learning at work. Maturity, prior successful work experience, capacity to learn, willingness to take advice, high sense of responsibility, ability to reflect critically on work achievements, commitment, confidence, active orientation, creativity, strong need for success, eagerness to learn and entrepreneurial abilities correlate with successful informal learning. Lack of self-confidence, inactivity, unwillingness to make the best of irksome assigned work tasks, and ignoring good advice from an SO seem to make it more difficult to learn in general and perhaps informally in particular.

RQ 5: How far do university degree courses in tourism prepare graduates for their first job in the Thai tourism work place?

5.5 The relationship between degree course qualifications and competence in the work place

The literature reviewed in Chapter 2 indicated that universities aim to develop specific professional knowledge and skills in their graduates as well as generic skills such as problem recognition, problem solving and learning to learn. They also provide opportunities for authentic and simulated learning through co-operative education placements and study tours. At the same time research indicates that a gap exists between what degree courses teach and the requirements of specific work places. This section describes how novices and their SO perceived the relationship between their degree studies and the work that they were subsequently required to undertake. Table 5.5 summarizes the theoretical knowledge, skills and attributes that novices claimed to have acquired from their university studies that were of relevance for their first job; Table 5.6 summarizes in a checklist novices' views of the relevance of their degree programs for their fist job.

Table 5.5: Novices' perceptions of knowledge, skills and attributes from university relevant for their first job in the Thai tourism industry

Aspect	Novices' perceptions of knowledge, skills and attributes from university relevant for their first job in the Thai tourism industry				
	A	B	C	D	E
1. Theoretical knowledge /skill that prepared graduates for their first job	1.1 Hotels, room division 1.2 Marketing 1.3 English	1.1 Ways to deal with airlines 1.2 Ways to operate domestic and outbound tours 1.3 Role of tour leader	1.1 Marketing 1.2 Ways to deal with airlines 1.3 Ways to operate tour programs. 1.4 Role of tour leader	1.1 Marketing 1.2. Ways to deal with airlines 1.3 Nature of quality tour program	1.1 Marketing 1.2 General accounting 1.3 Human resource management
2. Attributes that prepared graduates for their first job	2.1 Responsibility 2.2 Understanding of career field 2.3 Good learning skill	2.1 Develop career aspiration as tour operator	2.1 Develop accurate self- concept 2.2 Realistic understanding of her own career 2.3 Understand organizational environment	2.1 Good learning skill	2.1 Ability to find needed information 2.2 Self-initiated learning 2.3 Ideas of developing website

Source: Author

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Table 5.6: Check list of novices' views on the relevance of their bachelor degree in tourism to first job in Thai tourism industry

Item	Novices' views on the relevance of their bachelor degree program in tourism — Aspect	Novice A	B	C	D	E
1	Provides broad tourism background	X	X	X	X	X
2	Provides introduction to basic principles of tourism	X	X	X	X	X
3	Assists in understanding tasks quickly	X	X	X	X	X
4	Relevant to work in tour companies	X	X	X	X	X
5	Suited for both practitioners and those starting up business					X
6	Provides basic principles as tools that assist in knowing the methods and places to search for what else needs to be known					X
7	Enables students to work in many sections of tourism industry such as tour companies, hotels, bars and restaurants and airline companies				X	
8	Study tour provides good authentic experience in the tour business	X	X	X	X	
9	Study tour provides chance to learn from friends			X		
10	Practicum training provides good authentic experience in the tour business	X	X	X	X	X
11	Practicum training provides chance to learn how to operate outbound tours.		X	X		
12	Practicum training provides chances to practice English with foreign guests and confirms preference in working directly with customers				X	
13	Knowledge from marketing and HRM courses could be used in the business.				X	X
14	Second foreign language gives students an alternative way for their careers.		X		X	
15	An Airline Business course assisted them to know the basis of calculating a price of a ticket, airline business codes and a basic reservation procedure.	X	X	X	X	X
16	General education enables students to get along well with others		X			
	Number of positive responses	7	10	9	11	9

NB: X indicates a positive response

Source: Author

5.5.1 Novices

5.5.1.1   Case A

University study was where Case A met SO-A, who assisted him to undertake his practicum in O1, resulting in him getting his position there. Study gave Case A general theoretical knowledge about hotels, hotel operating systems and room types. A marketing course helped him to understand hospitality products, customers' needs, hotel marketing strategies and selling procedures. As part of his course Case A organized study tours for the class. This involved negotiating with hotels and travel agents and assisted him to gain an understanding of the work he later got involved in. Case A had good English skills which enabled him to communicate with foreign sub-agent owners who were also his customers. SO-A said:

'Case A became good at English when he learnt in the university. He can transfer his English skill to use in his work.'

However, in the first interview SO-A indicated the nature of the gap between university studies and the job that Case A had to do:

'Case A does not know much about the practical side especially the operational procedures of this firm'.

Case A had a specific weakness in computing and word processing. His skills were not at workplace standards. SO-A said:

'At first Case A could not type well. His computer skill was not good even in Word Processing program'.

5.5.1.2   Case B

Case B claimed that his pass degree gave him an overview of the tourism business. He used knowledge from an airline industry course to read airline schedules and manage bookings. He learned to manage tour programs and write itineraries from a tour business operation course, while a tour guiding course informed him about duties and roles of tour leaders. He learned about domestic operation procedures and tourist destinations in Thailand through the study tour. He learned about outbound tours from the practicum:

'I got the practical side of operating outbound tour from the tour company where I did my co-operative training'.

This experience gave Case B the idea of becoming a tour operator. It was also where he met SO-B.

SO-B indicated the nature of the gap between university studies and Case B's job:

'I guide him how to operate outbound tour programs. Moreover, he doesn't know much about tourist destinations in other countries'.

In the second interview she commented on his weakness in English:

"Case B's lack of English language skill was a barrier for his progression in doing outbound operational job. He cannot use English to contact land operator staff in foreign countries'.

5.5.1.3　　　Case C

Case C did her practicum in O3 and subsequently got employment there:

'Co-operative helped me to learn the real life of working in the tourist business'.

Furthermore, the practicum helped Case C to experience employment and understand the enterprise environment:

'I used to think that I hated office work but from my experience here, I realized that it is not as bad as I had thought'.

It also gave her an accurate self-concept of her strengths in communicating and selling:

'I used to hate being in sales. The last month of my training here I could close the sale successfully although it was my first job and I was only a student trainee'.

Degree courses gave her knowledge relating to tour operating procedures, airline regulations and costing. She claimed that the self-managed study tour provided her with good tour guiding models, and that she used sales and marketing techniques from her marketing courses when she did sales

calls. The practicum taught her theoretical knowledge about marketing, airline business, and operating tour programs. Her computer skills from university enabled her to create effective presentations in bids and she could use e-mail and Windows Live Messenger program (MSN). She had also studied the tour leader role in a course that she found very useful.

Surprisingly, in view of the fact that she had first chosen to study English, both C herself and SO-C noted that her main weak point in her work role was in English. Case C's self-evaluation was:

'My basic English language skill was not good. I took English courses in the university because they were a requirement of the degree'.

5.5.1.4   Case D

Case D's major was in hospitality but she had taken courses in airline business, tour business operations, marketing, accounting and English which she regarded as useful for her job. Airline business helped her to communicate effectively with airline agent staff, read airline schedules, make reservations, calculate air fares, and know conditions of reconfirming and canceling airline bookings. Tour business operations gave her insights into how quality domestic and outbound tour programs were managed. Marketing and accounting taught her how to sell and promote financial aspects of products.

Her practicum experience in US was also useful:

'I practiced English on practicum with foreign guests and enjoyed providing customer service'.

In the first interview, MD-D noted that Case D did not know either the steps of the job or the right supplier to contact. Nor could she manage the website though she could word process and send e-mails. She learned website updating on-the-job:

'A friend of my sister, who set it up was too busy. Therefore, I learned how to update information by observing her'.

5.5.1.5   Case E

Case E was positive about what he had learned about fundamental business principles from his pass degree studies at university. He found the following courses very useful for his work: airline business, management, accounting and marketing. Airline business helped him communicate with airline staff, while management courses helped him with HRM. Accounting taught him 'best practice'. Knowledge from the marketing course assisted him to analyze strengths and weaknesses of his own and competitor enterprises and to identify winning strategies:

'I can forecast favorite tourist destinations in each season of the year. I am the one who established the company's product positioning in the high middle price to make all customers satisfied'.

He did his practicum in O5 and that was when he had the idea of developing the website.

In the first interview Case E clarified the gap between what he knew from university and what he needed to know to manage those aspects of the business that he was responsible for:

'Although, I had some knowledge in the area of marketing, accounting and human resource from university, it was not enough for running a business. In developing company's website, the IT knowledge from university course did not help me as much as previous IT knowledge I had gained from self-directed learning'.

5.5.2 Cross-case analysis

This section has described the formal learning experiences of these participants, all of whom were university graduates in tourism or the related field of hospitality. All claimed to have learned important theoretical knowledge and practical skills from their degree courses. The content they found useful inevitably reflected the nature of the work that they were engaged in viz. general knowledge about hotels, the ways to deal with airlines, tour operations, duties of tour leaders, human resources, accounting and marketing. The most authentic learning seemed to have stemmed from the self-managed tour. Co-operative education programs were also highly regarded and led to Case A and C finding full-time employment, B meeting his SO and E beginning to develop his website. Thus university programs serve purposes such as recruiting and finding congenial work partners as well as learning theory and practice of tourism work.

However, in all cases there is evidence of a gap between knowledge and skills acquired in university and those required in first employment in an enterprise work place. For Case E 'gap' may be an inappropriate term since he took on enterprise responsibilities beyond what an undergraduate degree course might reasonably be expected to prepare anyone for. It is interesting that it was he who, none-the-less was most outspoken in his praise of his undergraduate course by claiming that it had taught him general principles that he could use in his work. Three cases were noted to lack specific skills: English with Cases B and C, and word processing skills with Case A, confirming Zeufack (2006).

5.6 Conclusion

This chapter has answered the Research Questions asked by this study. It has done so principally for individual cases, with cross-case analysis to highlight commonalities and differences.

The report has identified differences in the structure and allocation of work in the five tourism work places that novices entered and the formal learning opportunities that some provided. It has illustrated novices' informal learning both in terms of doing the job assigned by management and also in identifying which aspects of work they liked to specialize in. All cases reported a very high proportion of informal learning such as working alongside others, consultation, tackling challenging tasks and roles, problem solving, trying things out, consolidating, extending and refining skills and working with clients. Cases also reported learning from being supervised, being coached, being mentored, shadowing, and visiting other sites which are in the category of formal learning. However, some cases had no chance to

participate in some formal activities. For example, Case A and D had never attended either conferences or short courses and neither had attended courses leading to a qualification. Thus most learning of cases in this study was informal, though formal learning could make a significant contribution to novice development. It has shown how structural and cultural factors in these work places influenced informal learning, the individual backgrounds and other personal factors that cases brought to their work situation, the knowledge and skills acquired through their degree studies of relevance for their work, and the generic skills from higher education that they possessed or lacked.

Chapter 6 concludes the report. It first summarizes the study, systematically reviewing the evidence on the nature of the informal work place learning that the study has highlighted. It then interprets and discusses findings and explores the meaning of informal work place learning. It makes recommendations to those in higher education and the Thai tourism industry work place as to how to improve their practices to support integration in the tourism field. It reviews my own learning from undertaking this study and proposes further research that might be conducted.

Chapter 6

Summary, Interpretation, Discussion, Recommendations and Conclusion

6.0   Introduction

 This chapter summarizes the study, interprets and discusses its findings with reference to the literature reviewed in Chapter 2, and proposes a definition of informal **work-related** learning relevant for the Thai cultural context. It also identifies limitations of the research, makes recommendations to Deans of Faculties of Tourism, Course Directors of Tourism degree programs and Chief Executives of Thai tourism industry, managers of tourism enterprises, as well as undergraduates on promoting closer integration between the university and the field that it serves. It proposes needed further research, and reflects on ways in which undertaking this research furthered my professional development.

6.1   Summary

The study is about how Thai tourism graduates entering business contexts as novices developed competence. Thai enterprises that are small but varied are 'Thai tourism businesses'. They were treated as five different cases, and the methodology was qualitative. Data was collected for a period of up to 20 months, and focused on five research questions:

6. What work do novices undertake in their first year of employment in the tourism industry?

7. How do novices in the tourism work place learn informally in their first year of work?
8. What structural factors influence work place learning?
9. What individual factors influence work place learning?
10. How far do university degree courses in tourism prepare graduates for their first job in the Thai tourism work place?

The initial intention of studying six subjects, their managing directors (MD), and 'significant others' (SO) – individuals nominated by the novice as persons knowledgeable about and assisting them to become work place competent - was modified as three novices originally selected dropped out. Two replacements were identified but neither had an SO. Data were consequently collected in five enterprises – O1-O5 - from five Thais – A, B, C, D and E, three men and two women, comprising four tourism graduates (A with first class honours, B, C and E with pass degrees) and one hospitality major (D) with second class honours. One novice – Case A - was a mature student of 35 who already had work experience in a different field, whilst the ages of the others ranged from 22 (E) to 27 (B).

Data were collected in 2 phases by means of on site-visits to observe novices at work and collect work samples - written materials, records and documents that they used or developed for carrying out assigned tasks. Semi-structured interviews were also held with novices and other key informants. Phase 1 data was collected in April/May 2005 from the three novices originally selected viz. Cases A, B and C, and their MD and SO. Data were collected for replacements i.e. Cases D and E and their MD in March/May 2007. This process was repeated in phase 2 with Cases A, B and C being visited between February/April 2006, and Cases D and E in

September/October 2007. A third visit was made to Cases A, B and C in December 2006. Case reports were drafted after phase 1 and revised and extended after phase 2 when additional data were collected. These provided a basis for answering the research questions and cross-case analysis.

6.1.1 Findings

All novices worked in intermediary service agencies in the tourism industry in Bangkok, four in tour enterprises and one in a travel agency. None worked for supplier agencies. Three enterprises were long-established viz. O1, O3 and O4, and two were new viz. O2 and O5. O2, however, closed at the end of the first year of the study, causing Case B to relocate with his SO. The substance of jobs and services provided by Cases A, B, C and D were recognizably 'first work', its scope ranging from 'restricted' tasks such as managing hotel bookings for agents – Case A - and selling airline tickets and tours prepared by other agencies - Case D - to 'extended' work such as preparing and selling tour programs and leading tour groups overseas (Cases B and C). Case E was different since he had managerial responsibilities related to marketing, accountancy, human resources and logistics for O5. Service provision by all novices could be invasive on customers or staff and have short- and long-term effects and outcomes.

Table 6.1 summarizes the main findings of this study. Line 1 shows the tasks assigned to novices in each enterprise. Each novice was initially confused, uncertain and indeed incompetent in coping with these tasks, illustrating their 'need to learn'. For example, Case A made mistakes with

hotel bookings that he had to pay for personally; Case B lost contracts because he made his sales pitch to those who did not have the authority to take decisions, and did not follow up negotiations; Case C lost contracts because she was naïve in revealing all elements in her bid so that competitors undercut her; Case D promoted tours unthinkingly and experienced customer ire that they did not represent good value for money; Case E was at a loss to know how to develop the systems in O5 for which he was responsible. By the end of the study, however, four had learned to cope with their main assigned tasks viz. A, C, D and E, but B had not.

Line 2 summarizes the informal learning from 'critical learning events' that resulted in Cases A, C, D and E learning to succeed in the tasks in line 1. The entry for Case B indicates that the evidence about his success in his main assigned role viz. planning and selling tours is unclear, since he dropped out of that role in order to avoid it. A, C, D and E became work place competent through learning informally to customize their work, principally through reflecting on and analyzing their work performance and taking steps to improve it. For example, Case A learned how to cope with 'street-wise' agents, and also agents who 'disappeared' in the sense of no longer giving him business. He also illustrates 'kaizen' in the way he improved on working documents inherited from his SO, who had done the job previously with the result that his work became consistently 'error-free'. Case C reflected on why she lost tour bids and changed her negotiating tactics to conceal vital information; she also consciously worked to improve her image as a tour leader and realized the importance of keeping in touch with former clients. Case D learned from customer complaints to be ethical and represent tours on the basis not of value

claimed but of value actually delivered, thus winning customer trust and their future business. Case E found feasible solutions to the problems he faced in marketing O5 and developing the HR and accounting system, as well as accommodation through reading, taking problems to teachers and friends for advice, and thinking about how to develop the systems he was responsible for.

Line 3 of Table 6.1 summarizes a second aspect of some cases' informal learning viz. identifying a preferred role in and for their enterprise and, more widely in their career in tourism. Over their first year of employment Case B in particular became aware of an aspect of work viz. selling tours that he wished to avoid, because of discomfort and lack of success in the role, and an aspect that he found congenial viz. leading tours, perhaps simply because it enabled him to get out of the stressful office environment. Case B therefore illustrates role avoidance as well as role choice. Case C appears to have had success in all the roles she experienced, but preferred to specialize in sales which was surprising as she had initially thought that she would hate office work. Experience in the work place, and perhaps working alongside an admired MD, changed her mind so that she wanted to specialize in that role. Case E had already made a role choice at the start of the study in negotiations with MD-E, but he most clearly exhibits decision making as regards the market segment he preferred his enterprise to operate in. Cases A and D did not appear to have any choice about their role. Case A seemed happy in his assigned role. By the end of the study he was 'expert' and coaching practicum students on what the role involved. Case D's preference was for work in hospitality, but family obligations meant that she had no choice but to work in an assigned role in O4. At the end of the research she was about to

give up the job, her family having decided that she should go to Taiwan for further study.

Table 6.1: Informal learning of novices in Thai tourism work place

Infornal work place learning	Case/Enterprises				
	A/O1	B/O2	C/O3	D/O4	E/O5
I. Tasks assigned in enterprise work place	1. Receive hotel booking requests from tour agents 2. Negotiate accommodatior with hotels	1. Plan tour programs 2. Sell tour programs 3. Lead tours	1. Plan tour programs 2. Sell tour programs 3. Lead tours	1. Negotiate ticket/tour prices with suppliers 2. Sell air tickets and tour programs of other agents	1. System development in sales, marketing, HRM and accounting
II. Informal learning to do tasks competently	1. Learning to become 'street-wise' with agents 2. Learning to cultivate 'disappearing agents' 3.Developing and using documents to manage bookings	Evidence unclear	1. Learning how to win bids 2. Learning how to be an effective tour guide 3. Learning ways to retain clients	1. Learning to be ethical in how to represent what tours provided	1. Learning to develop the web page 2. Learning modern accounting system 3. Learning modern HR system 4. Learning market trends
III. Informal learning as to role preference in, & for the enterprise & career in tourism	1. Acceptance of assigned role	1. Experiencing lack of success in sales and feeling unhappy in role 2. Learning that tour leader role was preferable	1. Learning to prefer sales to tour leader role though successful in both	1. Preferred role in hospitality rather than tourism	1. Role negotiated with MD-E on basis of preference 2. Positioning enterprise in defined market sector

Source: Author

6.1.2   Factors influencing informal learning

The study identified how enterprise structure and policies, cultural factors and individual characteristics influenced informal learning at work. With regard to structure, Cases A and C worked in long-established highly structured enterprises where thoughtful management provided staff development systems with experienced SO to support their learning through structured and unstructured OJT. O1 also had a performance management system. Case B, by contrast worked in a newly established enterprise, whose structure changed frequently and whose manager had no previous experience of tourism. The manager allocated Case B a range of work that was too difficult for him to cope with, despite support from his highly regarded SO and opportunities for formal learning. Case D worked basically under family obligation as an apprentice to her mother who, though unqualified and untrained, owned and led a 2-person office selling airline tickets and tours. She had little or no formal or peer learning opportunities. Case E was a lone operator in O5 but shared policy making decisions with his MD. All enterprises were suffused with Thai cultural values and expectations that influenced policy making and its delivery, the most notable perhaps being the decision of the managers of O5 not to hire staff older than they were to escape the cultural obligations that would entail. Cultural norms of obligation, indebtedness and safeguarding of 'face' also played a major part in inter-relationships between cases, their SO and in some cases their MD.

With regard to individual factors Case A's previous work experience, maturity, experience as class leader at university, and systematic attitude to learning reflected in his first class degree made him a 'model learner' in

the eyes of his SO and MD, though when he first joined O1 his word processing skills were well below work place requirements. Case C, for whom tourism was a second choice program, and who had drifted through university without a clear sense of purpose, found selling tours an attractive option for fulfilling her need to succeed, though her English skills were weak. Case E exploited the freedom he had negotiated with his business partner to demonstrate problem-solving and other entrepreneurial attitudes. Case B, for whom tourism was also a second choice after dropping out of engineering, was resistant to the advice of his SO first to change his sales tactics, and second to improve his English to enable him to lead tours to a wider range of international destinations; Case D coped cheerfully with a work situation that was not of her choosing.

These graduates, including Case D whose hospitality program included many courses in common with tourism, found the practicum and the study tour the most useful part of their undergraduate programs, though all claimed to have learned knowledge from academic courses relevant to the work that they were engaged in. Case E spoke most highly of general theoretical principles that his lecturers had taught him, for example management and accountancy that were relevant for his current role. As previously mentioned three cases initially lacked generic skill competency, A in word processing and B and C in English.

6.2   Interpretation and discussion

This study has shown the perhaps surprising range of authentic work contexts, sites and tasks allocated to new Thai graduates in the Thai tourism industry. It has illustrated the competency gap between degree

qualifications and the knowledge, skills and attitudes demanded to manage these tasks successfully (Hager, 2001), and provided evidence on how most cases bridged that gap, sometimes through learning to be honest and direct with customers, in others learning to manipulate situations to their advantage. It has shown how the university practicum can create an external social network important for graduates finding employment, and how enterprise management and structures, Thai cultural factors, social capital and individual characteristics, including personal reflection, trust, confidence, commitment and willingness to learn influence skill transfer and development that brings success in meeting initial work challenges. These findings confirm previous research by Eraut et al. (2004a, 2004b), Fuller and Unwin (2004), Lave and Wenger (1991) and others. It has shown how cases A, C, D and E customized their services to meet customer needs that won their enterprises businesses, and the 'craft knowledge' (Lave & Wenger, 1991) acquired by cases who had to pay for mistakes (A) or lost sales (B, C and D) because they initially used ineffective strategies. It has evidenced 'reflection-in' and 'on' action (Schon, 1983), and also demonstrated Case E's 'cue-consciousness' in developing his website subsequent to customer praise.

The main finding is that, by the end of the study four of the five novices learned to achieve work place competence in the main role assigned by management. They did so by solving work-related problems that they had initially found difficult. A second finding is that Case E learned what niche in the Thai tourism industry was the most suited to the new enterprise that he had set up with his partner. A third finding is that two cases – B and C – learned what future work role they preferred to play in their enterprises. Cases A and D reflect tacit role learning, accepting the

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role assigned - on a permanent basis (Case A) and a temporary one (Case D). Case E's role was decided prior to the study commencing.

It is maintained here that all these findings are examples of informal learning related to competent performance in the work place. The main interest of this study is to conceptualize such learning and to raise and explore questions about what informal learning in the work place might actually mean.

This thesis argues that the nature of the informal learning in the Thai service industry context that this study describes is that aspect of customization that fits the concept of 'positioning' as defined by Kotler et al. (2002): *'the art of developing and communicating meaningful differences between one's services and those of competitors serving the same target market'*. The study also illuminates Ries and Trout's (2002) definition of positioning as: *'what you do to the mind of the prospect'*. Ries and Trout's cryptic observation refers to management's success in branding their business – so that Coke, for example is established as *'The Real Thing'* in the eyes of the public who are its 'prospects' i.e. potential customers and who consequently prefer to buy it in preference to similar drinks of rival companies such as Pepsi Cola. In this study, the 'you' are the cases and the 'prospect' is the persons with whom they engaged – agents, clients and bosses – in a range of business relationships. As the study has shown, most cases learned informally to consciously position themselves so that their 'prospects' viz. customers viewed them as the persons to do business with in preference to other competitors, so that they achieved sales or positive feedback on their work.

The above discussion has identified three aspects of positioning viz. in relation to (i) person-to-person negotiations and personal selling, (ii) enterprise development and (iii) role specialization within the enterprise. It is argued here that the Kotler et al. (2002) definition fits best with (i) and (ii) above, whilst the Ries and Trout (2002) definition seems more applicable to (iii). In regard to (i) Cases A, C and D customized their work place behaviours to 'win' in the difficult interpersonal negotiations that they were engaged in with clients and/or customers. Each took strategic decisions as to what they would say and do in relations with clients so that transactions were respectively error-free, pitched appropriately for a competitive business environment and honest about the nature of service advertised. As an outcome clients respected them, bought their product and gave them their business rather than taking it to a different supplier. In regard to (ii) Case E exemplifies strategic decision-making by an entrepreneur who consciously shapes the distinctive market position of a new enterprise and establishes around it necessary support structures, especially financial management, staff recruitment and retention policies to enable it to succeed in a competitive market. In regard to (iii) Cases B and C best exemplify how new workers with a choice decide what roles they want to specialize in within an enterprise and how management appears to accept their choice.

6.3   Defining informal work place learning

Chapter 2 introduced and critiqued six widely accepted definitions of informal work place learning. The definition by Hager and Halliday (2009) was judged to have most merit*: 'The development of an evolving capacity to make concept-sensitive judgments in changing contexts'*. Its

strength is its recognition that the practice of work in changing enterprise contexts supports personal evolution of judgment making capacity. However its limitations in regard to the present study are obvious: it appears to restrict learning to 'concept-sensitive judgment making', but it does not indicate why such judgment making might be required or what experiences in work might promote recognition of the need to make judgments. Moreover it leaves us guessing as to the agents who might promote this evolving capacity for judgment making, when and where judgment making occurs, whether it is conscious or unconscious, how judgments are translated into actions, what are their outcomes, and whether outcomes in a work place context may be considered enhanced practice. It also is silent on the role played by cultural factors. The discussion below considers these matters, makes a tentative effort to answer them from the evidence of this study, and proposes a definition that aims to fit the facts established by the research.

6.3.1   What is work place learning?

Work place learning – at least from the perspective of a manager or supervisor - means an employee learning practices to achieve the goals that the enterprise is seeking to achieve. In a service enterprise context such as tourism that means selling tours and tickets or developing more efficient and effective operational systems. Change by an individual employee stems from awareness of the need to change, involves a decision to change to meet the perceived need, and actions to implement the decision. It is in implementation that a decision is made operational; the implementation process is in fact the final stage of decision making where learning becomes visible to the boss or to the researcher. Awareness

raising, decision or judgment making and implementation processes do not occur in a vacuum. They reflect experience in some place or places, perhaps over a period of time, usually for a particular reason or reasons, and in a particular manner, though the exact process may be impossible to specify or recall. A worker may only be conscious that they made a decision by looking back at a particular situation or 'critical learning event' which s/he may recognize as having helped him or her to see the need to change practice.

The study has indicated why cases saw the need to change practice: being conscious from feedback of work inefficiencies (Case A), losing bids (Case C), losing customers (Case D) and lack of business (Case E). Case B is the exception, aware of why he was losing sales he decided to withdraw from the sales position rather than changing his strategies to become successful.

6.3.2 What kind of activities stimulated informal work place learning?

Activities refer to actions of people. People have personal experiences in different contexts and are engaged with a range of agents. One's own personal activities and reflections are one source of informal learning for the work place as for other aspects of life - for example Case B's experience of Hong Kong tourist destinations made him knowledgeable about what to include in tour programs, and Case C's anticipatory socialization prepared her for the tour leader role. In this study 'agents' include managers, SOs, colleagues and customers. Many examples have been provided of how these agents either modeled practice or provided feedback that led to novices becoming aware of the need to think about the

standards and effects of their own work and to act differently to conform with their expectations. Case D's learning from customers to adopt an ethical stance to tour promotion is one example.

6.3.3 How is awareness translated into decision making and action?

Though it is impossible to be certain, given the limitations of the study, interview evidence suggests that most cases decided on what actions to take, and how to implement them to develop key aspects of their work place practice while they were on their own i.e. 'solo'. This does not mean that they did not interact with others in the process of making the decision or in seeing it through to implementation, but the breakthrough in thinking that was evidence of seeing new ways of acting - learning – seems to have been invariably individual. The best example of solo learning is Case E who assumed responsibility for and lived with enterprise development problems until he had developed viable solutions after extensive consultation and hard thinking that he then presented to his MD. Case A's informal learning was solo when he decided to develop and subsequently use the new form to handle bookings, though it was with SO-A's guidance that he took decisions as to what to say and do to manage offensive sub-agents. Case C decided solo what to propose to solve the accommodation problems she experienced leading a tour. Case D learned from collaboration with the web master on how to update the website. These examples suggest that making the decision to change work place practices and subsequently implementing these decisions is principally solo, though sometimes social or collaborative.

6.3.4 Where and when did informal work place learning occur?

As indicated in Chapter 2 the work place is not synonymous with the official place of work i.e. enterprise premises. Cases certainly took change decisions there during normal working hours, but they also reported taking them at home, in the toilet, on the internet and on phone conversations in late evening as well as on tours overseas. This also applies to implementing some aspects of what they decided to change, such as planning tours.

6.3.5 How far was informal work place learning conscious or unconscious?

The issue of consciousness is critical in all discussions of learning. In formal learning situations where a teacher consciously teaches and assesses to promote learning, the pupil is usually conscious that s/he is expected to learn, though s/he may succeed in doing so to greater or lesser degree. Even in structured or unstructured OJT work situations with staff employed in a coaching role, the learner has a lot of freedom as to whether to follow proffered advice or not, as Case B illustrates. According to Marsick et al. (2006) informal learning may occur only when an individual has a conscious need to learn even though they may be unclear as to what it is that they have to learn. This distinction is helpful for clarifying how informal learning differs from incidental learning. Archimedes was undoubtedly conscious of the need to learn about the relationship between mass and volume as his king had asked him to establish whether his crown was 'real' gold or not, but he lacked a way of conceptualizing the problem until he stepped into the bath and discovered his principle. On the other

hand, Fleming's 'discovery' of the mould on the plate that resulted in the subsequent development of penicillin, was incidental learning since accounts of how this happened suggest that he had no consciousness of what he was looking for, and indeed only later was the potential of what he had found realized. Thus one key distinction between informal and incidental learning may be to do with consciousness of the need to learn compared to lack of such consciousness.

Consciousness of the need to learn in a specific context stems from the history of an individual in that context. This study has shown that novices were, or were perceived to be initially helpless in their new role. Four were helped to consciousness of what needed to be learned to become competent in that work place by their SO – Cases A-C, or by their mother/MD – Case D. Case E had no such personal assistance but seemed to have a theoretical model of good business practice derived from his university studies, so that, in a sense one might say that the 'invisible college of academics' provided him with a sense of direction. In any event it may be said that all became conscious of the need to change their actions to assist them to behave competently in the terms required by that business enterprise context. Another way of putting it is that they became conscious of how to 'win' in the situations in which they were placed – getting paid by agents on time, winning tour contracts, selling air tickets and tours, developing the accounting system. All, except B succeeded in changing their behavior – learning – so that they did win and their enterprise achieved success. B was conscious of his failings and knew what his SO thought that he should do to overcome them, but his response illustrates that he was unable to take that advice. Such 'resistance' to learning is not uncommon in formal learning situations; it illustrates here

in an informal learning context that, no matter the quality of the relationship with the coach or the clarity of what has to be changed for effective action, individuals may perceive alternatives that are more attractive options that they believe they can manage better.

Consciousness is reflected in the deliberate, sustained, reflective approach that novices took to improving their work performance. Interestingly, no novice referred to unconscious – or incidental - learning, but that does not mean that this did not occur. Deciding on whether to categorize learning as informal or incidental depends upon deep knowledge of how specific learning came about that this study does not have and that further research could endeavour to provide. For example, it is possible to interpret Case E's learning about the effectiveness of his initial website as an example of unconscious or incidental learning, since he developed it during his practicum as a kind of class exercise that would demonstrate that O5 was a modern enterprise. Only after customer feedback did he see it as a powerful means to market his enterprise.

6.3.6   What are expected outcomes of informal work place learning in enterprise contexts?

Informal learning in small service industry work place contexts is expected to have outcomes for the enterprise and the individual. From a management perspective a new staff is hired for a role, involving execution of a range of tasks that an enterprise needs done to a standard and with an efficiency that enables it at least to cover its labour and overhead costs. Most managers seek to arrange for new employees to achieve that standard and level of efficiency in the shortest period of time

by the conscious way that they allocate work on a specific range of tasks of graded difficulty and arrange support for them to learn how to do them. Cases A, C and D in this study illustrate these arrangements; Case B has a contrasting experience reflecting the inexperience of the MD and, though he benefits from his supportive SO, she presumably had little say in the nature of the work that he was assigned.

From an individual perspective learning work in a service industry – and presumably in any context, involves more than simply knowing what to do and doing it consistently to high standards of efficiency. It also involves emotions – learning whether a solo role in a back office handling bookings is congenial, or whether one prefers to be in a team drafting a tour proposal and presenting it to potential purchasers, or to be working face-to-face with customers over a counter or on the telephone, or in the more open-ended and developing context of a leading a tour. All these were situations that novices in this study had experience of, though the experience of some was restricted whereas others, notably B and C was extended. Where there is choice, such experiences can have the outcome of making new staff think about the kind of work in the industry that they feel suited for and want to specialize in. In this study three cases – B, C and E – provide clear evidence of career positioning. For B and C the decision reflected experience of both a backroom and a tour leader experience, but whereas B's decision reflected an avoidance strategy, C had been equally effective in both roles so that she opted on the basis of personal satisfaction. Case E as co-founder of O5 accepted a role that fitted in with his interests and perceived strengths that complemented those of his friend and partner.

Thus the outcomes of informal work place learning in an enterprise context relate to efficiency in the market, or meeting 'the bottom line', and self-realization about the nature of preferred work.

6.3.7 Conclusion

The above discussion suggests that the term work place learning is better replaced by Sambrook's (2005) 'work-related learning'. 'Work-related' frees learning about and for work from a specific physical work setting, and indicates that such learning may occur by any means, in any setting, time or place that an informant defines as a work place.

The findings of this study and the above discussion suggest that work-related learning of novices in Thailand tourism enterprises is mainly externally driven or other-initiated, though individuals can also learn by and for themselves on an inner-initiated model.

Both kinds of learning seem to occur in three stages: awareness-raising, response and decision making and action. These three stages are consistent with Eraut and Hirsh's (2007, p.18) four modes of professional practice because both relate to activities in work places that involve professionals in assessing situations. This discussion relates to 'other-initiated' learning. In stage 1 – **awareness-raising** - managers and the performance management systems they have devised, as well as customers draw to novices' attention their degree of success in meeting work-related expectations. These evaluative messages are suitably culturally embedded. Novices respond to this feedback in different ways. This research study evidence suggests that most novices responded by consciously -

deliberately and systematically, solo and in collaboration with others - reviewing their current actions in their work place, and taking decisions to find new ways of acting that meet the criteria of success of the manager, colleagues or customers. This is the stage of **response and decision making.** Novices then implemented these alternative strategies, changing their work-related behavior in some enterprise-related way for the specific situation that they were faced with. This is the stage of **action and changed or customized practice i.e. positioning** - or, from this researcher's viewpoint, evidence of work place 'learning'. Novices 'learned' when they changed different aspects of their practice in different locations at different times and in different ways for different purposes. Developing new forms and a new website, for example involved different considerations from changing tactics in negotiating a tour contract.

Inner-initiated change in relation to work-related knowledge involves the same three-stage process, but stems from an individual recognizing spontaneously that something s/he encounters in the course of doing their current assigned work may be useful for some aspects of future assigned tasks, such as Case C's learning and reflecting on what an experienced tour leader felt was important for customer satisfaction. A related aspect of inner-initiated learning that is also customization is learning work roles that are congenial and uncongenial, influencing specialization in the enterprise and the industry.

The above discussion leads to the following tentative definition of informal work-related novice learning in a service industry in a Thai cultural context:

*'In (i) a Thai service industry context, informal work-related (ii) novice learning is a three-stage process that stems from **awareness,** acquired through (iii) both culturally mediated feedback about current task performance from systems/managers/colleagues/customers, and (iv) personal perception of potential of new experiences for enhanced work place task performance, that may lead to (v) conscious **decision making of employees**, (vi) in any location time or manner, to take actions that, when **implemented,** enable them to customize their work or position themselves to (vii) align their performance with enterprise expectations, and achieve potential outcomes of improved, current, work-related service delivery activities and/or (viii) preferred personal and career development'.*

This definition highlights the three stages of learning discussed above viz. (a) awareness raising, (b) response/decision making and (c) implementation.

It also draws attention to features of the learning situation and its outcome in terms of customization and positioning: (i) the Thai service industry context with its distinctive cultural features, (ii) novice learning, that may be different from learning of experienced workers, (iii) role and sources of feedback for stimulating awareness that current work-related practices need to change, (iv) personal learning from 'experience' as a second source of identifying alternatives, or additions to current work-related practice, (v) the importance of conscious decision making as a prelude to action, (vi) the fact that decision making may occur in any time or place or manner, (vii) the outcome of implementing decisions being actions that, through customization and positioning better align individual performance

to enterprise management expectations, and that (viii) may lead to awareness of roles in and for an enterprise that a novice may wish to specialize in or avoid.

6.4   Limitations of the study

This qualitative study had a narrow focus, being concerned primarily to illuminate the informal work place learning of novices in five tourism enterprises. The small number of cases studied is from Bangkok so it would be inappropriate to generalize findings to the population as a whole either in Thailand or in other countries in Asia (Stake, 2000, p. 448). Since data were collected by visiting cases only on two or three occasions over up to eighteen months they are therefore also limited in that respect. Moreover interviews did not explore the deeper basis for actions taken by cases to develop their work place practice.

6.5   Recommendations

Despite the above limitations the findings nevertheless have implications for the following: Deans of Faculties of Tourism, Course Directors of Tourism degree programs and Chief Executives of Thai tourism industry and managers of tourism enterprises, as well as university undergraduates.

6.5.1 Recommendations to Deans of Faculties of Tourism, Course Directors of Tourism degree programs and Chief Executives of Thai tourism industry

This section is addressed to Deans of Faculties of Tourism, Course Directors of Tourism degree programs in Thai universities and Chief Executives in the industry body comprising employers, Ministry of Tourism and Sports (MOTS) and Tourism Authority of Thailand (TAT). It recommends ways to develop tourism degree programs in Thailand. Section 6.5 above implies closer cooperation between universities and the tourism industry in Thailand as a whole.

Considerable attention is being given internationally and in Thailand to skills, competencies and qualities that undergraduates achieve at the end of degree courses. For example in Australia, the Australian University Quality Agency (AUQA) (AUQA, 2009) is developing ways of measuring and reporting on standards of academic achievement. In Thailand, a Thai Qualification Framework for Higher Education 2009 (TQF: HE) which aims at assuring quality of graduates has been announced and the 'ideal graduate' has been defined (Office of Higher Education Commission (OHEC), 2009). Characteristics to be achieved by the ideal Thai graduate include: (1) a high level of ethical behavior, (2) mastery of a body of knowledge in a field, (3) ability to analyze situations and apply conceptual understanding of principles and theories in critical thinking and creative problem solving, (4) interpersonal skills, (5) responsibility and (6) analytical and communication skills. OHEC has developed standards of learning outcomes to be achieved by students awarded each qualification. It has conducted a pilot project in 8 disciplines including tourism (OHEC, 2009). This pilot project's main aim is to assist Course Directors and staff of each discipline to understand how the framework should be applied to their field. OHEC brought together groups of academic staff familiar with details of the framework, and each academic discipline to prepare

documents which were guidelines for programs in 8 disciplines. The guidelines for tourism and hotel studies have already been announced in April 2010. Both AUQA and TQF: HE have implications for planning and delivering undergraduate courses including degree programs in tourism which are compatible with recommendations that follow.

Three cases in this study had weaknesses in either English or ICT skills. The results suggest that some tourism graduates entering the Thai tourism work place lack generic skills - those transferable skills, essential for employability (Kearns, 2001, p.4) in (a) English and (b) ICT. The research has also shown that some subjects lacked skills in (c) selling and that (d) most fail to see the relevance of their degree course to work place practice. My recommendations to the audiences listed earlier for changing current practices to assist tourism graduates to reach higher standards in these areas are as follows:

(a) Skills in English

English competency is a major concern of tourism courses because ability in foreign language skills can enhance employment opportunities in tourism. However, standards achieved may reflect teaching conditions with many classes comprising more than 40 students. Specific measures to improve English language competency might include limiting class size to not more than 25 students. In addition, the content of English should be more specifically related to the needs of tourism work places with an emphasis on communication skills.

(b) Skills in ICT

Though ICT skill development is a priority, the standard is still low. Some private universities persuade students to take a Microsoft specialist test. It is not compulsory and students have to pay the test fee themselves. Candidates are asked to perform a series of tasks to clearly demonstrate their skills. Those who pass the test earn the 'Microsoft Office Specialist Certificate' which certifies that s/he has skills and ability to use and quickly complete on-the-job tasks in multiple programs of Microsoft Office system. Research is needed to establish whether graduates who score highly on the test acquire ICT skills that are relevant for employment in tourism enterprises. If that proved to be the case, tourism faculties in public universities should encourage their students to take the test as one way of providing objective evidence of standards being reached. Moreover, Deans of Faculties of Tourism should ensure that students are competent not only in word processing and e-mail, but also in skills in operating computerized reservations systems which have emerged as dominant industry technology (Lashley & Rowson, 2005. p.105). Feedback from employers on graduates' competency in operating computerized reservations is important.

(c) Teach people how to sell in the market

Instead of a lecture-based approach, instructors who teach marketing and other courses related to tourism business should create activities that provide students with opportunities to develop communication skills for selling, such as telephone and presentation skills. In addition, they should provide students with opportunities to practice making sales calls and

inside sales techniques. Moreover, students should have opportunities to observe how sales staff performs their job. Experiential learning, which provides learners with opportunity to apply their skills and knowledge in authentic work environments (Cleary et al., 2006, p.47) can be useful for teaching students how to sell in the market. For example, one of my colleague instructors arranges for her students to design, manage, sell, and lead their own tour program in teams. This simulated environment creates opportunities in which planning, organizing and problem solving as well as selling skills are applied. Tourism marketing courses with field site visits to tourism business enterprises also assist students to gain insight into a career in marketing and to understand how sales persons 'position' themselves in relation to person-to-person negotiations and personal selling. These kinds of activities should be indicated in each course description in the curriculum to raise the awareness of instructors that they are expected to provide learners with opportunity to apply their skills and knowledge.

(d) Course–work place integration

This study's findings confirm those of many other researchers (Chaisawat, 2000; Praprudkit, 1997; Isarankura, 1990) that Thai tourism curriculum is too theoretical and needs to be more relevant to the needs of the industry. The results of this study suggest three ways to promote course-work place integration. These are as follows:

1. Ensure that courses relate to work place needs.
2. Ensure that students can make the connection between studies and work place.

3. Assist employers to know how to structure work places to help students learn.

Enhanced work place experience may be the key to assisting students to see the relevance of their course to work place needs, to improving course completion rates and to reducing turnover in the first year of employment. Putting more emphasis upon work place experience would however, require close cooperation between university managers and representatives of the Thai tourism industry to encourage employers to accept students and to provide them with suitable learning environments. Currently work place experience comprises the practicum which comes towards the end of the course. Earlier provision may be considered. University staff, representatives of industry bodies, MOTS and TAT should be involved in a review of course structures to establish what current and new course goals that relate closely to work place need may be achieved through on-the-job learning. Monitoring and evaluation could assist strengthening of this aspect. Such course provision could reassure sceptical employers that tourism graduates have knowledge and skills relevant to their business. Cases B and C commented that no lecturer in their university told them about available career paths. Both group and individual counseling and support services may also help students to make connections between studies and work place. Faculties of Tourism should provide a counseling and career guidance session for undergraduates at least once a semester. These services could assist students to know about available career paths, to develop themselves to meet required industry standards and to recognize the difference between the ways of learning in the work place and the university.

This section has recommended how tourism programs in Thai universities should be developed in order to strengthen their graduates' ability in English, ICT and selling. It has also recommended three ways to promote course-work place integration: relating courses more closely to work place needs, assisting students to make connections between their studies and the work place, and assisting employers to structure work places to help students learn.

6.5.2 Recommendations to managers of tourism enterprises

This section is addressed to managers of tourism enterprises. Findings from this study suggested that both formal and informal learning assisted novices to manage assigned tasks towards work place standards. Moreover, the structural factors viz. the supportive manager and SO, allocation and structure of work influenced the novices' work place learning. The five SME tour enterprises in this study were family owned. However, the insights gained from this study should be considered by managers of all enterprises that employ new graduates. In order to support learning, the recommendations to managers of tour enterprises are as follows:

- Provide opportunities for formal training and informal learning

This study found that both formal and informal learning assisted novices to manage assigned tasks toward work place standards of competency. However, only two of the five enterprises studied provided their new staff with formal training. All tourism enterprises should provide novices with opportunities to attend formal training courses that are relevant to their

work as these can give them insights into broader aspects of work in the industry.

- Assign qualified experienced staff as coaches or mentors

The study confirmed previous research (Coetzer, 2006) that showed the contribution of managers and other successful experienced staff in assisting novices to learn. Though Case E, illustrates success without SO, Case A, B and C confirmed that both their formal and informal learning were significantly influenced by their SOs. Mentors deliver both direct instruction and provide considerable support and are sensitive to the needs of novices (Le Maistre, Boudreau & Pare, 2006, p.334). Therefore, it is recommended that managers should assign qualified experienced staff as coaches and mentors to assist all novices to learn to undertake work effectively.

- Develop a learning framework to support learning

This study showed that the allocation and structuring of work was central to novices' progress. Managers should recognize the experience gap between a novice and a longer serving professional. Enterprises should develop a 'learning framework' for novices. Case C illustrates a manager who would appear to have some notion of a learning framework for new staff. The framework indicates jobs of different levels of difficulty that might be progressively allocated to novices as they gain experience. In addition, a supportive learning environment should be created as proposed above. However, it is suggested that research should be undertaken to

uncover what frameworks different managers use, and how novices succeed within each.

6.5.3   Recommendations to undergraduates

This section is addressed to tourism degree undergraduates. It provides information that may be communicated by academic staff and others in recruitment sessions, counseling and career guidance where the realities of survival in the industry and the challenge of learning to reach industry standards can be realistically addressed. Findings from this study suggest that undergraduates should be aware of the challenges of the work awaiting them in the enterprise they join. They should prepare themselves to face those challenges whilst at university as follows:

- Develop themselves to meet required industry standards

Findings from previous research (Chancheui, 2003; Isarankura, 1990) revealed that employers want graduates who are able to perform efficiently and to seek out new knowledge (Chancheui, 2003, p.96). In addition undergraduates should have broad knowledge and perspectives, analytical ability, creativity, writing ability, special knowledge and experience in foreign languages, computing and word processing skills, high motivation and strong supervisory and leadership qualities (Isarankura, 1990, p.55). From this study, it may be argued that the most important skills required by novices in enterprises in the Thai tourism industry are learning-to-learn, ICT and English language skills. Whilst it is the responsibility of the university to provide courses that inculcate these skills, it is also students' responsibility to participate wholeheartedly in

courses provided and to take advantage of opportunities offered in informal courses or extra-curricular activities to develop them.

- Recognize the difference between the ways of learning in the work place and the university

Within higher education setting, the prevalent practice is that students learn formally in classrooms where studies are uncontextualised and emphasise general principles (Beckett & Hager, 2002, p.128). Students have to take ownership of a repertoire of theoretical ideas and use them in essays and projects (Eraut, 2004, p.263). However, work places provide workers with opportunities to learn through engaging in authentic activities that assist them to develop and transfer knowledge. However, counseling, support services and staff in the Faculty of Tourism can assist undergraduates to recognize that it is their responsibility to learn in such situations as little guidance is provided. They have, therefore, to learn to be more self-reliant.

- Develop characteristics that support informal work place learning

This study found that characteristics that influence informal work place learning are confidence, commitment, critical reflection, creativity, responsibility, problem solving skill and ability to 'learn how to learn' which is about individuals understanding how they learn and developing their capacity to learn (Amalathas, 2010, p.8). If university students develop such characteristics, they may be helped to become more effective learners.

McCormack et al. (2010, p.40) studied Victoria University's on-campus work-based experience programs, where more experienced students were hired to support 'novice' learners in learning to learn. Excerpts taken from reflective 'end of shift' reports written by more experienced students suggested that students who worked in this program strengthen their generic skills. Cleary et al. (2006) suggested that learning skills are developed through such processes as experiential learning and co-operative learning. Some research confirmed this claim. Studies by Ballantine and Larres (2007) on undergraduate accounting students in United Kingdom, and Kietthubthew's (2002) on vocational students in Thailand, found that cooperative learning developed verbal communication, interpersonal and other skills such as problem solving and team work.

Moreover, Hager and Halliday (2009) suggested that students should be encouraged to avail themselves of opportunistic learning such as participation in casual work, sports and other group activities. These activities provide contingent opportunities for valuable generic aspects of vocational learning. For example, Kasetsart University requires all students to participate in at least 15 extra curricular activities before graduating. The purpose of these activities is to support students' self learning skills and encourage them to avail themselves of opportunistic learning. Students have to become independent and active learners, taking responsibility for their own choice of activities. Research into developing generic skills in higher education found that students' involvement and participation in wide range of activities (Baker & Henson, 2010, p.64), and their capacity for active and self directed learning (Gogus & Arikan, 2008, p.279; Kearns, 2001, p.55), assisted in developing generic skills.

Research is needed to establish whether graduates who participated in these extra curricular activities have generic skills that are relevant for employment. If that proved to be the case, this idea should be adopted by other universities.

- Gain experience in the industry whilst at university

Course directors should encourage employers to offer students casual work and should draw these opportunities to the attention of students. During holidays students could work as staff accompanying group tours, for example. Such experience would enable them to understand their future career better and provide them with relevant experience that their future employers regard as important.

6.6   Further research

The findings of this case study suggest that there is evidence of a gap between knowledge and skills acquired in university and those required in first employments. This research raised issues for further research. These include: informal work place learning, a learning framework to support learning, ICT testing, generic skills building and how work place experience is structured. This qualitative research had a narrow focus on only five cases who worked in tour enterprises in Bangkok which raised questions of generalization of the results. Further research to replicate the findings of the present study is important to confirm its findings and to test its definition of work place learning. This project should be funded by Ministry of Tourism and Sports, Tourism Authority of Thailand and Thai National Research Council. This project would aim to identify frameworks

that managers in different enterprises use and how novices succeed within each. It would also enable further testing of this study's definition of informal work place learning.

It is suggested that surveys be conducted of tourism enterprise managers who hire new tourism graduates who scored high on special tests of ICT competence to find out about employers' satisfaction with their ICT skills. This study should be undertaken by staff in the Faculty of Tourism of the universities that persuade students to take the test. It should be funded by that university.

In order to find out whether Kasetsart University tourism students who participated in extra curricular activities have, through that experience, developed generic skills that are relevant for employment, surveys should be conducted of employers who hire these graduates to establish their satisfaction. This project should be undertaken by Kasetsart staff and funded by Kasetsart University Research and Development Division.

This study shows that managers can contribute to novice learning by the way they structure their work places. Research into how work place experience is structured in enterprises in the practicum would provide information on which structures help students to learn best.

6.7   The contribution of this thesis to my professional development

This doctoral thesis has contributed to my professional development in two ways. First it has developed my research skills; second it has contributed to my professional development as a university lecturer.

- My development as a researcher

In the year 2004, when I started doing this thesis, I reviewed a lot of research articles and books on work place learning. The more articles and books I read, the more interested I felt. I thought that this is the topic that I always wanted to do because I could integrate the world of work in tourism/hospitality industries with academic study in the university. Although research on work place learning was conducted for years in western countries, it is relatively new in Thailand, especially in tourism and hospitality. Therefore, it is good to be the pioneer in this field in Thailand.

Apart from finding the topic of interest, doing this thesis assisted me to develop the seven generic attributes for a researcher identified by Victoria University. They are: formulate the research questions, design, conduct the research, address and solve research problems, critically analyze data, evaluate, synthesize and report the research, contextualize the research and highlight its relevance.

6.7.1 Specific skills I have developed

In the process of undertaking this thesis, my generic skills in English increased sharply. Reviewing more than 400 books and articles increased my reading ability increased. Many years of writing and rewriting aspects of this research report developed my writing ability. In addition, I developed my presentation skills as I had a chance to present on this thesis four times. First, I presented my thesis proposal. When I finished data collection I presented in the doctoral seminar class at Victoria University,

Melbourne. Then, I presented my research results again at a doctoral seminar for Thai students who participated in the joint program of Victoria University and Burapha University at Burapha University, Thailand. My supervisor and I also co-authored an international conference paper that I presented (Chobphon & Wilson, 2008).

Apart from developing my English skills, my ICT skills also improved. Now I can use word processing programs more effectively and I can conduct database searches more skillfully. Moreover, I also learned how to use the 'EndNote' program to manage the bibliography format.

- My professional development as a university lecturer

Gaining knowledge from participating in this thesis also changed my view of my role as a university lecturer. I used to think that my duty as a lecturer was to make my students more marketable for employment in the tourism industry. However, undertaking this research has widened my perspective.

- My new goals for teaching.

It is possible for me as a lecturer in tourism to stimulate students' entrepreneurial motivation. Instead of waiting for employment to come their way, my students can become self-employed as entrepreneurs. Course content is modified to provide students with necessary knowledge and skills for this purpose: included are information on finance, strategic planning, marketing, management and problem-solving. The course points out advantages of being an entrepreneur such as personal satisfaction and

monetary reward. The attention of students is drawn to the high earning potential that an entrepreneurial career makes possible with reference to Case E.

Although tourism professional preparation programs include both theory and practice, most novices in the study commented on the highly academic scope of their university tourism education course, and the strong emphasis it placed on academic achievement. Moreover, Cases B and C also commented that no lecturer in their university told them about available career paths. As already mentioned I think that there should be a better balance between theory and practice in a course. I teach less theory and methodological knowledge and place more emphasis on practical skills. For example, I arrange my students in teams to design tour itineraries, calculate prices and make presentations. In addition, I manage a visit to a tour enterprise where students may observe how tour staff work and have conversation about the tour business with the manager. More attention is placed on work place structures, modes of working, cultural values and career opportunities and business ethics.

6.8 Conclusion

This study was undertaken to learn more about how new graduates learn informally in the Thai tourism service industry work place. It has illuminated that learning with reference to five Thai graduates in five small Thai enterprises. From an uncertain, confused beginning each learned important aspects of how to adjust to, and cope with work place demands. This study has argued that, although some benefited from formal learning off-the-job and all but one from structured or unstructured OJT

from their SO or MD, their main and most significant learning was informal stemming from awareness of the mismatch between what they said and did, and what was needed for success in the enterprise setting. The nature of this learning can best be described as 'positional' or customization – leading to changes in their behavior in respect of managing clients and customers that reflected work place competence. The learning of some was also expressed in identifying market niche for an enterprise or in identifying a preferred work role.

The study has also used the evidence provided as a foundation for a tentative definition of informal work-related learning of novices. Further research is required to test the validity of that definition not only in service industry contexts but more widely. The research findings have implications for universities that could lead to the development of more practical programs to assist Thai tourism graduates to be well prepared for the information technology society. Tourism curricula should better balance industry needs with academic requirements. There should be greater integration between academic and practical studies. The results also have relevance for employers who, by managing novice learning in their work places more thoughtfully could possibly reduce turnover, increase commitment and achieve higher work place performance in a shorter time with bottom line benefits for their enterprise and a better experience for consumer or customer.

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Appendix A

Interview questions

Appendix A1: The first phase interview questions for novices

Objectives of the first round interview:

1. To learn about novices' experience and perception of their first job after graduation.

2. To learn how MD and SO viewed a novice's job performance.

The following are examples of the kinds of questions that would be asked:

Questions for the Novices

1. How tasks are normally allocated to you here? How is it decided what kinds of tasks you should be asked to work on?

2. How would you describe the jobs that you are normally asked to undertake? For example, to what extent are they routine and standard in nature, so that when you have done one it is relatively straight forward to do the next one?

3. Can you give me examples where you have drawn upon knowledge and skills learned in your undergraduate course to do tasks assigned to you?

4. Can you give me examples of situations where you asked colleagues for advice on what to do to undertake an assigned task? What kinds of things did you ask for help?

5. What is the specific knowledge and skill that you need to do this task (i.e. the task that you are currently working on) what new knowledge and skills have you acquired from doing the tasks assigned you? What examples can you give me of work activities that extend what you already know from your previous studies?

6. How did you bring the relevant theoretical knowledge and concept you learned in the university to use in your work?

7. How did you bring the methodological knowledge about how to collect, analyze and interpret in occupational context that you learned from the university to use in your work?

8. How did you bring the skills that acquired from practical projects you did in the university?

9. How did you bring generic skills such as languages, technology, number and self-management that you acquired from the university to use in your work?

10. Are occupational concepts that you got from the university and occupational concept that you got from your work the same or different? Please explain?

11. How do these kinds of knowledge expand?

12. Can you explain which part of the knowledge that you acquire from university relevant for your work?

13. How do you mix the knowledge from university and the new knowledge that you acquire from your work?

14. Please tell me the process that you change from novice to old-timer?

15. Is working in the section an obstacle for you to learn more work in the company?

16. According to your own desire what do you want to learn more from your work?

17. Do the company hierarchy and structure support or inhibit your learning? How?

18. Do you think that your workplace cultures support or inhibit learning and career path of staff? Which ones support and which ones inhibit? Please explain how.

19. Is it an obstacle for others to access the knowledge or information in that part?

20. Please tell me the action of the company in the crisis such as tsunami, bird flu and SAR. Who was the leader? What did the response from others?

21. Are there anything happening in the company that caused the change of company's environment and structure? What are they? How did they change the company's environment and structure? What did they have effect on the staff?

Appendix A2: The first phase interview questions for MDs and Sos

Questions for MDs and SOs

1. What is your opinion toward the novice's competency to do his/her assigned work compare to his competency 6 month ago?

2. What do you think the most outstanding progress in the novice's performance in doing his/her assignments?

3. What is the company's environment that you believe can help the new comers learn their professional role?

4. Are there any changes in the novice's performance that you would like to comment? What are they?

5. What kinds of tasks have you assigned (novice)……………..?
How would you describe these tasks? For example are they routine, standard tasks or do they present specific challenges?

6. Why have you assigned these tasks?

7. How has s/he coped with these tasks?

8. What kinds of things has s/he been able to do easily?

9. What kinds of things has s/he needed assistance to do? What kinds of assistance has s/he needed, and how has that been provided?

10. How far, in your view, has (novice)………….brought to your employment the necessary knowledge and skills from his/her undergraduate course to do the work that you would expect a fresh graduate to be able to do?

11. How far has s/he been able to undertake these tasks independently?

12. When (novice)…………..has asked you for help what are the kinds of things that s/he has requested help on?

13. How have you provided this help?

14. How did they happen?

Appendix A3: The second phase interview questions for novices

Objectives of the second round of data collection

1. To further knowledge of learning in workplace.
2. To learn more about the growth of expertise of the novice.
3. To get information that researcher missed in the last interview and observation.

Questions for the novices

1. How did you bring the relevant theoretical knowledge and concept you learned in the university to use in your work?

2. How did you bring the methodological knowledge about how to collect, analyze and interpret in occupational context that you learned from the university to use in your work?

3. How did you bring the skills that acquired from practical projects you did in the university?

4. How did you bring generic skills such as languages, technology, number and self-management that you acquired from the university to use in your work?

5. Are occupational concepts that you got from the university and occupational concept that you got from your work the same or different? Please explain?

6. How do these kinds knowledge expand?

7. Can you explain which part of the knowledge that you acquire from university relevant for your work?

8. How do you mix the knowledge from university and the new knowledge that you acquire from your work?

9. Please tell me the process that you change from novice to old-timer?

10. Is working in the local sale section an obstacle for you to learn more work in the company?

11. According to your own desire what do you want to learn more from your work?

12. Do the company's hierarchy and structure support or inhibit your learning? How?

13. Please tell me about your workplace cultures?

14. Do you think that your workplace cultures support or inhibit learning and career path of staff? Which ones support and which ones inhibit? Please explain how.

15. Is there workplace clique in this company?

16. Is it an obstacle for others to access the knowledge or information in that part?

17. Please tell me the action of the company in the crisis such as tsunami, bird flu and SAR. Who was the leader? What did the response from others?

18. Are there anything happening in the company that caused the change of company's environment and structure? What are they? How did they change the company's environment and structure? What did they have effect on the staff?

Appendix A4: The first phase interview questions for MDs and SOs

Questions for MDs and SOs

1. What is your opinion toward the novice's competency to do his/her assigned work compare to his competency 6 months ago?

2. What do you think the most outstanding progress in the novice's performance in doing his/her assignments?

3. What is the company's environment that you believe can help the new comers learn their professional role?

4. Are there any changes in the novice's performance that you would like to comment? What are they? How did they happen?

Appendix B
Case Report

Appendix B1: Case A's report

Case A

Background to Case A

'Case A', a tall and enthusiastic mature male student, was 35 years old. He was a class leader of the tourism class of about 50 students and graduated with first class honors. He was popular with other students and played a leading part in organizing and managing study tours for final year students. Case A nominated his line manager as his significant other (SO A). SO A was a student in the same class, seconded to the course from his job in tourism company and close friend of Case A. SO A had nominated to his firm for his practicum, and when a vacancy arose he persuaded his MD (MD A) to hire him.

First round of visits

The first round of visits to Case A was conducted over 3 days on 1, 2 and 4 April 2005. At this time Case A had been in employment with O1 for eleven months. In the morning of the first day, I interviewed the MD A and Case A. At first Case A was not very happy to be observed but the situation became well after a friendly conversation in the interview. I

observed Case A and SO A while they were working along side during the afternoon. There were only two or three calls that belong to his section. Case A managed some and SO A the other. They were not very busy therefore they sometimes explained steps of their work to me. The second day was Saturday. The company worked until twelve. I interviewed the SO A first. After that I observed Case A who was working alone in his section because SO A left the office at ten. On the third day I observed Case A and SO A for one and a half hour and had chance to asked Case A about his work again.

My first interview with case A explored his decision to study tourism and his evaluation of the degree course for equipping him for the job that he was currently doing. Case A used to work as an assistant manager in a very small advertising company. Unluckily, the company was closed because of the economy down turn. He could not find a new job because he had not any degree. Therefore, he decided to further his study in bachelor degree in the field he was interested in that was tourism. He believed that the degree was useful for providing a board background of tourism. In addition he criticized the requirement that all students studied two foreign languages, believing that English was sufficient. However, he was also critical of compulsory English course provided because it was not specific enough to tourism.

On my first visit he sat on his own desk with computer in an open plan office on the 17th floor of a high rise office building in a central of Bangkok. O1 was established in 1981 as a family business and employed 18 staff in 4 separated sections - reservations, operations, local sales and finance. On the days I visited, the MD A's secretary had just resigned

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therefore the desk besides Case A was empty. There were 17 Thai staff and a Russian male staff working there. Everyone had his/her own computer on the desk. The office was not very crowded. Near the local sales section, there was a coffee corner. There are only two fax machines in the office therefore Case A had to walk to the next corner of the office to send fax. The telephone called all the time. Cases A sometimes answered phone calls and transfer them to others.

Case A's position with O1 was in local sales. Its duty is to reserve hotel rooms for sub agents in Thailand. His line manager was his fellow student at university. This arrangement worked well for both, each describing the relationship as 'open' in that they shared every detail of the work that SO A was engaged in. This was necessary, because hotel reservations involved acquiring knowledge and skills beyond those taught in the degree course. Case A informed me that he had to learn about hotel & room types and pricing policy in relation to location, facilities, decoration, month of the year and the background of clientele. Different prices operated for different markets. Hotel management took account of the agent in deciding on room rate: agents with high booking volumes and good credit would get better process than others. A further aspect was negotiating optional services, handling 'no show' client issues and ensuring prompt payment from travel agents and sub-agents. The job involved telephone skills – listening, note-taking and telephone manner in both Thai and English – and basic computing skills in using files with reservations. Case A had good English skills acquired prior to his Tourism course but his computing skills were slow, and initially he relied on SO A to enter data on file for him. In the situation he learned from his mistakes because feedback was immediate. He cited the example of reserving a room with

breakfast in a hotel, and an immediate response by the staff of the hotel that breakfast was not included in the price.

A factor in the decision to appoint Case A may have been MD A's positive view of the degree in tourism: *"The degree in tourism assists the staff to understand his/her task more quickly. Good connection and network make it's easy to negotiate to get better price, time and products than other tour companies. The one who graduated in the field of tourism or hospitality have better opportunities to get good connections and networks because their classmates work in other tour companies, hotels or airline companies."* An additional factor may have been Case A's English language skills, acquired from his own interest before entering the university.

Interviews with MD A & SO A provided the following information.

MD A, a man of 55, told me that the firm's policy was for senior staff to coach novices until they could work on their own. SO A coached Case A. He expected all staff to be punctual, attentive, and active and to show high responsibility.

SO A reported that Case A was a good learner – he listened attentively, took notes to aid retention, was prepared to ask questions, reflected on his own performance, demonstrated keenness to learn and to improve his performance, and a high degree of responsibility.

Second round of visits

The second round of visits to Case A was conducted over 1 full day on 1 February and two half days on 28 January 2006 and 4 February 2006. MD A was available to be interviewed on 28 January, however Case A told me that it was Saturday that he was not very busy. Therefore I met him first on Saturday 28 January. The atmosphere of the visit was friendly. Case A and SO A told a lot of stories happened in the company during the 9 months from the first visit. Case A was still happy with his work. Case A confirmed that he loved his job because he had chances to communicate with variety of people. He was more professional like.

From this visit I could notice that he understood the process of his work better and he was able to use his judgment to adjust something that made his work better. For examples he learned to adjust some information in order to give himself time to manage the task. He realized that in this kind of business he could not trust anybody. Every promise should be confirmed by document. If he trusted the others' word without supported document he would get into trouble. He also learned to solve problems. Two important problems that he faced were; he forgot to telephone to the sub agent to check whether the sub agent really wanted the room and he forgot to telephone to the agents to tell them to pay. In order to solve the problems they developed an additional form to remind him of deadlines for confirming bookings and the date by which sub-agents had to pay.
This form assisted him to do his work more efficiently. Moreover, he knew his sub agents better. He knew how to treat the ones who played trick and tried not to pay. He also knew more about hotel marketing that most of international hotel in Thailand divided their target market

according to the region of the world such as world wide, Asia Pacific and Middle East. The price would vary in each market according to the marketing policy of each hotel. Therefore, customers' nationalities are important information for the reservation. In addition, he learned the way to keep his customer with his business by visiting them and made friend with them.

New roles

Since my previous visit the following changes had occurred. . Case A saw less of SO A as he had become a part time domestic guide and consequently was often out of the office accompanying group tours. Case A's responsibility expanded because he was in charge with all booking from both Thai and foreigner sub-agents and making reservation with hotels, while SO A managed about finance and solved serious problems of the section.

Developed skills

In this visit I was able to observe Case A handling telephone calls from clients, and also using the computer. My impression was that his confidence and skills had increased significantly. His English was fluent. As for computing he was now able to operate independently. At my first visit he was quite slow and SO A had helped him by typing files for him. Now he was able to use Word and Excel efficiently and he could type accurately at a high speed. He also developed new forms for recording client requests and hotel promises.

Over his period in O1, Case A had developed as a staff member, a travel agent and a salesperson. As a staff member he learned to be punctual, attentive, active and to demonstrate high responsibility. As a travel agent in inbound tourism, he had learned about the process of hotel reservations, negotiating contracts with hotels in different locations at favorable prices and could give good advice to customers. As a salesman he was essentially a middle man between customer and hotel, keeping accurate notes of what customers wanted and ensuring that hotels delivered as promised. To improve his efficiency he developed **'Deadline for confirming the bookings report'** as the additional form to remind him of deadlines for confirming bookings and the date by which sub-agents had to pay.

In addition he learned how to cultivate good clients by visiting and giving them presents and he could evaluate agents in terms of their honesty and straightforwardness. He was committed to remaining within the industry.

Third Round of Visits

I visited Case A again over a half day of 27 December 2006, 10 months after the second visit. Case A was now in a new role as coach of 2 student trainees on placement from both public and private universities. He let the students trainees answered the calls and got reservation orders from customers. He wanted students to experience the authentic work. Moreover, he believed that students were one of his helping hands. However, the students had to report him every booking that they got.

Conclusion

Case A illustrates significant on-the-job learning. He entered employment with little or no knowledge from his degree studies of the responsibilities or 'tricks of the trade' of inbound tourism. However, it was through his degree studies that he made contact with SO A and obtained a position. He demonstrated good work attitudes that earned him a bonus within his first year of employment. He faced some difficulties, however, but overcame them through close coaching support from SO A. These initial difficulties related to knowledge of the hotel field, negotiating terms and conditions with the parties involved, as well as computerization. By the end of the study he developed into a competent autonomous employee, able to develop the bookings system, and entrusted with responsibility for coaching new employees.

Appendix B2: Case B's report

<center>**Case B**</center>

Background to case B

'Case B' a tall, dark male student, was 27 years old. Case B nominated SO B, his line manager as his significant other. Case B got acquainted to SO B when he did his practicum training. SO B was the one who persuaded MD B to hire him.

First round of visits

The first round of visits to Case B was conducted over 4 half days on the 24 April, 6,7 and 14 May 2005. I cut down the schedules of visit into half day because Case B said that he felt uneasy to be observed. At this time Case B had been in employment with O2 for six months. In the morning of the first day, I interviewed MD B and Case B. I observed him on the second and fourth day and interviewed SO B on the third day.

My first interview with Case B explored his decision to study tourism and his evaluation of degree course for equipping him for the job he was currently doing. He used to study engineering but decided to change his field of study to tourism. He believed that his courses were relevant to his work. However, he criticized that most of the courses gave theoretical knowledge and emphasized on Thai context. In addition, his university should have more foreign languages for students to learn.

On my first visit Case B sat with tour and ticketing staff on the long counter with computers on the first floor of three stories town house. O2 is a domestic and outbound tour company which was established in 2004 as a corporation of the two partners and employed eight staff in separated three sections - tour, ticketing and finance. O2 emphasized on selling incentive tour programs to government and private corporate that sponsored travel arrangement as rewards. Case B's position was in tour section. His duty was to sell and design tour programs. He had authority to manage every detail in domestic tours by himself. Moreover, Case B acted as the head of tour guides who coached and solved all problems during trips. However, outbound tour programs were managed under supervision of SO B, his line manager. He used to be a tour guide for an outbound group to China. Case B informed me that he learned both domestic and outbound operational procedures which included designing process, calculating price and managing programs. In additional, he learned to be a salesman and a tour guide. His job involved computer skills, Thai writing and speaking skill and English language skills. He notified me that the company sponsored him to train in 'Basic Reservation Course' and joined 'fam trip' to Hong Kong.

Interviewed with MD B and SO B provided the following information. MD B, a young man of 35, expected his staff to have service mind and could work under his policy. Although he thought that experience was more important than degree from university, he took Case B because of the suggestion from the former operation manager and Case B promised to do both sales and operation. SO B is a woman of about 40 years old reported that Case B was good at computer skills which could support other staff. However, English language skill was his weak point and a

barrier to his outbound operational work. She also felt dissatisfied with his sale skills.

Second Round of Visits

The second round of visits to Case B was conducted over two half days of February 2006, nine months after the first visit. During April 2005 to February 2006 there were two important incidents happened in O2. Firstly, the new GM and staff came in and changed marketing policy from selling only domestic and outbound incentive tours to outbound incentive and public tours. Therefore, Case B had to plan tour series for selling to the public and had not any chances to manage domestic tours. The second incident was that the two partnerships gave the business up since December 2005. The company would completely close in February 2006. I visited the company on the last week before it was completely closed. The atmosphere of the office was tense and confused. All staff was clearing the incomplete task. I greeted the MD B and interviewed Case B on the first day. SO B was available to be interviewed on the second day. Case B and SO B would start working in another tour company together in March 2006.
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New Role

Case B was still in tour section under supervised of SO B and did the same kind of job. However, his responsibility expanded to prepare tour series for public which sold via website and other travel agents. He also had a chance to accompany a group tour to Hong Kong.

Develop skills

I had little chance to observed Case B in my second visit because of the bad situation of the company. However, I could notice that he contacted clients by phone more efficiently. His conversation was precise and more business like than the first visit. Moreover, he informed me that he was successful being a tour guide because he got good feedback from his clients. However, from the short observation and interview I thought that his other skills such as operational skills and English skills did not develop much because there were two important changes that worried him during that time.

Third Round of Visits

I made an appointment with Case B and visited him at his new office which was on the second floor of a three stories town house in one of the busy district in Bangkok. The visit was a half day in December 2006, eight months after the second visit. This company belongs to SO B and her friend who agreed to run business together. It sold both incentive and public tour via web site which SO B's friend acted as a web master. Case B worked in his new company for eight months. He informed me that at this company SO B and her friend did the sales job while he did only operational work under the supervision of SO B and he sometimes acted as tour guide. He could explain me fluently about his job and forms such as air ticket reservation forms, tour itineraries and request for tour prices. He informed me that in the next three weeks SO B would attend a Chinese language course in China and he had to do operational works alone without any supervise from SO B.

Conclusion

From one and a half year that I followed Case B for this research, I could conclude as follows. Case B entered employment with some theoretical knowledge from tourism course and some practical knowledge from study tour activities and practicum training. He had chance to handle an entire tour from located customer to lead the group to the destinations. He illustrated significant on-the-job learning. He learned sale skills, domestic and outbound operational procedures and the role of tour guide. He faced difficulties that could not overcome although got good support from SO B. These difficulties related to his lack of English language skills and sale skills and his ignorant of some important fact that affect the price of outbound tour program such as foreign exchange rate and petrol price which made him unable to do all process of outbound operational job alone by himself. There would be a long way for Case B to become a competent professional in the field of tourism business.

Appendix B3: Case C's report

Case C

Background to Case C

'Case C' a lively young woman of 25 years old whose ambition was to make a lot of money from being the owner of a lady clothes shop. She did not expect to work in the field of tourism before because she did not like office work. However, she learned in this field because it sound interesting and she wanted bachelor degree. She nominated her senior colleague as her significant other (SO C). Case C's boyfriend had Case C nominated to MD C, who was his friend, for her practicum training.

First Round of Visits

The first round of visit to Case C was conducted over 2 half day and a full day on 9, 23 April and 13 May 2005. I interviewed Case C first and SO C on the following day. The MD C was available on the other day. At this time Case C had been in employment with O3 for 11 months. My first interview with Case C explored her decision to study tourism and evaluation of degree course for equipping her for the job she was currently doing. She used to study in a private university but decide to change field and university to study tourism. Case C thought that her degree course could provide a board tourism background and introduce to tourism basic principles. However, there were some weak points. All course emphasized on Thai context and theoretical knowledge. They did not teach how to operate outbound and inbound tours. English courses were general English

that did not make her English language skill better. She learned Japanese as her second foreign language but she did not use it in her job. Study tours were activities that she thought useful. She informed me that she did not pay much attention on her study because she had not specific aims for her future career.

On my first visit Case C sat on a desk with a computer on the first floor of two stories town house. O3 is an outbound tour company which was established in 1996 and employed 7 staff in separate two sections - tour and finance. One of staff who worked in Tour section for 2 years was Case C's relative. O3 emphasized on selling incentive tour programs. A factor in the decision to appoint Case C may have been MD's appreciation of Case C's sales ability that she demonstrated during her training period. Case C's position was in tour section. Her duty was to sell tour program, contact customers and manage tour programs from the beginning to the end of program and sometimes acted as a tour guide. She compared herself to a 'one stop service'. Case C informed me that she informally learned outbound operation procedure from doing her job. She faced some difficulty about managing air ticketing reservation, visa application and English language communication skills that she initially relied on SO C to manage these tasks for her. She also learned that there were only three principal elements in operating outbound tour; clients, airlines and overseas receptive operators. In addition, she learned about tourist destination in many parts of the world, a role of tour guide and sales tricks. Her job involved computer skills, sales skills and English language skills.

Interviewed with MD C and SO C provided the following information. MD C, a tall, serious looking man of 47 years old, expected his staff to

have sale skills, computer skills and foreign language skills. Although he did not expect a degree in tourism which employed new staff, he had positive view toward the degree. He thought that ones whose majoring in tourism could learn tasks every quickly.

SO C reported that Case C demonstrated keenness to learn and her strength was her friendly personality and speaking skills.

Second Round of Visits

The second round of visit to Case C was conducted over 1 full day on 12 April 2006 and a half day on 22 April 2006, which was 12 months after the first visit. I interviewed Case C and SO C on the first day of the visit and MD C on the second day. On my first visit I observed that she frequently asked SO C how to manage each kind of job but this time she scarcely asked SO C questions. I noticed that Case C could manage all kind of her work efficiently alone including air ticket reservation and visas application. She knew process of her job better. Her English language skills were also improved. The only step that she had to consult MD C was the costing facet of tours. However it was the rule of the company that MD C would recheck every staff's costing worksheet in order to prevent mistakes. There were many telephones called in from clients who wanted to contact Case C. She handled each client with business like but friendly conversation.

New Role

Although there were two or three staff resigned, Case C's job structure was the same. The only new role that she would become next months was an 'Aussie Specialist' a program which was organized by Tourism Australia, the Australian organization responsible for international and domestic marketing and delivery of research and forecasts for the tourism sector. She could pass all tests and would join a trip that sponsor by this organization to Australia. After returning from the trip she would officially become an 'Aussie Specialist' whose duty was to help every body organized and booked a trip to Australia. This new role would enhance her vision about international tour business.

Developed skills

At the beginning of her work, MD C assigned Case C managing Asia tour programs. A year passed Case C was able to manage more difficult program to Europe, America and Africa. Therefore, her ability to operate tour program was developed. Her English language skills become better because she had to use it in performing her job. I could noticed that she could write e-mails in English asking for price and understood quotation sheets from overseas receptive operators. Moreover, she reported that her speaking skill also developed because she communicated with overseas staff. She also learned sale tricks. She cited the example that she would not tell her clients everything her company offered before the biding date because she could not trust that one of them would tell her secrets to her rival company.

Third Round of Visits

I visited Case C again over a half day of 28 December 2006, 8 months after the second visit. Case C and her colleagues were busy preparing things such as documents, traveling manuals, some dried food and refreshment for the departure of the next trip. However, she could meet and explain me about some kind of documents that she worked on such as traveling handbooks, tour itineraries, rooming lists and company's name tags.

Conclusion

For a year and a half that I followed Case C for this study, I could conclude as follows. Case C had developed herself from a student who had not a specific aim for her study to a mature working woman who realized her own ability and had the aim for her future career. It was through her practicum training that Case C discovered her own interest and capacity. Moreover, it was through this part of her study that she made contact with MD C and obtained her position. Case C entered employment with some theoretical and practical knowledge from tourism courses. However, she illustrated significant on-the job learning. She learned entire process of outbound tour operation procedure from her job. She demonstrated good attitude toward her professional roles. She faced some problems but she was ready to learn more. These initial difficulties related to air ticketing, entry visas application as well as her English language skills. By the end of the study she could develop to be a competent employee who could manage all process of her task by herself.

Appendix B4: Case D's report

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Case D

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Background to Case D

'Case D' a lively, helpful and clever young student was 22 years old. Case D nominated the MD D, the owner of the O4 tour company and also her mother, as her significant other. MD D was the one who persuaded case D to work with her. Case D had not any working experience before entering the university. She decided to learn in the field of hospitality industry because she liked to learn both theory and practice. While she was studying she used to attend a 'Work and travel program' to work as a guest room attendant at Xantera Park and Resort, Grand Canyon, Arizona, USA. She did her practicum training at Westin Grande Sukumvit, Bangkok as a service attendant in restaurants. She graduated with second class honor.

First Round of Visits

The first round of visit to Case D was conducted over 2 full days on Monday 26 March 2007 and Tuesday 27 March 2007. At this time Case D had been in employment as a fulltime staff with O4 for nearly a month after graduated. In the morning of the first day I interviewed the MD D and Case D on the second day. My first interview with Case D explored her decision to study in tourism and hospitality studies and evaluation of degree course for equipping her for a job she was currently doing. She thought that her degree course was excellent. It enables students to work

in many sections of tourism industry such as tour companies, hotels, bars and restaurants and airline companies. She said that she was more interesting in working with hotels than in tour company. However, she was willing to work in this tour company because she wanted to help the MD D who is her mother.

On the first day Case D sat on a desk with computer on the first floor of a spacious town house. O4 was established in 1995. It was first located in one of the luxury department store in the old part of Bangkok. At that time a team of management was hired to operate all business because the owner was inexperience in a tour business. Although there had been a lot of clients, the owner could not gain a profit because the hiring expense and the rental fare of the office were very high. In 1997, there was an economy crisis in Thailand, therefore the owner down size the business and changed a location to the first floor of his own town house which situated near his own accommodation in the suburb of Bangkok. The owner also assigned his wife to look after the financial section and learned the business. In the year 2000, the contracted manager of the company resigned and the owner's wife became the MD of the O4. The company's strategy concentrated on domestic and outbound incentive travel, air tickets reservation and sell public tours for other tour companies to gain commission. At the end of February 2007, MD's only one staff resigned, the MD D decides not to hire a new staff and asked her daughter who had just graduated in the field of tourism and hospitality industry to help her. Most customers telephoned to the company. Therefore, Case D's duty was to answer phone calls, give information, take order and provide requested service. There was not any incentive program during that time therefore

most of the transactions were; booking air tickets and selling public tour for other tour companies.

Interviewed with MD D provide the following information. MD D is a proficient, frank and kind woman. She told me that her husband had many kinds of businesses. This business is not the main income of her family therefore; she does not take serious with the company's revenue. Although O4 has a website and advertisement in the newspaper, the main sources of clients came from old clients and words of mouth. She thought that Case D got her degree in this field and has potential to run the business. She asked Case D to work as a full time staff in the company because she wanted Case D to learn the tour business and give a chance to Case D to decide whether she wanted to run this business after her mother.

Second Round of Visits

The second round of visit to Case D was conducted over 2 full days on Thursday, 27 September 2007 and Friday 28 September 2007 two weeks before Case D left for Taiwan to attend a Chinese language course. I interviewed Case D first because MD E visited clients who wanted to buy outbound incentive tour program to China. Case D told me that there were not many changes in the company. Most of her job was to reserve air tickets and sell public tour programs for other tour companies to gain commission. Most of her clients used TG, EVA Air and China Airlines. I noticed that she could work alone in the office. She could give information about the air tickets to clients very skillfully. Her company had to buy a ticket from bigger travel agents. I noticed her telephone to the agents, indicated the name of staff she would like to talk in order to check the

available seat and compare the price of the ticket. Finally, she got good price and telephoned back to the client to ask whether that client agree to buy the ticket with her. All the process she could do by herself with self confidence which was different from the first visit that MD D had to coach her and told her what she should or should not do. Moreover, she also checked mail for the new public tour programs to sell for individual tourists. Case D also typed the itinerary that the MD D told her to do. She had not been able to contact with the receptive tour operator staff because she thought that it was too complex and MD D was much more skilful than she was. Moreover, she had a chance to be a web master of O4. The real web master, a friend of Case D's sister, was very busy and had not enough time manage O4's website therefore she taught Case D the way to change information in the website. Case D became the person who updated the company's information in the website.

New role

Case D's family expected their daughter to help them both in a tour business and export businesses. Therefore, they decided to send Case D to learn Chinese and in the near future, to further her master degree in Taiwan.

Developed Skill

Although O4 had to buy air tickets from bigger airline agents, Case D learned the way to negotiate with the agents to get good price in order to attract clients to buy air tickets from her. She also learned airline schedules and regulations. She also learned to be honest to her clients. She

would sell the public tour program that belongs to good and high responsibility tour operators to make her clients happy. She had not a chance to manage incentive tours because during the time she was working, there was not incentive tour. However, the MD D was dealing with two organizations and hoped to get one program to manage in the following two month. However, Case D had a chance to plan the tour itineraries together with MD D to present to the organizations.

Conclusion

Case D entered O4 because MD D, her mother persuaded her. Firstly, she wanted her daughter to learn the business and decide whether she wanted to run the business after her. Secondly, her assistant resigned and she wanted someone to help her. Case D was willing to help her mother because she graduated in this field and could be useful for her mother's business. She is willing to learn but there was not incentive tour program to operate during that time. Her work during 6 months were; reserving air ticket, selling public tour program for other tour companies and planning itineraries to present to the organizations. After returning from her master degree she said that she was willing to help her mother in tour business as well as other kinds of her family's businesses.

Appendix B5: Case E's report

Case E

Background to Case E

'Case E' a skeptical, analyzable, and visional young man of 26 years old whose ambition was to own a very successful outbound and inbound tour company. Case E had no SO. Case E and MD E are friends and partners who founded O5, an outbound tour company.

First round of visits

The first round of visit to Case E was conducted over 2 full days on Wednesday 2nd May 2007 and Friday11th May 2007. At this time Case E had been in employment as fulltime accounting, marketing and HR manger with O5 for 3 months after doing his practicum training in O5 for 4 months. In the morning of the first day, I interviewed the MD and Case E on the following day. My first interview with case E explored his decision to study tourism and evaluation of degree course for equipping him for the job he was currently doing. Case E thought that his degree course was excellent because it suit for both practitioners and entrepreneurs. He said that if graduates flashed back what they had already learnt, they could bring everything to use in their jobs. However, courses in the university could not provide him all knowledge he needed in order to run his business. They provide basic principles as tools that assist him to know the methods and places to search for what he wants to know.

On my first visit Case E sat on a desk with a computer notebook on the first floor of a small two- storey town house. This small town house belongs to the MD's senior relative who allows them to use temporally free of charge as an office. O5 is a domestic and outbound tour company which was established in November 2004 with the cooperation of two partners, the MD E and Case E. At that time the MD E had just graduated and Case E was in his third year in the university. Therefore, the MD E had to work fulltime alone while Case E worked as part time. The market strategies at that time were to join travel fairs, telephone directly to potential customers and bid for a job. These market strategies could not brought enough clients therefore the company had financial problem for a year. While Case E was in his practicum training at O5 in the beginning of 2006, there was a client called in and told them that she knew the company from the company's website. In fact Case E had created the company's website by using ready made program since 2005 in order to show the customer in biding competition that O4 was modern and had its own website. However, from the telephone Case E got an idea that Website could be a good channel of distribution. He planed to improve the company's website and brought it to the first page of the search engine 'Google' by using his limited money and resources that he could afford at that time. He read a lot of books about website and search from the website to know the place he could get good information about what he needed to know. From the website he got useful information about training courses. He attended some useful courses about the website. The knowledge he gained from books, websites and training courses assisted him developing his company website and brought it to the first page of the search engine 'Google'. From that time on, a lot of telephones come in and O5 change the company's policy from managing domestic tour to

outbound tour and from selling tour programs to organizations to selling to a public. The company also hires a web master to manage the website. The company's website becomes a good channel of distribution that brings a lot of clients. At the time I visited, O5 employed 11 staff in separate 4 sections - Sales, Operations, Accounting and Website and emphasized on selling tour programs to public.

When the company is in good financial situation, Case E started worrying about Company's accounting and taxation system. Case E used to study general accounting from the university which could assist him. However, he did not have enough knowledge to solve the company's problem. He started reading many books and searching for useful formal training courses from website again. He attended two or three courses and also brought the problems that he faced to ask the instructors for some advices. At present, he could lay good foundation of accounting and taxation system for the company. Moreover, in order to keep good staff to stay with the company, Case E initiated good human resource system by giving higher salary than other tour companies and gave commission to sales. In addition there is also an incentive travel for all staff each year.

Interviewed with MD E provide the following information. MD E a young courteous, generous and optimistic man of 29, expected his staff to love their job and younger than he is. He does not want experienced staff because they are usually older than he is and are difficult to control. He thinks that Case E is his good partner and can work along well with him. Case E is a far-sighted and mature person who always thinks of problems and ways of solving them in advance. Case E always proposes good ideas and the MD E is the one who develops those ideas and implements them

into practice. MD E is the one who looks after operation and sale sections while Case E looks after accounting and marketing sections.

Second round of visits

The second round of visits to Case E was conducted over two full days in Thursday 4 October 2007 and Tuesday 9 October 2007 which was 5 months after the first visit. I interviewed the MD E on the first visit and Case E on the second visit. From this visit I notice that the MD E and Case E were rather busy. There were many changes in the company. Firstly, the web master resigned and there is a new web master. Moreover, they also hired a new staff who works as the MD E's assistance and air ticketing reservation at the same time. They also plan to hire two more staff for an accounting section and a new incentive group section. Secondly, they are going to move the office to a new place because the old one was rather small and its owner wanted to get it back to do some kind of business. They had already bought two three stories town houses in modern village in another area of Bangkok. They plan to use one house as an office and another as an accommodation. Thirdly, Case E plans to expand the area of his business to managing incentive group travel and reserving air ticketing and accommodation. Case E said that they planed to develop these kinds of business because he wanted to earn more money to pay for a debt that they borrowed from the bank in order to buy two town houses. They decide to develop these two kinds of business because they have already had experience and resources to manage them. Case E thought that the company had potential to do these businesses but he did not pay much attention in them and they lost many customers who wanted O5 to manage incentive group and to reserve air tickets and accommodations for them.

However, Case E thought that these businesses could bring enough profit to pay for a debt each month. Case E and MD E also planed to appoint one staff as sale manager to look after public and incentive sale. The company's organization chart will change in the near future. The plan of the office will change too. In the new office the accounting section and operation and ticketing section will be on the second floors and sales section will be down stairs. They expect to move to the new office in November 2007. Therefore, Case E has to prepare everything for moving.

New role

Case E still looked after accounting, marketing and HR section. However, he is the one who takes all responsibility in moving and decorating the new office. He is the one who take responsibility to earn more money by dividing two sections, incentive group travel section and air tickets and accommodations reservation section.

Developed skill

In this visit I was able to observe Case E handling accounting job skillfully, although he had to work alone because his assistance resigned. The MD said that he felt satisfied with the accounting system of the company.

In marketing, he was able to work along well with the new webmaster. The new webmaster could transform his ideas into message that he wanted to communicate with customers through the company's website. Moreover, he had potential to forecast for the favorite tourist destinations

in each season of the year. He could discriminate that which attractions are the main destination and which are fashions that would be in trend for a while and then would be fade down. He was the one who established the company's product positioning in the high middle price to make all customers satisfy. He said if the company operates a cheap tour program, the standard level of accommodations and meals would be low and the company would suffer from a bad image. In addition, he could manage sale promotion successfully in the last low season by asking for the cooperation among the airline, the overseas receptive operator and O5.

His management skills also develop a lot. He brought other companies' failure as his management lessons. He was very careful with the financial matter. He limited the credit for other agents and every check that paid by agents and customers must be cleared before the departure of the tour. He realized that some travel agents were street wise, distrusted and ready to cheat. He also plans for the future of the company. At present, the O5's sale strategies concentrated in selling programs to the public, but in the near future he plan to expand the marketing strategy to selling incentive tour programs to organizations that wanted to provide tour programs as rewards for their successful sale personal or others and took serious with air ticketing and accommodation reservation. In fact, O5 used to do these kinds of business before but the MD and Case E did not pay much attention in them. However, in the situation that they need to earn more revenue and profit to pay for the debt, Case E thought that it was the best way.

Conclusion

Case E illustrates significant on-the-job learning. He entered employment with some knowledge from his degree studies but it was not enough for his responsibilities. He faced many difficulties but overcame them through expanding his knowledge to the area that could apply to solve each existing problem. These difficulties related to sales, marketing, accounting, financial and management. He demonstrated a good example of developing relevant knowledge that could solve a problem on a critical time. By the end of the study he developed into competent entrepreneur, able to set up good accounting system, initiate good marketing strategies, and management planning for his own company. At present, his company was in a good financial and management status and is going to grow. The company office will move to a better building and location. Moreover, the business will expand to managing incentive group travel and air ticketing reservation in the near future.

Appendix C

The data analysis

Appendix C1: Steps of analysis of Case A

(1) Case A: Context Factors; April 2004-February 2005

A multi sited company, with 20 staff operating in 4 sections in the open plan Bangkok office in a business environment affected by the December 2004 tsunami that means new customer and resorts must be found to stay in business.

Key features of Case A in regarded to the novice learning in Local Sales

A Business Strategy	B Management	C Recruitment policy	D Staff development policy	E Performance management policy
A1. Sell as many 'nights' as possible; maximize profits **A2.** Promote fast and effective work	**B1.** MD must approve or take all decisions, procedures documented eg. Contact with hotels, forms for different stages of booking and routines articulated.	**C1.** English language skills **C2.** Degree in tourism; networking	**D1.** Explicit and implemented **D2.** All line managers train and develop staff until competent. **D3.** Report monthly to MD on progress. **D4.** MD may participate in training if employee stays and develops	**E1.** Explicit and implemented **E2.** Bonus for 'good employees of more than one year employment **E3.** Costs of employee errors borne by enterprise on first occasion, but employee pays 25% cost on subsequent occasions. **E4.** More than 5 mistakes in 6 months = termination

(2) Case A: Sources of Learning

Formal duty of Case A in Local Sales and sources of learning to do them

Formal duty; booking hotel rooms via hotel, travel agent and customer

NB; Case A's prior work experience meant that professional work practice was less of challenge for him than for other graduates

Start   Dependent ⟶ Independent (Autonomous) **Finish** ⟶ Transfer to new role position

A Sources of learning	C Requirements to doing this formal duty effectively	B Sources of learning in prior or current work
University	Knowledge of hotel terminology	Prior employment and workplace
	Knowledge of enterprise contacts and procedures eg. Forms and fax	Used everyday in workplace
Strongly develop in university	Develop spoken and written English eg. telephone	Develop on the job
Weakly develop in university	Developed computing skills	Develop on the job
	Knowing whom to ask in the enterprise	Develop on the job
	Problem identification, solving and system development	Develop on the job
	Cultivating relationships with agents, customers and hotels	Prior employment and workplace
	Knowing how to handle agents with different characteristics	Prior employment and workplace
	Receiving and learning from coaching	Support on the job
	Taking responsibility	Develop through support on the job

(3) Characteristics of Case A as learner and attribute to work

Characteristics	Attitude to work
1. Mature student employee	1. Glad to find employment at his age
2. Personal: polite, helpful, cautious, prudent, meticulous, strict, serious	2. Willing to learn; attentive listening, note taking
	3. A strong questions, reflect own performance
	4. Cooperative; willing to visit hotels, punctual, attentive,
[Professional : punctual, attentive, high responsibility, active in developing personal contacts]	high responsibility, active in developing personal contacts
	5. Value reputation of the company
	6. Feels part of a team with SO A
3. Grade A student	7. Pride in achievement; recognized by bonus 9 months work
4. Shows initiative in managing	8. Openness to identify, sharing and seeking resolve problems
5. Willing to accept authority of MD and SO	
6. Flexibility; in responding to customers' needs	

Special feature; Case A, a mature graduate with prior successful work experience in sales and management in Thai context. He graduates in 'A' grade from his university course. In his first job in tourism he worked on a very **specific aspect of the industry** – hotel room bookings – and in **a 2 person unit** – local sales – where involve to a 'boss' who was both a former fellow – student and friend, and where a **highly structured enter environment** focused on business success, a supportive, targeted staff development structure, and with a articulated performance management system.

(4) Case A; Theoretical interpretation

Theoretical interpretation; The case illustrates how a successful mature graduate learns to become 'competent' in the eyes of the MD, in a specific narrows but highly profitable, operational function of the inbound tourism business viz Becoming competent involves learning and using the routine procedures and practice of this aspect of enterprise, the close assistance of a line manager developing already good writing and speaking English language skills, and improving and speeding weak computer skills. To succeed with these involve deploying dispositional qualities – willingness to learn, professional behavior such as punctuality and sense of responsibility – to take advantage of the learning and support unexpected opportunities offered by enterprise. Achievement of competence is transfer to a different function.

Thus the limited scope of what has to be learned the one-on-one support for learning from an experienced practitioner, who is also a friend, a supportive and results on the business context and display of dispositional qualified an able mature student who needs to succeed in employment because of his stage in life.

The key features in this case appear to be;

(1) The narrow scope of what has to be learned (hotel room bookings)

(2) The structured enterprise context   (high – low)

(3) The availability of continuous 1:1 learning support with a trusted, supportive peer
     (Continuous) (formal – informal)

(4) The need to succeed (high – low)

(5) Willingness to learn (openness – closed)

(5) Cross-case analysis; Develop to reflect range of tasks
Case A; Focus, process and outcomes of workplace learning in nine months of employment in a Thai tourism company

2. Scope of tourism industry

1. **(a) dispositional characteristics**
  (a)1. Need to succeed (High…….)
  (a)2 Willingness to learn (open)

4. Work context
 4.1 High structure
 4.2 Hierarchies, modern, computerized
 4.3 Policies for staff development
 4.4 Performance management
 5. Learning process and outcomes
5.1 One to one ; continuous informal
5.2 Learning support, feedback and guidance
5.3 Developed knowledge and ability
   5.3.1 Ability to apply procedures

3. Scope of Case A's job
Hotel Booking

Tourism Graduates Entry to employment   Start April 2005   9 months end February 2006
(mature student)   in tourism
1(b) Prior knowledge and skill
 (b)1 About hotels and booking
 (b) 2 English, computing
 (b) 3 Prior successful work experience; advertising management
 (b) 4 Practicum experience
 (b) 5 Relationship with SO B

     5.3.2 Enhanced spoken and written English
    5.3.3 Proficient computing skill
    5.3.4 Problem identification and solution

6. Achievements
6.1 Suitable employee (professional)
6.2 Performance; bonus
6.3 Ready for transfer (MD)
*6.4 High self-esteem relationship

    *"Kreng Jai" mean goes beyond western concept of Collegial/manager

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Appendix C2: Steps of analysis of Case B

(1) Case B: Context factors: April 2005-February 2006

A new outbound tour company which established in 2004 with 8 staff operating in 3 sections - sales and operations, ticketing and finance in a semi open plan Bangkok suburb office, affected by inexperience in tourism business of the MD whose past experience was a sale in a board casting company that belongs to his family. This company was a corporation of two partners, the MD's family and a tour owner in Chiangmai.

A Business Strategy	B Management	C Recruitment policy	D Staff development policy	E Performance management policy
A1 Marketing Niche player **A1.1** Identify companies that offer employees and sub-agents 'incentive outbound' tours **A1.2** Negotiate tours with the company **A1.3** Provide a tour specification **A1.4** Manage the tour Providing incentive tours for commercial organization staff or sub-agents **A2** Expand market strategy to public sale. (A tour sold to members of the general public or people who do not know each other.)	**B1** The revenue, profit and performance of the company oversaw by a group of financial backers. **B2** The section manager reported directly to the MD **B3** The MD did not contact directly with the staff **B4** There were changes in the organizational structure, management position and policies every three month because each management could not bring enough earning to compensate the expenditure of the company	**C1** 4-5 years experience in tour company **C2** Could bring expertise to support the company **C3** Could get along well with MD **C4** Could accept his authority **C5** Good service for customers	**D1** Depend on section managers **D2** SO B was Case B's section manager therefore SO B took responsibility of Case B's productivity **D3** SO B was the one who brought Case B to O2, it is Thai culture that she would take responsibility for the career progress of Case B. **D4** SO B also brought Case B to work with her in the new company after O2 closed the door	**E1** Every staff had sale target **E2** Case B was the sole novice employee in O2 **E3** The MD seemed to have no system to help him learned about his work unless via section head

(2) Case B Source of Learning

Formal duty of Case B in a sale and operation and sources of learning to do them

Formal duty: Sale/operation/tour guide

Start   Dependent ➔ Not yet competent   **Finish** ➔the company closed➔ transfer to other company

Sources of learning in prior to entry to the workplace	Core; requirement for doing thisformal duty effectively	Sources of learning prior of current work
University	Airline code/city code/terminology	
University	How to read airline schedules	Formal training/ workplace
	How to make reservation	Formal training/ workplace
Practicum	Central reservation system	Formal training/ workplace
University /practicum training	Itineraries planning and writing	Previous itineraries/working with SOB
Study tour activities in University	Contact suppliers	On the job
University / practicum	Costing tour program	SOB
University	English	SO B/on the job
University	Thai	On the job
	Sale skill	SO B
University / study tour	Tourist attractions in Thailand	On the job
University	Tour guide role (to service customers during the tour)	Listen to experience person/on the job

(3) Characteristics of Case B as a learner and attitude to work

Characteristics	Attitude to work

1. Personal characteristic
   - Well dress
   - Polite to customer
   - Helpful to both customers and colleagues
   - Lack of self confident
   - Did not accept problems/did not really want to solve problem only escape problem
2. Professional characteristic
   - Loyalty to the company
   - Service mind/helpful
   - Lack of self confident
   - Lack of identify skill (did not know who had authority to make decision to buy the program/ could not identify customer's word whether he wanted to refuse to buy the program or wanted him to improve it.
   - Not very active
   - Not very well-rounded
	1. Did not like sale role
	2. Love operational job
	3. Good attitude toward being a tour guide
	4. Loyalty to his company
	5.Lack of confidence in the status of the company

Specific feature; Case B; unsuccessful in Engineering course. He learned in the field of tourism because it sounded interesting. Had some prior part time work experience as a staff in one company and a manager in gas station. In his first job in tourism he worked on rather wide range- a sale, an operation and a tour guide. He had good opportunity to work with SO B who acted as a coach and a mentor. He was rather unlucky to work in a new, unstable structure tour company. The MD of this company was lack of experience in managing tour company.

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(4) Case B

Theoretical interpretation: The case illustrated the struggling of a graduate student learned to become competent in a wide scope function (sale, operation and tour guide) of the new, unstable management structure and poor performance outbound tourism business.

The key feature in the case appear to be the inexperience of the MD, a poor management, mistaken business decision, changes of organizational structure and poor company performance are unfavorable learning environment. Moreover, the frequently changes of the company's policy was also a barrier to learning. He had to stop managing domestic tour, a job that he was good at and working as a sales, a job that he lacked skill. In addition, the allocation of too wide scope of work and immediate assignment of all responsibility without recognizing the gap between a novice and experienced professional made it difficult for Case B to learn. He needed achievement but he sometimes lacked of self-confident that was caused by selling the tour itinerary to a client without including responsibility clause related to foreign currency exchange and the company had to sell the program in that price even though the exchange rate became more expensive. This evidence made the company suffer from the loss and Case B was blamed for his carelessness. He knew that foreign languages were important for his career. He decided to learn Chinese because China was the most favorite tourist destination among Thai. He would not learn English because he thought that he himself could improve his English. He used his prior knowledge such as language skill, computer skill and knowledge for dealing with airlines, and suppliers. From assisting of his prior knowledge he learned to do domestic operation and tour guiding independently. From one by one assistance from SO B he learned to do some part of outbound operation and sales.

The key feature appear to be
1. MD with no experience of tourism business
2. Making frequent policy changes
3. Not recognizing the gap between a novice and experienced professional.

(5) Cross-case analysis; Develop to reflect range of tasks

Case B: a male student age 27 pass degree in tourism; focus, process and outcomes of workplace learning in 9 months of employment in small Thai Tourism Company

2 Scope of tourism industry

1. (a) Dispositional characteristics
  (a)1 Willing to help others
  (a)2 Consideration
  (a)3 Willing to learn
  (a)4 Honest and sincere

3. Scope of Case C's job
3.1 Sales
3.2 Operation
  outbound
  incentive

4. Work context
4.1 New (start up in 2004)
4.2 Young MD who used to be sales
4.3 Unstable management structure and policies
4.4 Depend on employees' experience

5. Learning process and outcomes
learning support: formal / informal

Tourism graduates   start April 2005   9 months   end Feb.2006 5.1 Being coached
5.2 Working along with experience person
5.3 Feedback and guidance

1 (b) Prior knowledge and skill
 (b)1 A manager in gas station
 (b)2 A part time staff in a company
 (b)3 Left out the private university to took
tourism course in another university
 (b)5 Practicum training in an outbound tour company
   work under the supervise of the MD
   (b)5.1 Plan and write outbound itineraries
   (b)5.2 Costing tour programs
   (b) 5.3 Presenting programs
 (b)6 Know SO B

outcomes 5.4 Able to learn some kind of job
5.5 Still dependent

6. Achievements
3.3 Tour leader   6.1 Domestic tour: able to manage all process(independent)
6.2 Tour guide: able to leads group to China and Hong Kong successfully
6.3 Computer skill: design brochures, forms and support others
6.4 Outbound/sale: under supervisor of SOB
6.5 Positive thinking in his own ability: hope to become competent in his job
   in the next 1-2 years.
6.6 After O3 ended the business Case B worked with SO B in another tour
   company that belongs to SO B and her friend.
6.7 Planed to further his study in Master of business.

Appendix C3: Steps of analysis of Case C

(1) Case C: Context factors: April 2005- February 2006

This company was established in 1996 and down sized after economic crisis in 1997. The MD is owner who has been through all this and is very experience. It is a one site company with 7 staff in 2 sections, sales and operation and finance in open plan office of a Bangkok suburb. Key features of Case C in regard to novice learning in sale and operation and role of tour guide.

(A) Business strategies	(B) Management	(C) Recruitment policy	(D) Staff development policy	(E) Performance management
A1 Marketing Niche player **A1.1** Identify companies that offer employees and sub-agents 'incentive outbound' tours **A1.2** Negotiate tours with the company **A1.3** Provide a tour specification **A1.4** Manage the tour Providing incentive tours for commercial organization staff or sub-agents	**B1** Vertical structure (one person must perform all functions of many different tours **B2** Everyone is responsible for their own programs assigned by MD and report directly to MD who check costs and approves the project. **B3** There is little team work. **B4** Efficient office **B5** Task are structure so that people are given easier tasks first and then progress to more difficult ones.	**C1** Sales skill **C2** English language skill **C3** Degree in tourism	**D1** Assigned experience staff to work cooperate with inexperienced staff in new work **D2** Senior staff assigned to help person. **D3** create learning environment Viz: **D3.1** Incentive travel for staff **D3.2** Tour programs competition **D3.3** Meditation **D3.4** Assign books for staff to read **D3.5** Bring back brochures on travel to educate staff **D3.6** Give staff chance to participate in educative programs	**E1**. Commission from profit of programs reward divided between all staff. **E2** Self evaluate in evaluation form **E3** MD and his wife evaluate all staff **E4** Satisfaction reflect from increasing salary each years and allocate some extra work in order to get extra money.

(2) Case C Sources of Learning

Formal duty of Case C in a sale and operation and sources of learning to do them

Formal duty: sell and operationalise all aspects of outbound tour programs with agencies in other countries and guide tour groups in overseas destinations

Start (dependent) ➔ (independent)   Finish ➔   more difficult programs

Sources of learning in prior	Core: requirement for doing this formal duty effectively	Sources of learning on current work
university	English language skill	On the job
University/work experience	Communication skill	On the job
Previous work experience	Sale skill	On the job
university	Tourism graduates	-
University/practicum training	Outbound operation procedures	On the job
University	Air ticketing	Training course provide by CRS'company
	Applying Visa	Web site/experience staff
	Tourist attractions in other countries	Books, websites, brochure, previous itineraries, visit real places
University	Costing programs	Experience staff/MD
University/self-study	Computer skill	On the job
University course, study tour	Tour guide	Work along with experience staff
	Problem solving (not enough rooms for all tourists)	On the job

(3) Characteristics of Case C

Characteristics	Attitude to work
1. Young student/employee 2. Personal: active, friendly, good social relation, good at speaking, good at solving immediate problems, ambitious 3. Professional role: sale skill, willing to help customers, high responsibility, good social relation, good at solving immediate problems, love to be independent but willing to accept the authority of the MD and his wife	1. Proud of her company 2. Good attitude toward role of tour guide 3. Willing to help others 4. Pride in having capacity to compete with companies 5. Proud of getting good feedback from clients 6. High self-esteem

Specific feature; Case C, a lively young woman of 25 years old, dropped out of an English program in a private university to study tourism in a public university. She had no ambition to work in the tourism industry, having initially wanted to sell clothes. She learned in this field because it sound interesting and she wanted bachelor degree. In her first job in tourism she worked on rather wide range- a sale, an operation and a tour guide. The MD of this company provide opportunities for his satff to learn how to design tour programs and also assigned SO-C to be Case C's coach.

(4) Case C (19 November 18, 2007)

Theoretical interpretation: The Case illustrates a graduate student learned to become competent in a wide scope function (sale, operation and tour guide) of an incentive outbound tour company. Case C left out of private university and graduated from a tourism course in another university. Her boy friend placed her in O3 for practicum training and she got a job there after the training.

The key feature of the case appears to be the policy of the MD that gradually gives novices more difficult and more complex work. He also assigns experienced staff as a sale-coordinator to work along with novices in a program that is new for them. He also assigns senior staff as a ready to help person. The MD also creates educative environments such as incentive travel for staff, tour program competition, meditation, assigning books for staff to read, bringing back brochures on travel to educate staff and giving staff chances to participate in educative programs such as 'Aussie Specialist program'. Being competent involves learning outbound operational procedure (which include dealing with airline and overseas operator, costing programs and applying for visas) and improving weak English skill. To succeed involves utilizing dispositional qualities- active, willingness to learn, sense of responsibility, already good at social relation skill, communication skill and dare to do challenging work. Achievement of competent is signaled by giving some extra work in order to earn extra money and enhancing responsibility to do more complex programs. In her opinion competent sales skill means more income earning in the future.

The key feature appears to be
(1) The policy of the MD
1.1 Gradually gives novices more complex work
1.2 Assigns experience a staff to work along with novices.
1.3 Assigns senior staff as ready to help persons on demand
1.4 Creates educative environments
(2) Structure enterprise context: experienced MD, stable structure and policy
(3) Case's C need to succeed- to earn more money in the future

(5) Cross-case analysis; Develop to reflect range of tasks

Case C: a female age 25 pass degree in tourism, focus, process and outcomes of workplace learning in 9 months of employment in small Thai Tour Company

2 Scope of tourism industry

1. (a) Dispositional characteristics

(a)1 Effective communicator
(a)2 Socially skill
(a)3 Was not attentive to her study
(a)4 Had not specific aim in her future
(a)5 Willing to try at what she was asked to do through that learning what she was good at
(a)6 Ambitious and seek independent

3. Scope of Case C's job
    3.1 Sale
    3.2 Operation

3.3 Tour leader and learn about product disclosure) outbound

4. Work context
    4.1 The MD create educative environment
4.1.1 Incentive travel for staff
4.1.2 Tour program competition
4.1.3 Meditation
4.1.4 Assign books for staff to read
4.1.5 Bring back brochures on travel to educate staff
4.1.6 Give chances to participate in useful programs
4.2 Vertical structure of work
4.3 Good filing systems

5. Learning process and outcomes
 learning support: formal / informal
 5.1 MD's policy

Tourism graduates   start April 2005   **9 months   end Feb.2006**

1 (b) Prior knowledge and skill
(b)1 Left out the private university to took
Tourism degree in different university
(b)2 Opened a small photo booth in a department store
(b)3 Practicum training in O3 was arranged by her boy friend
(b)4 English and some Japanese skill
(b)5 Age 27
(b)6 Class of degree is pass

5.1.1 Allocate from simple to more complex work
5.1.2 Assigned experience staff to work along with
5.1.3 Assign senior staff as a ready to help person
5.1.4 Create learning environment as in 4.1-4.6
5.1.5 Sponsor for useful formal training
5.2 Learn from mistake (analyze why she lost in the biding
5.3 Work along with one experience staff to learn tour guide role
5.4 Able to work independently in simple program manage trips in Asia)
5.5 Able to do more difficult work (plan trips to Europe and South America)

6. Achievement 6.1 High self esteem   6.2 able to manage all process of work independently
6.3Committed to work with the company; expects increasing sales to be matched by higher salary

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Appendix C4: Steps of analysis of Case D

(1) Case D: context factors; May to October 2007

Established in 1995 and downsized in the 1997 economic crisis. Now makes air ticket reservations and sells domestic, outbound incentive and public tours for other companies.

A Business Strategies	B Management	C Recruiting policy	D Staff development	E Performance management
Marketing strategies **A 1** To be an agent which means that the company sell other suppliers' products for commission **A2** Outbound incentive travel Identified organization that wanted to manage tour for staff or sales who can sell products to the target goal	**B1** Vertical structure. Did not divided into sections all staff do everything according to MD's order	**C1** Bachelor degree in every field but degree in tourism and hospitality will be preferred	**D1** Work along with MD **D2** The MD coached and told the novice how to perform the task **D3** Novice observed and listened to the MD **D4** MD D gives feedback to Case D	**E1** Give a chance for staff to learn every kind of job in the business.

(2) Case D Source of learning

Formal duty of Case D in ticket agency and sources of learning to do them

Formal duty; Reserve air tickets according to customers' orders, sell tour programs for other tour operations for commission, act as a webmaster of the company and plan itineraries

Start (dependent) ➔ (independent)   **Finish** ➔   leaving for Taiwan to study Chinese language

Sources of learning in prior	Core; requirement for doing formal duty efficiently	Sources of learning on current work
University	Communication skill	On the job
University (Airline business course)	Air ticketing	On the job
University	Sales skill	On the job
University	Marketing	On the job
University	Accounting	On the job
Basic skill from university and self study	Computer skill	On the job
-	Managing website	Trained from the web master
University	Steps of operating tour program	On the job
University	English	On the job

(3) Characteristic of Case D

Characteristics	Attitude to work
1. Willing to learn 2. Able to learn quickly 3. Ardent 4. Young 5. Helpful	1. Reserving air tickets and selling public tour programs for others can be some sources of company's revenue 2. Sincere and honest to customers are good for business in the long run. 3. Operating tour program is difficult, complicated, delicate and meticulous that needs high responsibility. 4. More active marketing strategies are important if the owner wants to gain more revenue from the business. 5. To make tour program distinct from others by managing tour programs for more specific target customers such as seniors and health concern group.

Specific feature; Case D is 22 and has a second class honours degree majoring in hospitality. She had work experience in a 'Work and Travel Program' as guest room attendant at a resort in Grand Canyon, Arizona. She preferred to work in hospitality, but felt obliged to accept her mother's invitation to work with her in O4. She works on a limited range of tasks involving telephone calls viz. reserving air tickets, selling public tour programs for commission, and latterly had taken over maintaining the website. . At the end of the study she was leaving for Taiwan to study Chinese language.

(4) Case D

Theoretical interpretation; The Case illustrates a graduate student learn to understand outbound and domestic tour business in order to be a entrepreneur in the future. Case E graduated in the field of hospitality with the 2nd honor. During study she used to attend "work and Travel program" to work as a room attendant in USA and did her practicum training at Westin Grande Sukumvit, Bangkok as a service attendant in restaurants. MD D, Case D's mother, asked Case D to work with her after Case D graduated because she wanted Case D to learn the tour business and give a chance to Case D to decide whether she wanted to run this business after her. The key feature of the Case appears to be the closed guidance of MD D, ability to learn quickly, nature of work and environment of the company. Becoming competent involves learning the routines, procedures, process and practice of the business and the close assistance of MD D. To succeed involves deploying dispositional qualities- willing to learn, able to learn quickly, helpful, good command of English, and computer skill. Achievement is signaled by able to understand the business, know the sources of revenue, know the people in the business, able to negotiate for better price and conditions and able to get ideas of how to gain more revenue in the future.

(5) Cross-case analysis; Develop to reflect range of tasks

Case D; 22 years old with 2nd honor; focus process and outcomes of workplace learning in 6 months of employment in a small Thai tour company business

2. Scope of tourism industry

1a Dispositional Characteristic
    a1 Willing to learn
    a2 Able to learn quickly
    a3 Lively
    a4 Young
    a5 Helpful

4. Workplace Context
4.1 A mother has an incentive to teach her daughter everything she knows with a view to her taking over a prized business
4.2 She knew that she might one day manage the business, Case E was likely to pay close attention to what her mother taught.
4.3 MD E was not formally trained, and consequently might not know 'up-to-date' processes,

3 Specific focus of learning   4.4 The scope of the business was so restricted
    3.1 Air ticket reservation 4.5 Restricted opportunities for peer learning because she was tied into work with her mother.

Tourism graduate (young student)
Entry to employment in tourism March 2007   6 months   end September 2007
    3.2 Sell tour programs for commission

1b Prior knowledge and skill   3.3 To be a web master   5. Learning process and outcomes
B1 Communication skill   5.1 Mother/daughter relationship
B2 Air ticketing   5.2 Learn informally from observation, coaching and
B3 Sales skill   feedback
B6 Computer skill   6. Acheivements
B7 Steps of operating tour program   6.1 Learned how to negotiate good prices for clients.
B8 English and little Chinese   6.2 Learned airline schedules and regulations
 Thai Culture;   6.3 Identified useful contacts who would give her best price
Case E, as most of Thai children, feels that she has an obligation,   6.4 Learned the steps of her job
or "boon Koon" toward her parents by assisting their work   6.5 See business opportunities
and taking care of them,

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Appendix C5: Steps of analysis of Case E

(1) Case E; Context factors: March- September 2007

This company was established in December 2005.It was got into financial trouble for one year and becomes better in the beginning of 2007. Case E was the one who survived the company by developing company's website and bring it to the first page of search engine 'Google'. It was one site company with 11 staff and Case E and MD E was the owner who fought against all obstacles and survives the business.

(A) Business Strategies	(B) Management	(C) Recruit Policy	(D) Staff Development	(E) Performance Management
A1 Marketing Strategies **A1.1**Concentrated in outbound public tour program within Asia. **A1.2** Identified the individual customer by using company's website as channel of products communication. **A1.3** Potential customers are ones who can access website and are interested in programs presenting on the web. **A1.4** Each customer telephone to the company to reserve a program.	**B1** Divided into two main part; **B1.1** Sales, Operation and Air ticketing are supervised by MD E **B1.2** Accounting, Marketing and Human Resource are supervised by Case E	**C1** Younger than MD E and Case E (from22-25) **C2** Preferred inexperience staff **C3** Degree that relevant for the work.	**D1** Working along with experience staff **D2** Formal Training	**E1** Commission calculated from selling volumes. **E2** Higher salary than other companies to reduce turn over rate. **E3** Friendly atmosphere in the office and staff annual seminar within Thailand.

(2) Case E Sources of Learning

Formal duty of Case E in managerial position and sources of learning to do them

Formal duty: He had managerial and development responsibilities for marketing, including website development, accounting and HRD.

Start → (independent)   **Finish →** developed into competent entrepreneur

Source of learning in prior	Core: requirement for doing this formal duty effectively	Sources of Learning on current job
University	Tourism	On the job/environment
University	Accounting	Books/website/formal training
University	Taxation	Formal training
-	Marketing	On the job
University	Management	On the job / competitors
University	Human resource management	On the job/ competitors
-	Technology	Books/website/self-study
-	Website	Books/website/self-study

(3) Characteristic of Case E

Characteristics	Attitude to work
1. Strong need for success 2. Self-confidence 3. Self-directed learning ability 4. Eager to learn 5. Able to overcome obstacles 6. Endurance 7. Skeptical 8. enthusiastic 9. tuff	1. The website of the company is one of the best website among tour companies' website in Thailand 2. The company had good accounting and taxation system 3. The human resource management system can help keeping good staff with the company. 4. Most of customers felt satisfy with the company's tour programs because the price was not very high and accommodations and food were good.

Specific feature; Case E, a skeptical, analyzable, and visional young man of 26 years old, had a pass degree. Case E and MD E are friends and partners who founded O5, an outbound tour company. Case E had no SO. He had managerial and development responsibilities for marketing, including website development, accounting, and HRD.

(4) Case E

Theoretical interpretation: The Case illustrates a graduate student learned to become an entrepreneur of domestic and outbound tour company. Case E and SO E are friends and partners who founded O5, an outbound tour company. At that time the MD E had just graduated and Case E was in his third year in the university. Therefore, the MD E had to work fulltime alone while Case E worked as part time. O5 was in financial problem for a year. Case E was the one who got idea to solve problems by using website as a channel of distribution. Case E illustrates significant on-the-job learning. He entered employment with some knowledge from his degree studies but it was not enough for his responsibilities. He faced many difficulties but overcame them through expanding his knowledge to the area that could apply to solve each existing problem. These difficulties related to sales, marketing, accounting, financial and management. He demonstrated a good example of developing relevant knowledge that could solve a problem on a critical time. By the end of the study he developed into competent entrepreneur, able to set up good accounting system, initiate good marketing strategies, and management planning for his own company. At present, his company was in a good financial and management status and is going to grow. The company office will move to a better building and location. Moreover, the business will expand to managing incentive group travel and air ticketing reservation in the near future. To succeed involves utilizing dispositional qualities- strong need for success, endurance, self directed learning, enthusiastic and self confidence.

The key feature appears to be
1. Case E's dispositional characteristics
    1.1Case E's strong need for success
    1.2 Endurance
    1.3 Self directed learning ability
    1.4 Self confidence
    1.5 Enthusiastic
2. Good partner
    2.1 Support case E's idea
    2.2 Transfer Case E's idea into implementation

(5) Cross-case analysis; Develop to reflect range of tasks

Case E, male 26 years old, pass degree; focus process and outcomes of workplace learning in 6 months of employment in small Thai tourism company.

2. Scope of tourism industry

1(a) Dispositional characteristics
(a)1 Strong need for success
(a)2 Self confidence
(a)3 Self directed learning ability and eager to learn
(a)4 Able to overcome obstacles
(a)5 Endurance
(a)6 Skeptic
(a)6 Enthusiastic

4 Work context
4.1 Open and close relationship with joint-owner resulting in speedy joint decision-making and action without need to obtain approval from persons of senior status
4.2 Delegated responsibilities in key strategic areas of operations
4.3 Freedom to seek out advice to improve existing practices in areas of responsibility
4.4 Freedom to introduce 'best practice' in areas of marketing, accounting and HRM, Introduction of IT based accounting
4.5 Low staff turnover
4.6 Recruitment of inexperienced staff likely to accept direction from management

2.1 Marketing and website 4.7 A business context driven by the need to expand to increase revenues to meet new costs
2.2 Management
4.8 Web-site driven business environment

Tourism graduates start March 2007   6 months   end September 2007

1(b) Prior knowledge and skill
(b) 1 Tourism
(b) 2 Accounting
(b) 3 Marketing
(b) 4 Management
(b) 5 Technology
(b) 6 Creating and managing website

5. learning process
5.1 Evaluation and diagnosis of existing problems
5.2 Search for ideas and best practice
5.3 Selection of best
5.4 Adopt 'best practice'
2.4 Accounting 5.5 Develop new system

6 Achievements

6.1 Able to continue the business successfully by using website as a channel of product communication by bringing O4's website to the first page of 'Google' . 6.2 Able to set good accounting system   6.3 Able to develop incentive and reward systems for all staff 6.4 Able to negotiate a loan to purchase O4's own premises. 6.5 Able to develop new areas of business. Thai parents are always willing to support their children

Appendix D

Work samples

Appendix D1: Case A's work samples

(1) Guarantee booking form for hotels

Marwin Tours
Marwin Tours (Thailand) Co., Ltd.
66, 17th Floor , Q.House Asoke Building, Sukhumvit 21 Road, Klongtoey Nua, Wattana, Bangkok 10110
Tel : (66 2) 264 2456-9 / Fax : (66 2) 264 2463 , 264 2748

TO	: JW MARRIOTT HOTEL , BANGKOK
ATTN	: K.PORNPHEN RESERVATION DEPARTMENT
TEL NO	: 02-656-7700
FAX NO	: 02-656-9819
DATE	: 7/Dec/06
REF	: NEW BOOKING

Dear Reservation,

Please book the room for our clients as details as follows ;

REF	: TRAVERT JUIWAUME / MR. & PTY
HOTEL	: JW MARRIOTT HOTEL , BANGKOK
PERIOD	: 10 - 14 DEC '06 Total 4 Night (6)
ROOM	: 01 DBL (SUPERIOR) ROOM ONLY
PRICE	: @ THB 5,806.- Nett Per room per night (As per contract Rate)
MARKET	: WORLDWIDE
REMARK	:

Please try any possibilities to confirm this booking and reply fax to us at 02-264 2748 , 02-264-2463

Thank you and best regards,
Mr.Thanapun Chipibhava
Asst.Sales Manager

(2) Guarantee booking form for agents

**LOCAL SALES DEPARTMENT

Marwin Tours

Marwin Tours (Thailand) Co., Ltd.

66, 17th Floor., Q.House Asoke Building, Sukhumvit 21 Road, Klongtoey Nua, Wattana, Bangkok 10110
Tel : (66 2) 264 2456-9 / Fax : (66 2) 264 2463 , 264 2748

TO	: VACATION HOLIDAY	
ATTN	: K.BEER	
TEL NO	: 02-248-5997	
FAX NO	: 02-248-6265	**CONFIRM**
DATE	: 8/Dec/06	
REF	: CONFIRMED NEW BOOKING	

REF	: TRAVERT JUIWAUME / MR. & PTY
HOTEL	: JW MARRIOTT HOTEL , BANGKOK
PERIOD	: 10 – 14 DEC '06 Total 4 Night (s)
ROOM	: 01 DBL (SUPERIOR) ROOM ONLY
PRICE	: @ THB 6,006.- Nett Per room per night (As per contract Rate)
MARKET	: WORLDWIDE
REMARK	:

\# 80291806

– 8 DEC 2006

FAX OUT

Please reconfirm this booking before deadline on   *************
by fax to us at 02-264 2748 , 02-264-2463

Thank you and best regards,   **Acknowledged By.**

Thanapun Chipibhava

Asst.Sales Manager

....

* GUARANTEE BOOKING FORM *

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(3) Pro-forma invoice

MARWIN TOURS (THAILAND) CO.,LTD.
17th Floor, Q.HOUSE ASOKE BUILDING
Sukhumvit 21 Road, Klongtoey Bangkok 10110
Tel : (66-2) 264 2456 - 9   Fax ; (66-2) 264 2463

PRO-FORMA INVOICE

Agent	R2M DELIGHT		Issue Date	21-Dec-06
Tel :	02-961-4113		File No.	04/612127
Fax :	02-961-4752		CODE #	
			Due Date	22-Dec-06

No of pax	Description	Price/rm/nt	Amount	
04 PAX	ACCOM: CHAROENSRI GRAND	THB1,200x4SGLx1NT	THB	4,800.00
	ROYAL HOTEL , UDON THANI			
	IN 29 - 30 DEC '06			
	FOR : MR.AZRIEL ASSAF & PTY			
		TOTAL	THB	4,800.00

Please notify that all payments to Marwin Tours (Thailand) Co.,Ltd.
should be made remittance by swift transfer to our :
Bank   THAI FARMER BANK PUBLIC COMPANY LIMITED (ASOKE BRANCH)
Address   C-MIC Building, 209/1 Asoke , Sukhumvit 21 Road, Bangkok 10110 THAILAND
A/C Name MARWIN TOURS (THAILAND) CO.,LTD.
A/C No.   741 - 2 - 11181 - 2

With Best Regards.
Chawalit B.
Sales Manager

(4) Request for contact

Marwin Tours (Thailand)

Marwin Tours

To	: HOPE LAND	Subject : CONTRACT 2007	
From	: Mr.Thanapun C.	Date : 13/11/06	
Tel	: 02-661-0081-2	Fax : 02-260-7809	

Dear Khun Prarinya / Sales Manager

Foremost we would like to thank you for the great support and patience through the past years. Once again I would like to ask for your cooperation as now we are updating our Tariff for 2007, which will be distributed to our overseas agents around the world and also at Travel Fairs - WTM, ITB Berlin, ATM Dubai etc.

I very much appreciate if you could kindly send us your new contract rates and all others relevant information for Worldwide Market, should be valid from 1st November 2006 – 31st October 2007, If possible we would like the contracts to reach our office by Nov 20, 2007

Kindly fax or email to marwin@loxinfo.co.th or email@marwintours.com and send the original copies with authorized signature to us by mail at the above address.

Should you require further information, Please do not hesitate to contact Khun Chawalit. Thank you again for all your time and cooperation, and I look forward to work closely with you in the near future.

Yours sincerely,

Virat Chatturaputpitak

Managing Director

66 Q.House Asoke Building, 17th Floor, Sukhumvit 21 Road (Asoke), Klongtoey-Nua, Wattana, Bangkok, 10110, Thailand.
Tel : (662) 264 2458-9   Fax : (662) 264 2463, 264 2748   e-mail : email@marwintours.com, marwin@loxinfo.co.th

(5) Rate agreement

AMARI
Hotels and Resorts

Date :	05 April 2006
Validity :	01/11/2006 - 31/10/2007
Applicable to :	F.I.T.'s Bookings only
Room Type :	Superior
Allocation/Release Dates :	

Rate agreement between

AMARI RINCOME HOTEL
NIMMANHAEMINDA ROAD
CHIANG MAI 50200
THAILAND
TEL. (053) 221130 FAX. (053) 221915

and

MARWIN TOURS (THAILAND) CO., LTD.
KHUN NITIWAT SASUKWAT - GENERAL MANAGER
17/F, Q HOUSE ASOKE BLDG.,
66,SUKHUMVIT 21 RD.,KLONGTOEY NUA,WATTANA,
BANGKOK 10110
THAILAND

General Conditions See overleaf

Per room per night Including ABF	From : 01/11/2006 To : 31/10/2007	From : To :	From : To :	From : To :	Day-use
Single	B2,150.-				N/A
Twin/Double	B2,470.-				N/A
Triple	B3,220.-				N/A

Peak Season Supplement per room per night   24/12/2006 - 05/01/2007 = B1,100.-

| Airport Transfer (round-trip, per person) | B260.- |
| Night Bazaar (round-trip, per person) | B155.- |

Obligatory Gala Dinners which will be automatically invoiced to agent			Optional Meals		
24th December	B2,400.-	p.pers.	Amer.B'fast (If applic)	N/A	p.pers.
25th December	N/A	p.pers.	Table d'Hôte Lunch	B935.-	p.pers.
31st December	B2,600.-	p.pers.	Table d'Hôte Dinner	B1,095.-	p.pers.

All rates are quoted in Thai Baht and **include** service charge and V.A.T. Any change to existing government taxes or charges or any introduction of new government taxes or charges will be passed on to the agent commencing on the day they become applicable and the agent agrees to honour such changes.
These wholesale rates offered are valid for leisure travel only and may not be used for
• Internet distribution channels   • Conventions and exhibitions   • Corporate travel
Failure to comply with the conditions specified above will lead to cancellation of the contract.

Marwin Tour
บริษัท มารวิน ทัวร์ (ไทยแลนด์) จำกัด
Marwin Tours (Thailand) Co., Ltd.
The agent agrees to abide ████████████████ verleaf, which form an integral part of this contracted rate agreement.

Signature _____

Name & Title KHUN NITIWAT SASUKWAT - GENERAL MANAGER   WIM FAGEL - GENERAL MANAGER

For the Agent   For Amari Hotels and Resorts

2 5 APR 2006

ORIGINAL : Agent / COPY 1: AHR / COPY 2: Hotel

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REPORT NIGHT OF HOTEL   LOCAL SALES DEPARTMENT   FEB1

HOTEL	VOUCHER#	IN	OUT		ROOM	NT	TOTAL NT	REMARKS	Receipt #:	Date#:
AMARI AIRPORT HTL, BKK	18994/04/02/05	04-02-05	05-02-05		1	1	1	SGL		
AMRI ATRIUM HTL, BKK	19177/15/02/05	18-02-05	19-02-05		1	1	1	SGL		
	19132/11/v2/05	11-02-05	15-02-05		1	4	4	DBL		
	19361/26/02/05	26-02-05	02-03-05	Uddin M. Mr. & Pty.	3	4	12	DBL	208/10359	24-03-05
AMBASSADOR HTL., BKK	19149/12/02/05	15-02-05	16-02-05		1	1	1	DBL		
	19127/11/02/05	12-02-05	13-02-05		1	1	1	SGL		
	19196/16/02/05	16-02-05	20-02-05	Norman W Paul Mr.	1	4	4	SGL	208/10354	17-03-05
	19291/22/02/05	23-02-05	26-02-05	Khan R.M. Mr.	1	3	3	SGL		
AMARI BOULEVARD	CNXL	07-02-05	10-02-05		1	3	3	TRP		
	19078/09/02/05	11-02-05	15-02-05		2	4	8	SGL		
	19547/14/03/05	16-03-05	18-03-05	Rasmussen John Egil Mr.	1	2	2	DBL		
	19556/15/03/05	16-03-05	18-03-05	Dr.Sandra Gordon	1	2	2	SGL	208/10365	25-03-05
	19657/21/03/05	22-03-05	25-03-05	Al-Neaimea Mr. & Mrs.	1	3	3	DBL	208/10361	24-03-05
	19627/18/03/05	18-03-05	22-03-05	Bindemaithan Saeed Mr.	1	4	4	SGL		
	19696/24/03/05	26-03-05	27-03-05	King Simon Mr. & pty.	1	1	1	Trp	208/10371	29-03-05
AMARI WATERGATE HTL	19294/24/02/05	25-02-05	26-02-05	Mr.Norayr Isler & Pty.	1	3	3	DBL		
		27-03-05	01-04-05	Laen Mr. & Pty.	1	5	5	DBL		
	19858/21/03/05	23-03-05	24-03-05	Neave / Brouce Mr. & Pty.	1	1	1	DBL		
		30-03-05	31-03-05	Agnes Szabo Ms. & Pty.	1	1	1	DBL		
ASIA AIRPORT HTL	19360/26/02/05	02-03-05	03-03-05	Breines Terje Mr. Mrs.	1	1	1	DBL		
BANGKOK BOUTIQUE	19009/07/02/05	09-02-05	10-02-05		1	1	1	SGL		
	19010/07/02/05	09-02-05	10-02-05		1	1	1	DBL		
BANGKOK MARRIOTT RESORT	19293/23/02/05	23-02-05	25-02-05	Willicim Matthias Mr.	1	2	2	SGL		
BANGKOK PALACE HTL	CNXL/22/02/05	25-02-05	27-02-05	BAKSHI MOLOY MR. & PTY.	2	2	4	TWN		
BAIYOKE SKY HTL	19223/18/02/05	19-02-05	21-02-05		1	2	2	DBL		
BAIYOKE SUITE HTL, BKK	19749/25/03/05	26-03-05	29-03-05	MR.&MRS. AMODT & PTY.	3	3	9	DBL&TWN	208/10378	31-03-05
BEL-AIR PRINCERSS HTL, BKK	18962/03/02/05	08-02-05	11-02-05		1	3	3	DBL		
	19240/19/02/05	20-02-05	21-02-05	Meneyargi Sami Mr.	1	1	1	SGL		
CHAO PHAYA PARK HTL	19075/09/02/05	12-02-05	13-02-05		1	1	1	DBL		
		27-03-05	29-03-05	Tan Tju Mr. & Pty.	2	5	10	Dbl		

(6-2) Deadline for confirming the bookings report form

Deadline	Voucher #:	Agent	Date Booking	Hotel	Rm Type	In	Out
01-03-05	19385/01/03/05	Sta Travel	25-02-05	Montien Hotel , Bkk	1Sgl Deluxe Room Inc Abf	05-03-05	15-03-05
	18418/04/03/05	Dhaka Travel	26-02-05	JW Marriott Htl , Bkk	1 Sgl Dlx Rm + Abf	04-03-05	07-03-05
	19374/01/03/05	Sunshine Service	28-02-05	Rembrandt Htl , Bkk	2 Dbl Sup Rm Incl Abf	02-03-05	03-03-05
	19386/02/03/05	Sunshine Service	01-03-05	Windsor Suite Htl , Bkk	1Twn Consellor Suites	03-03-05	04-03-05
	19389/01/03/05	Sunshine Service	01-03-05	Pathumwan Princess Htl , Bkk	01 Dbl Executive Suite	02-03-05	04-03-05
	19388/01/03/05	Nilton Travel	01-03-05	Grand Jomtien Palace Pattaya	02 Dbl Sup Rm Incl Abf	02-03-05	04-03-05
02-03-05	CANCELLED/02/02/03	Dj International	02-03-05	Montien Riverside Htl , Bkk	01 Twn Superior Incl Abf	05-03-05	09-03-05
	19405/03/03/05	Sunshine Service	02-03-05	Imperial Boat House , Samui	01 Dbl Premire Incl Abf	03-03-05	12-03-05
03-03-05	19387/01/03/05	Sta Travel	28-02-05	Royal River Htl , BKk	1 Sgl Std River Side Incl Abf	06-03-05	13-03-05
04-03-05	19425/07/03/05	Nilton Travel	25-02-05	Pathumwan Princess Htl , Bkk	1Dbl Deluxe Room Incl Abf	09-03-05	11-03-05
	19486/10/03/05	Nilton Travel	26-02-05	Grand Hyatt Erawan htl , Bkk	01 Twn Dlx Rm Incl Abf	12-03-05	14-03-05
	19426/07/03/05	Sunshine Service	04-03-05	Windsor Selfes Htl , Bkk	01 Dbl Diplomit Room	08-03-05	10-03-05
	19419/04/03/05	Vacation Holiday	04-03-05	Royal Cliff Beach resort	02 Mini Suite Room oAlly	04-03-05	06-03-05
05-03-05	19420/05/03/05	Naga Travel	04-03-05	Windsor Selfes Htl , Bkk	01 Sgl Diplomat Suite	05-03-05	07-03-05
06-03-05 07-03-05	19427/07/03/05	Sunshine Service	07-03-05	Westin Grand Sukhummvit	01 Dbl (Dbl) Incl Abf	06-03-05	07-03-05
07-03-05	CANCELLED/07/03/05	Shonali Travel	07-02-05	Inter Continental Hotel , Bkk	1 Sgl Club Inter Incl Abf	13-03-05	18-03-05
	19424/07/03/05	Sunshine Service	04-03-05	Indra Regent Htl , Bkk	02 Twin R-O-H Incl Abf	10-03-05	12-03-05
	19423/07/03/05	Sunshine Service	06-03-05	Indra Regent Htl , Bkk	01 Twin R-O-H Incl Abf	07-03-05	08-03-05
	19429/07/03/05	Sunshine Service	07-02-06	Montien Hotel , Bkk	01 Sgl (R-O-H) Incl Abf	07-03-05	09-03-05
	19430/07/03/05	Naga Travel	07-03-05	Windsor Selfes Htl , Bkk	01 Sgl (Diplomat) Room	08-03-05	09-03-05
08-03-05	1) 19487/10/03/05	Nilton Travel	21-02-05	Imperial Queen's Park Htl	01 Dbl Sup Rm Incl Abf	12-03-05	18-03-05
	2) 19488/10/03/05	Nilton Travel	21-02-05	Imperial Queen's Park Htl	01 Dbl Sup Rm Incl Abf	13-03-05	16-03-05
	3) 19489/10/03/05	Nilton Travel	21-02-05	Imperial Queen's Park Htl	01 Dbl Sup Rm Incl Abf	13-03-05	16-03-05
	4) 19490/10/03/05	Nilton Travel	21-02-06	Imperial Queen's Park Htl	01 Dbl Sup Rm Incl Abf	14-03-05	17-03-06
	5) 19491/10/03/05	Nilton Travel	21-02-05	Imperial Queen's Park Htl	01 Dbl Sup Rm Incl Abf	14-03-05	17-03-06
	6) 19492/10/03/05	Nilton Travel	21-02-06	Imperial Queen's Park Htl	01 Dbl Sap Rm Incl Abf	14-03-05	17-03-06
	7) 19493/10/03/05	Nilton Travel	21-02-05	Imperial Queen's Park Htl	01 Dbl Sup Rm Incl Abf	14-03-05	17-03-06
	19444/08/03/05	Sunshine Service	08-03-05	Montien Hotel , Bkk	01 Sgl (Roh) Incl Abf	08-03-05	09-03-05
Rm#638,456	19485/09/03/05	Sunshine Service	08-03-05	Siam Bayview Htl , Pty	01 Dbl Dlx Room Incl Abf	09-03-05	11-03-06
09-03-05	CANCELLED	Sunshine Service	01-03-05	Rembrandt Htl , Bkk	02 Sgl Superior Rm Incl Abf	12-03-05	13-03-05
	19486/10/03/05	Tar-iarp	08-03-05	Mark - land Htl , Pattaya	02 Twn (Roh) Incl Abf	17-04-05	21-04-05
10-03-05	19486/10/03/05	Sunshine Service	10-03-05	Montien Hotel , Bkk	03 Rm (R-O-H) Incl Abf	09-03-05	10-03-05
	CANCELLED/07/03/05	Sunshine Service	01-03-06	Sofitel Silom Htl , Bkk	06 Sofitel Club Room	13-03-05	17-03-06
	19483/09/03/05	Fit / by k. Poo	09-03-06	Amarin Victoria Resort	01 Dbl (Studio) Room Abf	13-04-05	17-04-06
	19484/10/03/05	Naga Inter	10-03-06	Windsor Suites Htl , Bkk	01 Sgl Diplomat Rm Incl Abf	10-03-05	11-03-06
11-03-05	CANCELLED/08/03/05	Nilton Travel	28-02-05	Windsor Suites Htl , Bkk	02 Twn Consellor Suites	14-03-05	16-03-06
	19522/11/03/05	Sta Travel	08-03-05	Montien Hotel , Bkk	02 Sgl (ROH) Rm Incl Abf	14-03-05	18-03-06
	19552/14/03/05	Sta Travel	08-03-05	Montien Hotel , Bkk	01 Sgl (ROH) Rm Incl Abf	16-03-05	18-03-06
	19524/11/03/05	Dhaka Travel	08-03-05	Windsor Suites Htl , Bkk	01 Dbl Diplomat Suite(Incl	14-03-05	19-03-06
	10523/11/03/05	Shonali Travel	10-03-05	Zenith Hotel , Bangkok	01 Sgl (Herning Way) Abf	16-03-05	20-03-06

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Appendix D 2: Case B's work samples

(1) Air ticket reservation

HOLIDAY LIFE TRAVEL & TOURS CO., LTD
บริษัท ฮอลิเดย์ไลฟ์ แทรเวล แอนด์ ทัวร์ จำกัด
2220/24 ซอยรามคำแหง 36/1 ถนนรามคำแหง แขวงหัวหมาก เขตบางกะปิ กรุงเทพฯ 10240
(www.noomsao.com)
โทรศัพท์ 02-3748866 อัตโนมัติ   แฟกซ์ 02-7329901   ใบอนุญาตนำเที่ยวเลขที่ 11/ 4241

ส่งถึง: ....CT Tour .... TEL: ......02-612-2350-4.......... FAX: ....02-612-2355........
ติดต่อ: ....พี่ อั้น.......... แผนก.......................... DATE: ...13 November 2006...
จำนวน..........1..........หน้า   ผู้ทำจอง _____บาส _____ /................................

แบบฟอร์มการจองตั๋วเครื่องบิน

Booking Ref: ....School GRP ....   **_REVISE_**

บริษัท ฮอลิเดย์ไลฟ์ แทรเวล แอนด์ ทัวร์ จำกัด มีความประสงค์ที่จะสำรองที่นั่งตั๋วเครื่องบิน ดังนี้

Flight no.	Date	From – To	Flight time	Status
MU 548	16 Jan 07	BKK-SHA	0230-0715	
MU 547	20 Jan 07	SHA-BKK	2250-0110	

จำนวนที่จอง ....32.......... ที่นั่ง   (√) ชั้นประหยัด   ( ) ชั้นธุรกิจ

ราคา Net .... Tax YQ....................... FOC.......................

Passenger Name:

1._____

2._____

3._____

หมายเหตุ   กรุณาส่งแฟกซ์กลับพร้อมยืนยันผลการจอง, ราคาตั๋ว, วันนัดชำระมัดจำ และระบุเงื่อนไข
การจองอื่น ๆ ที่แฟกซ์ 02 732-9901

(2) Operator's tariff
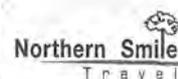
(T.A.T. License: 21-0229)

Attn:	K.Bas
Tel:	02 – 374 8866
Fax:	02 – 374 4476

Program	Chiang Mai 4 Days 3 Nights
Group Name:	Singapore
Period:	Dec 22 - 25, 2006
Group Size:	4 Pax
Price:	THB13,800 / pax

Day 1 (Dec 22, 06)
- Arrive Chiang Mai by TG – ___ (   )
- Meet and Greet at the Airport
- Transfer to the Royal Princess Hotel (or hotel in the same level)
- Transfer to Chiang Mai – Lamphun Golf Course (Tee off @ _____)
- Khan Toke Dinner with Traditional Performance
- Return to the Hotel

Day 2 (Dec 23, 06)
- Breakfast at the Hotel
- Transfer to Royal Chiang Mai Golf & Resort (Tee off @ _____)
- Lunch at the Restaurant
- Visit Royal Flora Expo
- Dinner at the Restaurant
- Return to the Hotel

Day 3 (Dec 24, 06)
- Breakfast at the Hotel
- Visit Mae Sa Elephant Camp with Elephant Nursery
- Visit Orchid Farm
- Lunch at the Restaurant
- Visit Handicraft Village
- Dinner at the Restaurant
- Night Bazaar
- Return to the Hotel

Day 4 (Dec 25, 06)
- Breakfast at the Hotel
- Visit Chiang Mai Arts & Cultural Temple
- Visit Doi Suthep Temple
- Lunch at the Restaurant
- Chiang Mai City & Temple Tour
- Transfer to Chiang Mai International Airport for the Departure Flight TG – ___ (   )

Package Inclusive Feature:
- 3 Night Accommodation with Daily Breakfast (TWN Sharing)
- Round Trip Airport Transfer (Air-Con Van)
- English Speaking Guides
- Transportation for Tour (Air-Con Van)
- 2 Round Green Fees at the Indicated Golf Course
- Meals as Indicated in the Program
- Admission Fees as Indicated in the Program
- Drinking Water During the Tours
- Travel Accident Insurance

Package Exclusive Feature:
- Extra Food and Beverage
- Extra Beverage during the meal (as per consumption)
- Personal Expenses
- Laundry Service
- Caddy Fee
- Golf Cart
- Golf Club
- Domestic Air Ticket (BKK-CNX-BKK with Thai's Airways)

www.northernsmiletravel.com

Mailing: 31/1 Moonmuang Soi 5, Sripume   Tel. (66) 53 449 560   Contact: 99/11, Rm. B3, Sridonchai Rd., Changklam,
A.Muang, Chiang Mai, 50200 Thailand   Fax. (66) 53 449 581   A.Muang, Chiang Mai, 50100 Thailand
reservations@northernsmiletravel.com   northernsmiletravel@hotmail.com

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(3) Service voucher

บริษัท ฮอลิเดย์ไลฟ์ แทรเวล แอนด์ ทัวร์ จำกัด   ใบอนุญาตเลขที่ 11/A341
2220/24 ซ.รามคำแหง 36/1 ถ.รามคำแหง หัวหมาก บางกะปิ กรุงเทพฯ 10240
โทร.0-2374-8866, 0-2374-4476   แฟกซ์ 0-2732-9901 E-mail: kocentive@hoonisao.com

Service voucher

Package		Royal Flora Package 4 D 3 N
เจ้าหน้าที่จองรับ	:	คุณแม็กกี้ โทรศัพท์ 081-021-7237
วันที่	:	30 December, 2006 – 2 January, 2007
จำนวนลูกค้า	:	2 ท่าน
รายชื่อลูกค้า	:	1. LHUENGPATTARACHANG / KEANGCHAI MR.
		2. LHUENGPATTARACHANG / POOLSIN MRS
Emergency Call	:	คุณปิ่น 081-724-7310

กำหนดการเดินทาง	วันที่ 30 ธันวาคม - 2 มกราคม 2549	
30 ธันวาคม 2549	13.45 น.	เดินทางถึงสนามบินเชียงใหม่ โดย
		เที่ยวบินที่ OX (30 BKK-CNX (12.35 น.– 13.45 น.)
		เจ้าหน้าที่บริษัทฯ ถือป้ายชื่อ คุณเกียงชัย
		คอยต้อนรับนำท่านเข้าสู่ที่พักโรงแรมเชียงใหม่ พลาซ่า เช็คอิน
	18.00 น.	รถรับท่านบริการชินโลกดินเนอร์ ฟรีขมโรว์ (เวลา19.30 - 21.30 น.)
31 ธันวาคม 2549	09.00 น.	รถรับชมงาน พืชสวนโลก ราชพฤกษ์ 2549
	17.00 น.	รถรับกลับเข้าสู่ที่พัก โรงแรมเชียงใหม่ พลาซ่า
1 มกราคม 2549		อิสระตามอัธยาศัย
2 มกราคม 2549		อิสระตามอัธยาศัย
	10.00 น.	รถคุ้มนำท่านเดินทางสู่สนามบินเชียงใหม่ เพื่อเดินทางกลับสู่กรุงเทพฯ โดย
		เที่ยวบินที่ OX 127 CNX-BKK (11.45 น.–12.55 น.)

Hotel		โรงแรม เชียงใหม่ พลาซ่า
Room type	:	1 TWN room (include ABF)

Check in...........30 DEC 06............ Check out.......2 JAN 06...........
Total ....3 Nights / 1 TWN room..........

Authorize by
Sirawish Supradith (Bas)
081-551-9350, 081-614-8845

Date   28 Dec, 2006

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(4) Booking letter

บริษัท ฮอลิเดย์ไลฟ์ แทรเวล แอนด์ ทัวร์ จำกัด   ใบอนุญาตเลขที่ 11/4341
2220/24 ซ.รามคำแหง 36/1 ถ.รามคำแหง หัวหมาก บางกะปิ กรุงเทพฯ 10240
โทร.0-2374-8866, 0-2374-4476 แฟกซ์ 0-2374-4476 e-mail: incentive@noomsao.com

FACSIMILE MESSAGE

ATTN: คุณกุ๋ย	FROM: บาส
TEL: 02-645-2020	FAX: 02-645-2152
SUBJECT: Package tour	DATE: 18 Dec, 2006

เรียน คุณกุ๋ย ครับ

รบกวนคุณกุ๋ยทำ Package Tour HKG-SZX ให้ด้วยนะครับ

รายละเอียดตามนี้นะครับ

Hotel:	HKG: Dorsett Sea view or Nathan Hotel
	SZX: Best Western Hotel
Check in:	4 Jan, 2007
Check out:	9 Jan, 2007
Total:	HKG 4 Nights, SZX 1 Night
Room type:	3 TWN room
Customer:	6 Paxs
Flight:	By UL
Package include:	1. Transfer airport – hotel – airport in HKG only
	2. Hotel 4 night in HKG, 1 night in SZX
Package exclude:	1. Transfer to SZX
	2. Chinese visa

Best regards,

Bas

(5) Itinerary

Appendix D3: Case C's work samples

(1) Airline report   (2) Customer report

(3) Land operator report

(4) Rooming list

ROOMING LIST
HONG KONG - DISNEYLAND
13 – 15 JANUARY 2006 (GROUP A)

No.	Last Name	First Name		Date of Birth	P.P. No.	Date of Issue	Date of Expire	Reservation Code
1. PAKULA	TIPPAWAN	MRS.	09 NOV 1968	L 415245	07 SEP 2000	06 SEP 2010	VIP. 3
2. PATTANATORN	VICHIT	MR.	28 APR 1958	K 875615	06 AUG 2003	05 AUG 2008	VIP. 4
3. JIRAPONGSANANURUK	PHISARN	MR.	19 FEB 1968	U 468886	26 DEC 2001	25 DEC 2006	VIP. 1
4. KONCHOM	PHANNA	MS.	07 SEP 1966	K 354809	01 MAY 1997	30 APR 2007	
5. DEJSRI	SUREERAT	MRS.	13 FEB 1972	K 651959	19 DEC 2005	18 DEC 2010	
6. SAENGNARK	NATTHAPORN	MS.	28 MAY 1975	K 680939	16 DEC 2005	15 DEC 2010	
7. LERKCHINNABOOT	WIMONRAT	MS.	21 JAN 1971	K 610370	19 DEC 2005	18 DEC 2010	
8. SIRIWARAKUL	SUNISA	MS.	03 MAY 1974	K 654471	23 DEC 2005	22 DEC 2010	
9. NGOENNGAM	SAENGDUEN	MS.	02 FEB 1975	U 568559	04 NOV 2004	03 NOV 2009	
10. KONGMA	JIRAWAN	MS.	18 DEC 1973	U 569614	08 NOV 2004	07 NOV 2009	
11. DECHSONG	SARINYA	MRS.	21 JAN 1972	E 697628	15 DEC 2005	14 DEC 2010	
12. BURAT	PAKPINEE	MS.	22 DEC 1974	K 653725	22 DEC 2005	31 DEC 2010	

No.	Last Name	First Name		Date of Birth	P.P. No.	Date of Issue	Date of Expire	Reservation Code
13. VONGSUDRUK	ATIOTAYA	MS.	03 JUN 1973	A 517140	26 JUL 2002	25 JUL 2007	
14. KAENCHAN	PHANAPA	MS.	16 AUG 1972	I 696876	16 DEC 2005	15 DEC 2010	
15. CHUICHAI	SUPHANNIKA	MS.	24 FEB 1971	A 496032	03 DEC 1999	02 DEC 2009	
16. SORNSAMDANG	WANNAVISA	MS.	13 OCT 1976	K 620186	30 DEC 2005	29 DEC 2010	
17. DAORERK	SUPAKARN	MS.	17 APR 1976	K 651360	16 DEC 2005	15 DEC 2010	
18. SOVANNAKARN	JONGJIT	MS.	17 AUG 1973	K 656472	28 DEC 2005	27 DEC 2010	
19. CHANPENG	TAWEESAK	MR.	07 JUN 1961	K 606387	13 DEC 2005	13 DEC 2010	
20. VANGSIRIPAISAL	KANNAPON	MR.	28 AUG 1972	J 405366	01 NOV 2000	31 OCT 2010	
21. SUPPRASERT	DEJRIT	MR.	23 MAY 1968	K 619843	29 DEC 2005	28 DEC 2010	
22. PIENPRAJYAPORN	KRIT	MR.	16 SEP 1973	A 630682	20 JUN 2006	19 JUN 2010	
23. RUNGSOMBOON	NATTAPHOL	MR.	30 NOV 1968	K 525923	11 AUG 2003	10 AUG 2008	
24. CHAIWAT	GATEKAJHON	MR.	11 SEP 1974	A 496650	02 DEC 1999	01 DEC 2009	
25. SILLAPASORN	PONGSTONE	MR.	23 OCT 1970	K 376632	05 SEP 1997	04 SEP 2007	
26. WONGANANCHAI	KORAPAT	MR.	21 JUN 1971	K 387585	13 NOV 1997	12 NOV 2007	
27. LUEMUNKONG	SHONSAWAT	MR.	20 JUL 1966	K 616719	26 DEC 2005	25 DEC 2010	
28. LAOMANACHAREON	CHAREON	MR.	30 JAN 1962	K 683369	04 JAN 2006	03 JAN 2011	
29. LEAKPICHAYAYOTIN	NIPON	MR.	22 OCT 1974	V 438639	30 JAN 2002	29 JAN 2007	
30. BUAPREM	CHATURONG	MR.	22 JAN 1967	K 657302	30 DEC 2005	29 DEC 2010	
31. ARPHAPRASERT	SOLOS	MR.	16 JUL 1977	K 651274	16 DEC 2005	15 DEC 2010	
32. NANTHO	MANOP	MR.	22 JUN 1975	K 651960	19 DEC 2005	18 DEC 2010	
33. SENANUWAT	TEERASAK	MR.	16 MAR 1969	K 683797	04 JAN 2006	03 JAN 2011	
34. POONSIN	NIKOM	MR.	30 APR 1977	K 654752	26 DEC 2005	25 DEC 2010	
35. HONGNAK	RUNGRAUNG	MR.	14 JUN 1962	K 650237	14 DEC 2005	13 DEC 2010	
36. CHUANGKRUD	SOMKIAT	MR.	04 NOV 1970	I 597961	20 FEB 2005	19 DEC 2010	

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(5) A receptive operator's tariff

TRANSA GROUP CO.,LTD.

ATTN : BIG FOUR TRAVEL CO.,LTD.
KHUN PUK
TEL. 02-942-3158-60
FAX. 02-570-6173

FROM : VARARAT
REF : JKHH9-006(1ST RE)
DATE : 23 DEC06

RE : JAPAN HOKKAIDO & HONSHU 6 DAYS TOUR

PLEASED TO ADVISE OUR BEST QUOTATION AS PER YOUR REQUEST JAPAN GROUP ON   03 FEB - 13 FEB 2007

THE ITINERARY :

DAY01	ARRIVE FUKUOKA/ DAZAIFU SHRINE/ TRANSFER TO KUMAMOTO/ KUMAMOTO CASTLE/ SUIZENJI PARK/ TRANSFER BACK TO FUKUOKA/ FREE SHOPPING AT TENJIN MALL/ FUKUOKA/ HOTEL	(L D)
DAY02	FUKUOKA/ TECHNICAL VISIT FOR MOU (FULL DAY)/ FUKUOKA/ HOTEL	(B L D)
DAY03	FUKUOKA/ DOMESTIC FLY TO CHITOSE/ OLD GOVERNMENT/ SNOW FESTIVAL/ ASAHI BEER FACTORY/ SAPPORO/ HOTEL	(B L D)
DAY04	SAPPORO/ TRANSFER TO AINU VILLAGE/ TRANSFER TO LAKE TOYA/ MT. UZU (CABLE)/ LAKE TOYA/ /HOTEL	(B L D)
DAY05	LAKE TOYA/ TRANSFER TO HAKODATE/MT. HAKODATE (ROPE WAY) / HAKODATE /HOTEL	(B L D)
DAY06	HAKODATE/ TRANSFER TO AOMORI BY TRAIN/ TRNF TO MORIOKA/ CITY TOUR/ HOTEL	(B L D)
DAY07	MORIOKA/ BULLET TRIAN TO SENDAI/ MATSUSHIMA BOAT CRUISE/ GODAIDO HALL/ SUIGANJI TEMPLE/ TRNF TO HOTEL	(B L D)
DAY08	SENDAI/ BULLET TRAIN TO TOKYO/ FREE SHOPPING AT SHINJUKU/ HOTEL	(B L D)
DAY09	TOKYO/ ASAKUSA KANNON/ SUMIDA CRUISE TO ODAIBA/ TRANSFER TO NARITA FOR DEPT	(B L)

HOTEL :	
FUKUOKA	GRAND HYATT REGENCY HOTEL OR SML
SAPPORO	SAPPORO OKURA HOTEL OR SML
HAKODATE	HAKODATE ROYAL HOTEL OR SML
MORIOKA	HOTEL ROYAL MORIOKA OR SML
SENDAI	METROPOLITAN HOTEL OR SML
TOKYO	KEIO PLAZA HOTEL OR SML

NOTE :	IMPERIAL HOTEL TOKYO : PLS ADD			
	STANDARD ROOM	: 10,000.- YEN/ PAX	SGL SUPP ADD 20,000.-	EXCLUDE B/F
	MODERATE ROOM	: 12,000.- YEN/ PAX	SGL SUPP ADD 20,000.-	EXCLUDE B/F
	DELUXE ROOM	: 18,000.- YEN/ PAX	SGL SUPP ADD 26,000.-	EXCLUDE B/F

QUOTATION PER PERSON BASED ON TWIN SHARING NET IN JAPANESE YEN : (JPY)

PAX :	5 ADULTS PAID	SGL.SUPP
PRICE :	520,000.-	10,000.- YEN/NT/PAX

TOUR CONDITIONS :
1. ABOVED RATE IS FOR ADULT PER PERSON ON HALF TWIN SHARING BASIS
2. INFANT UNDER 2 YEARS IS FREE OF CHARGE
3. TWO CHILDREN WILL BE CONSIDERED AS ONE ADULT (IN CASE NEED TO BASED ON EACH CATEGORY & CHD HAVE TO PAY FOR THE CONDITION AS FOLLOWING)
4. CHILD RATE UNDER 12 YRS AT 75% OF TOUR FARE SHARING TWIN WITH TWO ADULTS WITHOUT EXTRA BED.
5. CHILD RATE UNDER 12 YRS AT 100% OF TOUR FARE SHARING TWIN WITH TWO ADULTS WITH EXTRA BED.

TOUR FARE INCLUDES :
1. ACCOMMODATION IS BASED ON TWIN SHARING BASIS
2. ALL MEALS (L/N 1,300.- // D/N 1,800.-YEN) . ADMISSION FEES AND TRANSPORTATION AS SPECIFIED
   DAY03 : SPECIAL DINNER AT BEER BREWERY 3,800.- YEN/PAX
3. GREEN PLATE BUS
4. THAI SPEAKING GUIDE, GUIDE IS NOT INTERPETER.
5. HAKODATE TRAIN TO MORIOKA = 5,340.- YEN/ PAX
6. MORIOKA BULLET TRAIN TO SENDAI = 7,900.- YEN/ PAX
7. SENDAI BULLET TRAIN TO TOKYO 11,120.- YEN / PAX

TOUR FARE EXCLUDES :
1. AIRPORT TAX IN THAI & JAPAN & VISA FEE & AIR TICKET
2. VAT 7% AND WITH HOLDING TAX 3%

REMARKS :
1. DEPOSIT (20,000.-BAHT) WILL BE CHARGED WHEN HOTEL CONFIRMED.
2. IF CANCEL HOTEL 1 WEEK BEFORE DEPARTURE, 2,000.-YEN/PAX WILL BE CHARGED.
3. FULL PAYMENT MUST BE PAY BEFORE DEPARTURE.

IF THERE IS ANY FURTHER INQUIRIES, PLEASE DO NOT HESITATE TO CONTACT US.

BEST REGARDS,

CONFIRMED BY
SIGNATURE

(6) Cost calculation form

Cost Calculation Form

Party's Name: _____   Adult: _____ Pax   Child: _____ Pax
Routing: _____   Travelling Period: _____
Rate: _____   Exchange Rate: _____

Expenses Cost	Adult (1 T/L)	Adult (2 T/L)	Child	Remarks
1. Ticket				
Int'l 1.5% Tax				
Child 1.5% Tax				
Domestic 1.5% Tax				
Child 1.5% Tax				
2. Airport Tax				
BKK				
Abroad				
3. Land Arrangement				
3.1 ( ) @				
3.2 ( ) @				
Single Supp. @				
Child w/Bed @				
Child no Bed @				
4. Visa				
4.1 Fee				
4.2 Fee				
4.3 Fee				
4.4 Travel Insurance				
5. Tour Leader's Expenses				
5.1 Perdium x Days				
5.2 Apt Tax				
5.3 Taxi Fee				
5.4 Visa				
5.5 Ticket+Tax+Insurance				
5.6 Big4 Staff x Pax =				
5.7 Porter				
Total Expenses 1 T/L @				
Total Expenses 2 T/L @				
6. Travel Bag				
7. Emergency Fund				
8. Operation Cost				
9. Travel Insurance				
10. Miscellanoous				
11. Commission (if any)				
Actual Cost				
Margin				
3%				
7%				
Sales Price				
Profit				

Prepared by: _____
Date: _____

Filename: Cost Calculation Form

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(7) Tour itinerary

BIG FOUR TRAVEL CO., LTD.

EMPIRE HOTEL KOWLOON

Appendix D 4: Case D's work samples

(1) List of customers who bought tour programs of other companies

ATTN : KHUN PRANG / SUNNY TOUR

FORM : THAI SKY INCOMING CO.,LTD   TEL. 02-9407594   FAX. 02-9407599

| | | BKK - KUL | AK 881 | 10.00 - 13.05 |
| | | SIN - BKK | FD 703 | 23.10 - 00.20 |

10/10/2004
14/10/2004

NO.	FAMILY NAME	FRIST NAME	PASSPORT	BIRTH.	ISSUE	EXPIRY	ROOM
1	WATTANAWONGSATHIAN	KANOKPORN MRS.	P 465388	5/10/1947	20/4/2001	19/4/2006	DOUBLE BED
2	PRASOBTHAM	JUNJUTA MS.	L 530050	27/12/1991	2/12/2003	1/12/2008	
3	WATTANAWONGSATHIAN	VORAWITR MSTR. (CHD)	K 439272	15/3/1997	10/9/2000	9/10/2005	
4	PRASOBTHAM	PHATTHARAWAN MRS	L 532047	20/8/1955	2/12/2003	1/12/2008	DOUBLE BED
5	PRASOBTHAM	PUNYANUCH MS.	L 532048	8/9/1988	2/12/2003	1/12/2008	
6	PRASOBTHAM	JATURONG MSTR (CHD)	L 532049	1/5/1994	2/12/2003	1/12/2008	
7	YOUNGSRINAT	NITTIYA MS.	C 408356	29/6/1965	14/2/2000	13/2/2005	TWIN
8	SUEPATTANA	AMORNRAT MS.	C 408357	22/8/1965	14/2/2000	13/2/2005	
9	PIMLA	SA MRS.	S 530949		24/9/2004	23/9/2009	TWIN
10	PIMLAR	NARINTORN MS.	S 244610	10/8/1963	21/9/2000	21/8/2005	

กรุณาจัดห้องพักเป็น CONNECTING ROOM

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(2) Air ticket reservation form

Philippine Airlines   Charal Business Chiangmai Group (1991)Co.,Ltd

NORTH ASIA

Effective for DEPARTURE DATE
from April 01, 2007 - March 31, 2008   Issue at Charal BKK only   **Tour Code : 1540001**

Routing BKK-MNL to	Fare Basis	Class	Net Agent	Remarks
HKG - Hong Kong	N (OW)	E	8,800	
	N (RT)	Q	14,300	
	VEEBKK3M + YEE90	V	13,100	Min. in HKG 2 days/ Max. 90 days
TPE - Taipei	N (OW)	E	8,800	
	N (RT)	H	17,100	
	YEE1M	Q	14,300	Min. 4 days / Max. 1 month
SHA -Shanghai	N (OW)	T	7,600	
XMN - Xiamen	N (RT)	V	15,100	
BJS - Beijing	YEE45	B	13,100	Valid for **SHA / BJS** only, Min. 2 days / Max. 45 days
	MEE90 + SE90	V	13,100	Valid for XMN only, Min. in XMN 2 days / Max. 90 days
TYO – Tokyo	N (OW)	K	12,300	
OSA – Osaka	N (RT)	H	24,400	
FUK - Fukuoka	MEE90 + LEE6M	Q	18,400	Min.in TYO/OSA/FUK/NGO/OKA 3 days / Max. 45 days
NGO - Nagoya				
OKA - Okinawa				
SEL - Seoul	N + HOX	K	12,300	
PUS - Pusan	N (RT)	B	24,400	
	MEE90 + MEE1M	K	18,400	Min. in SEL/PUS 4 days / Max. 1 month

STPC provided for **misconnection** in MNL on roundtrip ticket only

Ticket Conditions :
1. Endorsement Box : NONRRTE/NONREF PARTIAL TKT/VALID ON PR ONLY
2. **Non-refundable for partially used ticket**
   Unuse Ticket Refund will be charged **THB 2,000**
3. All fares are quoted in THB currency
4. **Child** Fare is 75% of NET Adult
5. **Infant** is 10% of IATA FARE
6. PR 731 / PR 730 – PR online flight ARR/DEP at NAIA Terminal II
7. Above fares exclude taxes and insurance surcharge
8. All fares are subject to change without prior notice

Note :
Fare basis "**VEEBKK3M + YEE90**" = BKK-MNL V.V. use fare basis "VEEBKK3M", MNL-HKG V.V. use fare basis "YEE90"

(3) Tour itineraries.

บริษัท ไทยสกาย อินคัมมิ่ง จำกัด
THAI SKY INCOMING CO., LTD.
Thai Sky
ใบอนุญาต 11/1110

ปักกิ่ง เที่ยวครบ 5 วัน

รวมพิพิธภัณฑ์หุ่นขี้ผึ้ง โลกใต้ทะเล วัดลามะ ตลาดรัสเซีย กายกรรม ชิมเป็ดปักกิ่ง

สนับสนุนโดย สายการบิน AIR CHINA

กำหนดวันเดินทาง 12 – 16 ต.ค. 49

วันแรก   กรุงเทพฯ — ปักกิ่ง

23.00 น.   พร้อมกันที่ท่าอากาศยานดอนเมือง   เคาน์เตอร์สายการบินแอร์ไชน่า   อาคารผู้โดยสาร
              ระหว่างประเทศ 2 เคาน์เตอร์แถวที่ 12

01.40 น.   เดินทางไปปักกิ่ง โดยสายการบินแอร์ไชน่า เที่ยวบินที่ CA 980 (พักผ่อนบนเครื่อง)

วันที่สอง   ปักกิ่ง — จัตุรัสเทียนอันเหมิน — วังโบราณกู้กง — กายกรรมปักกิ่ง

07.30 น.   เดินทางถึงสนามบินกรุงปักกิ่ง นำท่านผ่านพิธีการตรวจคนเข้าเมือง
09.00 น.   บริการอาหารเช้า ณ ภัตตาคาร
              หลังอาหารเช้า นำท่านสู่จัตุรัสเทียนอันเหมิน จัตุรัสที่ใหญ่ที่สุดในโลก สัญลักษณ์ของ
              ประเทศจีนยุคใหม่ สถานที่จัดงานพิธีเฉลิมฉลองเนื่องในโอกาสพิเศษต่างๆ บันทึกภาพเพื่อ
              เป็นที่ระลึกกับอนุสาวรีย์วีรชน ศาลาประชาคม และหอระลึกประธานเหมาเจอตุง จากนั้น
              นำท่านผ่านประตูเข้าสู่พระราชวังต้องห้าม "กู้กง" สถานที่ว่าราชการและที่ประทับของ
              จักรพรรดิ 24 พระองค์ในสมัยราชวงศ์หมิงและชิง นำชมโบราณสถาน และสิ่งก่อสร้าง
              คุณค่าทางประวัติศาสตร์ที่สร้างขึ้นบนพื้นที่ 720,000 ตารางเมตร นำชมหมู่อาคาร
              เครื่องไม้ที่ประกอบด้วยห้องหับมากถึง 9,999 ห้อง ชมพระตำหนักว่าราชการ พระ
              ตำหนักใน ห้องบรรทมของจักรพรรดิ และห้องว่าราชการหลังมู่ลี่ไม้ไผ่ของพระนางซูสีไท
              เฮา

12.30 น.   บริการอาหารกลางวัน ณ ภัตตาคาร

17/31 Soi Vipavadeerungsit 58, Vipavadeerungsit Rd., Laksi , Bangkok 10210 Thailand.
Tel: (662) 9407596-8 (AUTO) Fax: (662) 9407599 www.tourthaisky.com
(Email)thaisky_2@yahoo.com

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บ่าย	นำชมศูนย์วิจัยทางการแพทย์แผนโบราณ ฟังเรื่องราวเกี่ยวกับการแพทย์โบราณตั้งแต่อดีต
	ถึงปัจจุบัน การส่งเสริมการใช้สมุนไพรจีนที่มีมานานนับพันปีพร้อมรับฟังการวินิจฉัยโรค
	โดยแพทย์ผู้เชี่ยวชาญ แล้วนำท่านเข้า CHECK-IN ที่โรงแรม พักผ่อนตามอัธยาศัย
18.00 น.	บริการอาหารค่ำ ณ ภัตตาคาร **หลังอาหารนำท่านชมกายกรรมปักกิ่ง สุดยอดกายกรรม
	ชื่อก้องโลกพักที่ HADAMEN HOTEL หรือเทียบเท่า

วันที่สาม   ปักกิ่ง — วัดลามะ — วังฤดูร้อน — โลกใต้ทะเล — ถนนผู้หญิง

07.00 น.	บริการอาหารเช้า ณ ที่พัก นำชมวัดลามะหย่งเหอกง วัดใหญ่ที่เก่าแก่และมีชื่อเสียงใน
	กรุงปักกิ่งแต่เดิมวัดนี้เคยเป็นวังที่ประทับขององค์ชายสี่นำท่านชมพระแกะสลักจากไม้
	จันทร์องค์ใหญ่ที่สุดในโลกที่ถูกบันทึกไว้ในกินเนสบุ๊ค จากนั้นนำท่านชม พระราชวังฤดู
	ร้อนอวี้เหอหยวน อุทยานที่ใหญ่ที่สุดของประเทศจีน สร้างขึ้นเมื่อประมาณ 800 ปีก่อน
	ชมทะเลสาปคุนหมิงที่วังขุดขึ้นด้วยแรงงานคนล้วน ชมที่ประทับของซูสีไทเสาแกะ
	จักรพรรดิกวางสู ชมระเบียงกตัญญู เรือหินอ่อน แล้วแวะซื้อไข่มุก ครีมไข่มุกบำรุงผิว
	ที่ทำจากไข่มุกน้ำจืดที่เพาะเลี้ยงในทะเลสาป
12.30 น.	บริการอาหารกลางวัน ณ ภัตตาคาร
บ่าย	เข้าชมชีวิตโลกใต้น้ำ under water world ณ pacific sea world จากนั้น
	เชิญชิมชาวู่หลงของปักกิ่งและชามีชื่อเสียงต่างๆ เช่น ชาเลง ชาผลไม้ ชมะลิ และ ชา
	กุหลาบ จากนั้นอิสระช็อปปิ้งเสื้อผ้า รองเท้า กระเป๋า ณ ถนนผู้หญิง
19.00 น.	บริการอาหารค่ำ ณ ภัตตาคาร
	พัก ณ HADAMEN HOTEL หรือเทียบเท่า

วันที่สี่   กำแพงเมืองจีน-พิพิธภัณฑ์หุ่นขี้ผึ้ง-เป็ดปักกิ่ง-หวังผู่จิ่ง

07.00 น.	บริการอาหารเช้า ณ ที่พัก
	เดินทางสู่กำแพงเมืองจีน สิ่งมหัศจรรย์หนึ่งในเจ็ดของโลกในยุคกลาง ที่สร้างขึ้นด้วย
	แรงงานคนนับหมื่นคน มีความยาว 6,350 กม. สร้างขึ้นครั้งแรกเมื่อประมาณกว่า
	2,000 ปีก่อน โดยจักรพรรดิจิ๋นซี ผู้รวบรวมประเทศจีนให้เป็นปึกแผ่น ตัวกำแพงสูง
	ประมาณ 7 เมตร กว้าง 6 เมตร ว่ากันว่าถ้านำวัสดุที่ใช้ก่อสร้างกำแพงแห่งนี้มาสร้าง
	กำแพงที่มีความหนา 1 เมตร สูง 5 เมตร จะได้กำแพงที่มีความยาวรอบโลก นำท่านชม

สินค้าที่มีชื่อของปักกิ่ง หยกจีนที่ขึ้นชื่อ ซึ่งเป็นเครื่องประทับนำโชค ให้ท่านมีโอกาสเลือก
ซื้อเป็นของฝากล้ำค่า

12.00 น.	บริการอาหารกลางวัน ณ ภัตตาคาร
บ่าย	ชมพิพิธภัณฑ์หุ่นขี้ผึ้ง ชมประวัติศาสตร์ความเป็นมาของจีนในยุคราชวงศ์หมิง ตั้งแต่เริ่มต้น ไปจนถึงยุคสิ้นสุดของราชวงศ์ เล่าเรื่องโดยใช้หุ่นขี้ผึ้งขนาดเท่าตัวจริงที่แสดงไว้ในห้อง ทั้งหมด 26 ห้อง ก่อนเดินทางกลับเข้าเมืองปักกิ่ง แวะซื้อยาแก้น้ำร้อนลวก เป่าฟู่หลิง " ยาบัวหิมะ " ยาประจำบ้านที่มีชื่อเสียง
19.00 น.	บริการอาหารค่ำ ณ ภัตตาคาร
	หลังอาหารนำท่านช็อปปิ้ง ณ ย่านการค้าหวังฝู่จิ่ง แหล่งรวมสินค้า นานาชนิด
	พัก ณ HADAMEN HOTEL หรือเทียบเท่า

<u>วันที่ห้า</u>   <u>ปักกิ่ง-หอเทียนถาน-เป็ดปักกิ่ง-ตลาดรัสเซีย-กรุงเทพฯ</u>

07.00 น.	บริการอาหารเช้า ณ ที่พัก
	นำท่านเดินทางสู่หอบวงสรวงเทวดาฟ้าดินเทียนถาน สถานที่ประกอบพิธีบวงสรวงเทพยดา แนบป้ายบรรพบุรุษของจักรพรรดิในสมัยราชวงศ์ หมิง และ ชิง ชมกำแพงสะท้อนเสียง ปัจจุบันมีการปิดพื้นที่บูรณะ ซ่อมแซม คงเข้าชมได้เฉพาะส่วนหน้าเท่านั้น
12.00 น.	บริการอาหารกลางวัน ณ ภัตตาคาร ออริลิ้มชิมรสเป็ดปักกิ่งตำรับฯ
บ่าย	นำท่านไปช็อปปิ้ง ณ ตลาดรัสเซีย เพื่อเลือกซื้อสินค้าขายส่งราคาถูก เช่น ผ้าไหม ถุงเท้า รองเท้า และ นาฬิกาเป็นต้น
17.30 น.	บริการอาหารค่ำ ณ ภัตตาคาร หลังจากนั้นนำท่านเดินทางสู่สนามบิน
20.35 น.	อำลากรุงปักกิ่ง เดินทางกลับสู่กรุงเทพฯ โดยเที่ยวบินที่ CA 979
00.10 น.	เดินทางกลับสู่สนามบินดอนเมืองโดยสวัสดิภาพฯ

อัตราค่าบริการ

ผู้ใหญ่ท่านละ	ท่านละ	23,900	บาท
เด็กอายุต่ำกว่า 12 ปี (มีเตียง)	ท่านละ	22,900	บาท
เด็กอายุต่ำกว่า 12 ปี (ไม่มีเตียง)	ท่านละ	21,900	บาท
พักเดี่ยวเพิ่ม	ท่านละ	4,000	บาท

Appendix D5: Case E's work samples

(1) Cost calculation form

ใบคำนวณต้นทุนทัวร์ต่างประเทศ			
คณะผู้เดินทาง	skate Sin	สถานที่	Sin
จำนวน 10	วันเดินทาง Nov 28- 3DEC		

พาหนะลูกค้า	ต่อคน		ต่อคณะ		ราคาทหาร
ค่าตั๋วเครื่องบิน					-
ค่าภาษีสนามบิน ไทย					-
ค่าภาษีสนามบิน ต่างประเท					-
ค่า Fuel Surcharge					-
ค่าออกตั๋ว					-
อื่น ๆ (พาหนะ)					-
รวม	ต่อคน	-	ต่อคณะ	-	

ค่าใช้จ่ายไกด์	ต่อคน		ต่อคณะ		ราคาทหาร
ตั๋วเครื่องบิน					-
ค่า Fuel Surcharge					-
ค่าออกตั๋ว					-
ค่าภาษีสนามบิน ไทย					-
ค่าภาษีสนามบิน ต่างประเท					-
ค่าเบี้ยเลี้ยงไกด์					-
ค่า Visa ไกด์ + ค่ายื่น					-
รวม	ต่อคน	-	ต่อคณะ	-	

Land Operation	ต่อคน			ราคาทหาร
ค่าแลนด์	9,250.00			-
ค่าทิป Local Guide				-
Visa				-
ค่ายื่น Visa				-
ประกันชีวิต	40.00			-
ทิปเบลล์				-
รวม	ต่อคน	9,290.00	ต่อคณะ 92,900.00	

ค่าใช้จ่ายอื่น ๆ	ต่อคน		ต่อคณะ		ราคาทหาร
ค่าใช้จ่ายระหว่างทัวร์					-
ค่าห้อง C.I.P.					-
ค่าเครื่องดื่ม					-
ค่าอาหาร					-
อื่น ๆ	195.00				-
คอมมิชชั่น					-
รวม	ต่อคน	195.00	ต่อคณะ	1,950.00	

ราคาต้นทุน/คน	9485.00	ราคาต้นทุน/คณะ	94850.00
กำไร/คน	2000.00	กำไร/คณะ	20000.00
ราคาขาย/คน	11485.00	ราคาขาย/คณะ	114850.00
ราคารวม VAT/คน	12288.95	ราคาขายรวม VAT/คณะ	122889.50
WHT 3%	344.55	กำไรในมือ/คน	1655.45

(2) Booking letter to operators

日期:	Fri, 24 Aug 2007 19:25:22 +0800 [08/24/07 16:25:22 SE Asia Standard Time]
发件人:	Winnie/VC TRAVEL <winnie@vctravel.biz.com.hk>
收件人:	kitty@asiaholiday.co.th
主题:	Re: Sep. 22-25 40 pax Seminar group

Dear Kitty,

ADT Fare HKD2190 p/p
SGL SUPP HKD1350 p/p
Hotel base on Royal Park or Similar Class
(No Meal Include / Thai Guide on D1, 2&4)

Optional Tour : Half day Ocean Park HKD350 p/p
　　　　　　　　 Disneyland HKD560 p/p
　　　　　　　　 Lantau Island HKD280 p/p
　　　　　　　　 HKG City Tour *Wong Tai Sin + Chee Kung Temple HKD200 p/p

The optional tour rates are up to 10 pax or above .

* PS HKG have jewellery fair at tis period

I look forwards to your early reply

Brgds/Winnie

----- Original Message ----- From: <kitty@asiaholiday.co.th>
To: "Winnie/VC TRAVEL" <winnie@vctravel.biz.com.hk>
Sent: Friday, August 24, 2007 3:26 PM
Subject: Sep. 22-25 40 pax Seminar group

[Hide Quoted Text]

> Dear Winnie:
>
> Please quote as follow details:
>
> Sep.22-25 or Sep.24-27　40 pax UL flight thai speaking guide
>
> D1: airport pick up and transfer to hotel
>
> D2: half day seminal (customers will contact themself and inform us later)
>
> D3: Free shopping
>
> D4: Free shopping and transfer to airport
>
> Hotel: Empire kowloon hotel or Royal park Hotel (Please quote for two hotel if possible)
>
> Others:
>
> They will use the bus for airport pick up and transfer , the whole day of D2
> Can you quote for some optional tour together ?Because they may choose some
> optional tour in day 3 and day 4.
>
> Thank you and waiting for your reply!

http://webmail.asiaholiday.co.th/horde/imp/message.php?actionID=pri... 2007-10-4

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(3) Expenditure conclusion form

สรุปใช้จ่าย

ชื่อคณะ			เซี่ยงไฮ้-ผู่โถวซาน		
รวมยอดรับ	790,000.00		รวมยอดจ่าย	672,630.00	
กำไรขั้นต้น	117,370.00				
รายรับ			รายจ่าย		
ชื่อลูกค้า	ยอดรับ	หมายเหตุ	ค่าใช้จ่าย	ยอดจ่าย	หมายเหตุ
	120,000.00		ค่าตั๋ว+แทค	305,580.00	
	670,000.00		ค่าแลนด์	285,375.00	
			AP TAX		
			ประกัน	1,360.00	
			เบี้ยเลี้ยงไกด์	7,200.00	
			ค่าอาหาร	4,680.00	
			เปิดเดลิต	5,000.00	
			วีซ่าลูกค้า	31,800.00	
			กระเป๋า	6,435.00	
			KB ลูกค้า	9,000.00	
			ค่าแปล	200.00	
			transfer	16,000.00	

Appendix E

Bachelor of Arts Program in Tourism

Objectives

1. To produce graduates with tourism knowledge and capability in order to provide skill personnel
2. To produce well rounded graduates who can use the right judgment
3. To provide basic knowledge for graduates to continue in higher level

Degree title

Bachelor of Arts (Tourism) – B.A. (Tourism)

Responsible faculty

Department of Hotel and Tourism Studies, Faculty of Humanities

Credit – 4 years study program (138 credits)

1. General Education 30 credits
   1.1 Mathematics and Sciences   6 credits
   1.2 Language   15 credits
   1.3 Social science   4 credits
   1.4 Humanities   3 credits
   1.5 Physical education   2 credits

2. Professional Education courses 102 credits

    2.1 Core Courses   24 credits

    2.2 Major Compulsory Courses   24 credits

    2.3 Major Electives   54 credits

        2.3.1 Major Requirements   12 credits

        2.3.2 Language   42 credits

3. Free Electives   6 credits

4. Training   400 hours

Detail Curriculum

1. General Education 30 credits

    1.1 Mathematics and Sciences   6 credits

        1.1.1 Elementary Statistics   3(3-0)

    Choose 1 subject

        1.1.2 Health for Life   3(3-0)

        1.1.3 Environment, Technology and Life   3(3-0)

    1.2. Language   15 credits

        1.2.1 Thai language for communication   3(3-0)

        1.2.2 Thai Practical Writing

        1.2.3 A foreign language   9 credits

    1.3 Social science   4 credits

        1.3.1 The Use of Library Resources   1(1-0)

     Choose 1 subject

        1.3.2 Economics for Better Living   3(3-0)

        1.3.3 Man and Society   3(3-0)

1.4   Humanities   3 credits

   Choose 1 subject

   1.4.1 The Heritage of World Civilizations

   1.4.2 Arts of Living

1.5 Physical Education   2 credits

   1.5.1 Physical Education Activities   1, 1(0-2)

2. Professional Education Courses   102 credits

   2.1 Core Courses   24 credits

   2.1.1 General Accounting   3(2-2)

   2.1.2 Principles of Management   3(3-0)

   2.1.3 Principles of Marketing   3(3-0)

   2.1.4 Tourism Industry   3(3-0)

   2.1.5 Tourist Behavior   3(3-0)

   2.1.6 Service Industry Psychology   3(3-0)

   2.1.7 Introduction to Lodging and Food Service Business 3(3-0)

   2.1.8 Electronics Data Processing   3(2-2)

   2.2   Major Compulsory Courses   24 credits

   2.2.1 Tour Guiding

   2.2.2 Airline Business

   2.2.3 Organization of Tours

   2.2.4 Tourist Destination Development

   2.2.5 Tour Business Operation

   2.2.6 Tourism Marketing Planning and Development

   2.2.7 Human Resource Management in the Tourism Industry

   2.2 8 Basic Research Methods in Tourism

   2.3 Major Electives

2.3.1 Major Requirement

    2.3.1.1   Resource and Environmental Conservation

    2.3.1.2   Introduction to Outdoor Recreation

    2.3.1.3   Field Outdoor Recreation

    2.3.1.4   Management of Park and Recreation Area

    2.3.1.5   Thai Heritage

    2.3.1.6   Physical Tourism Resources

    2.3.1.7   Thai Cultural Tourist Destinations

    2.3.1.8   Mass Media for Tourism and Hotel

    2.3.1.9   Tourism in the National Economy

    2.3.1.10   Tourism Information systems

    2.3.1.11   Tourism Industry Development Project
                     Management

    2.3.1.12   Tourism and Hotel Law

    2.3.1.13   Seminar

    2.3.1.14   Special Problems

    2.3.1.15   Housekeeping

    2.3.1.16   Management of Restaurant and Bar Service

    2.3.1.17   Front of the House and Accommodation

    2.3.1.18   Convention and Exhibition Management

    2.3.1.19   Principles of Environment Science

    2.3.1.20   Thai History

    2.3.1.21   Environment Law

2.4 Foreign Languages   42 credits

    2.4.1 The first foreign language   27 credits

    2.4.2 The second foreign language   15 credits

2.5 Free Elective subjects   6 credits

2.6 Training 400 hours

Subject Details

Tourism Industry

Evolution, meaning, significance, trends, characteristics, and major supporting components of tourism industry. The impact of tourism. Tourism planning and development concepts. Roles and policies of the state in tourism development. National and international tourism organizations.

Tour Guiding

Roles, duties, responsibilities, personal qualities, and ethics of guides. Procedures, methods and techniques of conducting tours. Human relations for tour guiding; recreation; first aid; accident prevention and safety precautions for tourists, Relevant laws; immigration regulations. Problem solving. Field trips and practical training required.

Thai Heritage

The Thai way of life; social structure; culture; government; Buddhism; visual arts; classical dancing; music; literature; handicrafts; food; Thai knowledge and skill; traditions and festivals. Field trips required.

Physical Tourism Resources

Types and characteristics of physical tourism resources. The balance of nature; conservation and management of physical tourism resources; principles of eco-tourism, Natural interpretation techniques. Application of ecological and geographical information to routing and conducting tours in natural tourist destinations in Thailand and foreign countries. Field trips required.

Thai Cultural Tourist Destination

Meaning and Types of cultural tourist destinations. Cultural tourism routes in Thailand. History, architectural, artistic and community characteristics of major cultural and historical destinations of Thailand. Field trips required.

Airline Business

Introduction, Airline geography, Air traffic regulations, Timetables. Fleet. In-flight services and ground handling. Ticketing and tariff calculation. Seat reservations. Airport formalities, Cargo and mail services. Field trips required.

Tourist Behavior

Motivation for travel. Tourist needs and behavior classified by purposes of traveling, culture. demographic characteristics and socio-economic factors.

Organization of tours

Types and components of tours. Principles and procedures of organizing tours. Methods and techniques of route surveying and mapping. Techniques of co-ordination with agencies concerned. Costing and pricing tours. Itinerary techniques. Practical training required.

Tourist Publications

Classification of tourist publications in tourism industry organizations. Writing and format of various types of tourist publications. Organizational structures and personnel involved in production and distribution.

Tourist Destination Development

Background and trends of tourist destination development. Types, characteristics and evaluation of destinations. Principles and procedures of tourist destination development planning. Sustainable tourism development. Roles and collaboration of government and private agencies.

Tour Business Operation

Types and organization structures of tour businesses. Establishment; operations; automation systems; production planning; marketing; personnel and financial management of tour companies.

Tourism Marketing Planning and Development

Factors affecting tourism marketing. Market segmentation. Tourist consumption behavior. Tourism marketing mix. Principles and processes in planning. Techniques and strategies in both national and international tourism marketing development. Guidelines and techniques for writing marketing plans.

Mass Media for Tourism and Hotel

Types and characteristics of media. Media selection; planning and management of media for advertising and public relations in the domestic and international tourism and hotel businesses.

Tourism in the National Economy

Tourist activities and expenditures. Evaluation of the value of tourism and its impact on the economy and other industries. Assessment of domestic and international tourism. Data sources for tourism statistics and statistical measures used in tourism analysis.

Tourist Information systems

Types and characteristics of tourism information. Methods of acquiring, selecting and analyzing information; filing and systemizing information. Applying tourism information to tourism planning, management and administration in the public and private sectors.

Human Resource Management in the Tourism Industry

Problems of human resource management in the tourism industry. Concepts, principles, methods and strategic planning of human resource management.

Tourism Industry Development Project Management

Factors influencing the development of tourism industry. Feasibility analysis in tourism development. Levels, principles and procedures of formulating of tourism industry development projects; estimation of financial and human resources for development. Project implementation, control and evaluation.

Tourism and Hotel Laws

Analysis of important regulations and laws concerning the tourism and hotel businesses; problem solving on the basis of laws. Case studies.

Basic Research Methods in Tourism

Research principles and methodology, problem selection, research format design, setting up objectives and hypothesis, questionnaire construction; sampling, data collection, tabulation and analysis of findings, evaluation and writing.

Seminar

Presentation and discussion on current interesting topics in tourism.

Special problems

Study and research in tourism at the bachelor degree level and complied into report.

Appendix F

Paper Submission for Proceedings of the

7th International Conference of the

Academy HRD (Asia Chapter) Bangkok,

Thailand November 3-6, 2008

Learning 'Positioning' in Thai Tourism Workplaces: Two Graduate Case Studies

Premrudee Chobphon, Kasetsart University, Thailand

John Dewar Wilson, Burapha University, Thailand and Victoria University, Australia

Evidence on workplace relevance of degree studies is provided from this study of two male Thai tourism graduates in their first year of employment. Both illustrate significant learning of 'positioning', one in selling the 'substance' of a professional service, the other in acquiring strategic management skills. Individual characteristics, culture, social capital and workplace structures are key mediating factors. HRD implications for tourism degree courses are discussed.

Keywords: Novice workplace learning, Positioning, Tourism, Thailand

Tourism is a major service industry contributing 6.4% to Thai GDP (US$17.3 billion) in 2008, and around 4 million jobs. (WTTC, 2008) Most tourism operators are small enterprises of less than 50 employees (OSMEP, 2003) offering 'domestic' services for Thai nationals, 'inbound' for incoming tourists, and 'outbound' for those traveling overseas (Mancini, 1996). Billett (2000) found workplace experience increasingly prized in undergraduate programs for contextualizing learning, promoting understanding of work and developing specific vocational skills. But Thai tourism industry spokespersons complain that most university programs do not develop required HRD skills. (Jutaporn, 2002) Study of graduate deployment, the substance of services provided, and new learning acquired in the first year of work is one way of providing evidence on this issue. The first year is when novices have to learn how to translate theoretical knowledge into practice. (Boud, 1998) This paper focuses on such learning.

Literature Review

This review is based on an extensive literature search of electronic data bases such as Emerald Full Text and Science Direct on issues in this paper. These include:

1. Services sector of the economy

The services sector of developed economies has expanded greatly in the past century. (Hoffman and Bateson, 2006) In USA it grew from 30% of the workforce in 1900 to 81% by 2001. Many product companies are moving, or considering moving, into services. (Young 2008) Services are also 'products' in markets, but with characteristics of intangibility,

inseparability, variability, and perishability. 'Intangibility' means that they cannot be experienced before they are bought; 'inseparability' that service cannot be separated from service provider; 'variability' that service is inseparable from its deliverers with implications for quality consistency; and 'perishability' that services cannot be stored for later sale or use. (Kotler et al., 2002) Services differ in degree of tangibility (Shostack 1977, cited in Young 2008). Tourism is a minor service profession. Its staff sells services of different degrees of tangibility business-to-business, or to the public. Since each transaction is different, services are 'customized'. Customization 'develops services that meet each customer's individual needs'. (Hoffman and Bateson, 2006) Effective customization is important for business success in a competitive market. An aspect is 'positioning', identifying market segment and distinctive features of the service to be provided. Competitive positioning is the 'art of developing and communicating meaningful differences between one's service and those of competitors serving the same target market'. (Kotler et al., 2002) Ries and Trout (2002) define positioning as 'what you do to the mind of the prospect'. Successful selling of services depends upon knowledge and experience. Wilson (2008) identified six dimensions of 'substance' of a professional service: scope, invasiveness, frequency, duration, effects and outcomes. 'Scope' is range of activities involved in identifying and meeting service needs; 'invasiveness' physical impact of service delivery on the client; 'frequency' number of face-to-face or distant encounters in service provision; 'duration' length of each encounter; 'effects' and 'outcomes' short- and long-term remediable or irremediable consequences of service provision.

2. Thai SME workplace

Thai SME workplaces reflect distinctive cultural and labour issues. Culture is values and modes of behaviour that may influence how people interact in social settings. Komin (1991) identifies ego-orientation, grateful relationships and smooth interpersonal relationships as three dominant Thai values. Ego is reflected in high self-esteem, autonomy and personal independence. Grateful relationships - *'Boon Koon'* - involve gratitude for favours received, involving need to reciprocate. (Redmond, 2002) *'Hai kiat'* means showing respect and honour, especially to senior and older persons. *'Kreng Jai'* is being aware of another's feelings, saving 'face' and showing respect and consideration. (Niratpattanasai, 2005)
A labour issue is national survey evidence showing Thai managers' perceptions of a serious mis-match between skills certificated by education providers and employers' requirements. Zeufack (2006) recommended English, science, technology and ICT skill development at all levels of Thai education.

3. Workplace as learning environment

Workplaces provide opportunities for workers to learn through engaging in 'authentic' activities in circumstances that assist them to develop and transfer knowledge. (Billett, 1995) Guidance from co-workers and others supports learning. (Billett, 2002) The workplace creates opportunities for, and barriers to learning. (Fuller and Unwin, 2004) Workplace tasks are specific and complex, whereas formal education develops generic, context-free abilities resulting in a potential skills' 'gap'. (Billett, 1995) Workplaces are consequently primary sources of initial learning about

jobs. Context factors, such as policy and training frameworks (Smith, 2004), and personal characteristics of learners are also important. The latter include: confidence and commitment (Eraut et al., 2004), critical reflection and creativity (Lankard, 1995) and ability to 'learn how to learn'. (Smith, 2004) Previous life experiences, including education (Stewart and Knowles, 2000) affect individual learning as does the organizational environment. (Lehesvirta, 2004) Emotions and feelings contribute to socialization-related learning processes and workplace adaptation. (Boud and Miller, 1996) Gender, job satisfaction, anger, curiosity, identity and meaning construction (Reio, 2002) of novices are also important. (Chao, 2005)

4. Novice learning in workplaces

A 'novice' is 'low' on a continuum of task difficulty (Zimmerman, 2006). Novices learn through day-to-day experiences at work, relationships and conversations with managers, peers, counselors and others, organizational factors such as company culture, performance review practices (Chao, 2005; Flores, 2003), and supervised practice opportunities incorporating feedback. (Gunnhild and Filstad, 2006; Eraut, 1994) Supervisors and role models are central to their learning. (Gunnhild and Filstad, 2006)

5. Social capital

Hwang and Jacobs (2006) explore the significance of social capital in structured on-the-job (S-OJT) training, distinguishing between its internal and external dimensions. Their literature review supports the importance of social networks as an external dimension for workplace learning. It also

provides evidence that internal dimensions - trust, identification and achieving common understanding between trainee and supervisor - may be important motivators for knowledge and skill transfer.

6. Entrepreneurship

Stevenson (Bhide et al., 1999) defined entrepreneurship as 'the pursuit of opportunity without regard to resources currently controlled'. His process definition highlights strategic orientation, commitment to opportunity, commitment process, control of resources, management structure and reward system. Douglas (2001) distinguishes between attitudes and abilities of entrepreneurs. In addition to preference for independence and risk-taking, entrepreneurs require abilities of creativity, foresight, idea generation, opportunity recognition, viability screening, lateral thinking and problem solving.

Research Questions

1. What work are novices allocated in their first year of employment in the Thai tourism industry?
2. What do novices in the tourism workplace learn in their first year of work?
3. What structural factors influence workplace learning?
4. What individual factors influence workplace learning?

Methodology

This doctoral research study follows three male and two female Thai tourism graduates – 'novices' - over their first year of employment in small Thai tour enterprises in Bangkok. Data were collected over a one-year interval in two site visits when each novice was observed at work and interviewed, using a semi-structured schedule. Similar interviews were also conducted with Managing Director (MD) and a 'Significant Other' – SO - nominated by the novice as knowledgeable about their workplace learning. Data from all sources provide an element of triangulation, (Decrop 1999) and were held in confidence by the researcher. Reports based on interview data from cases were member checked. Case reports incorporating all data were compiled; cross-case analysis identified main themes. This paper reports two contrasting cases: Case A is a service provider who initially requires close on-the-job support from his SO; Case B is a manager operating autonomously in his own enterprise. He has no SO.

Findings

The organizational context is described first, then the case and finally their workplace learning.

Case A

The enterprise: Established in 1981, the enterprise is a modern, computerized, Thai/Chinese family in-bound tour company of 20 multi-lingual staff, organized in four divisions: Reservations, Operations, Local

Sales and Finance. Each division is relatively autonomous. The enterprise is highly structured and focused on business success. It has a supportive, targeted staff development structure, and an articulated performance management system. Within each division senior staff coach new staff until competent, reporting progress monthly to MD who participates in training of employees with potential. The enterprise bears employee error costs on first occasion, but employees pay 25% of costs of subsequent errors. Employment is terminated if an employee makes more than five mistakes in six months. 'Good' employees of more than one year's employment are eligible for a bonus.

The person: Case A, aged 35, has a first class honours degree, good English skills and work experience prior to university. He got his job through knowing SO-A, a fellow tourism student who previously worked with the enterprise, becoming his friend, doing his practicum there and performing well enough for MD to offer a position. He worked on a very specific aspect of the business-to-business industry – hotel room bookings – and in a 2-person unit – local sales – where his 'boss' was SO-A. His work was mainly telephone based; customers – agents of other tour companies or hotels – rarely visited the office. He was essentially unsupervised. Case A earned a bonus exceptionally because of his successful learning and good work attitudes - willingness to learn, professional behavior such as punctuality and sense of responsibility - acquired from previous employment, and experience as class leader of his student group at university. He developed into a competent autonomous employee who developed the enterprise's bookings system and coached new employees. Case A's basic monthly salary was baht 9,000, plus commission of around baht 5,000.

Workplace learning: Learning positioning for selling

Case A makes hotel reservations for tour sub-agents. He is middle man between them and hotel reservation staff. His factual learning relates to hotels, room types and pricing policy in relation to location, facilities, decoration, season and background of clientele. He must keep computerized records of all transactions, and work accurately and promptly.

In the first interview SO-A said, *"Case A learned theory of tourism business from university, but does not know much about the practical side especially operational procedures of this firm. I provided necessary information such as the given rate of each hotel, . our sub-agents, steps of selling and booking, how to tell the price to the customer, and how to fill forms and vouchers."*

Initially, SO-A worked alongside Case A, allocating sub-agents of tour companies and hotel staff to deal with. Some were 'difficult'. SO-A observed Case A, a polite and kindly man, at work. *"I let A deal with the problem sub-agents with his nice and gentle manner first. If this kind of tactic does not work, I dealt with the agents myself using abusive words in an aggressive manner."*

Subsequently SO-A discussed strategies some sub-agents used to avoid paying. As Case A explained: *"SO-A told me about different sub-agents when I started working. SO-A sometimes complained that some sub-agents are 'street-wise'. I also knew this from my own experience. I*

used to telephone to request a street-wise agent to pay me; they impolitely refused because they knew that I was new staff. I contacted sub-agents long enough to know them better from their performance. I also knew which sub-agents were straightforward in doing business, which ones were cunning. If sub-agents tried to cheat me, I showed that I did not want to do business with them. If they wanted me to book the room I made them pay in advance. I wanted to tell them by this action that there was no credit for agents who tried to cheat me."

Case A also learned how to build good personal relationships with trustworthy sub-agents that gave him a lot of business. *"There was a sub-agent that used to book a lot of hotel rooms with me. Later on, that agent stopped booking with me. I telephoned the staff to ask why. They tried to explain that his agent had fewer customers. I thought that was not a good answer. On New Year's Day I visited that sub-agent's staff. We had a friendly conversation and I gave them New Year gifts."*

Case A also learned from mistakes that 'hit' his pocket: *"I used to forget to confirm extra services that hotels offered customers. In one case the hotel gave extra service without charge for transferring from and to the airport. I forgot to inform the hotel about the arrival date and time of the customer. Therefore, the guests had to pay for transportation themselves. They complained to the hotel staff. The staff found that it was my mistake and reported me to the guests. I agreed to repay the guests the transportation cost."*

Some mistakes had less serious consequences: *"I reserved the room with breakfast in H1 hotel. I was not aware that the contract rate of*

this hotel did not cover breakfast. The rate was room only. H1 hotel reservation staff telephoned to inform that I made a mistake. I was able to correct my mistake without losing any of my firm's profit. This kind of feedback assisted me a lot. It made me more careful."

Case A learned to keep accurate notes of what agents wanted to ensure that hotels delivered as promised. He developed procedures to make his work more efficient: *"The first problem is I always forgot to telephone the sub-agent who booked the room before deadline of confirmation in order to check whether the sub-agent really wanted the room. The second problem is I forgot to telephone agents on the due date to tell them to pay. To solve these problems I developed two forms. The first form reminded me to telephone the sub-agents to ask whether they really wanted the room; the second assisted me to manage payment more efficiently".*

Case A learned to be 'street-wise' too: *"When I started working, I did not 'adjust' any information. I told customers exactly what the hotel told me. I got complaints from sub-agents that I was too strict and inflexible. Later, I learned to adjust some information to give me time to manage the task. If customers requested to postpone confirmation for one day, I would be kind enough to allow them an extra day to confirm."*

Case A learned that documentation is needed to confirm every verbal agreement. *"My customers were rejected by front office staff and told that their names were not on the booking list. The sub-agent telephoned me. I telephoned the hotel front office manager. The manager told me to fax the reservation form that his staff had signed. I could not because it was late at night and I was not at the office. The manager refused to take any*

helpful action. The sub-agent had to move the customers to another hotel. Next morning I found the reservation form that the hotel reservation staff had signed. SO-A faxed the document to the sub-agent and wrote a letter of complaint to the hotel. The reservation manager accepted that it was the fault of his staff. This example showed that the written document assisted me to maintain the reputation of my company and myself."

Case B

The enterprise: Established in 2006 as a 2-person company, jointly owned and managed by MD B (29) and Case B (26), enterprise B specialized initially in outbound and domestic tours, expanding to 12 persons by October 2007, and moving from rent-free premises, loaned short-term by a relative, to its own purchased office space and staff accommodation. The enterprise became financially viable and loan-worthy, and expanded into new, previously neglected, business areas, such as air ticketing, reservations and incentive tours, to earn funds to meet liabilities incurred. Management policy was to hire staff younger and less experienced than themselves to allow them to innovate free from cultural constraints of seeking approval of more senior persons. MD B and Case B had designated areas of responsibility, but sought each other's agreement prior to decision making in their respective spheres.

The person: Case B had a Pass degree, did his practicum at enterprise B in 2005, and worked there full-time from March 2007. He had managerial and development responsibilities for marketing, including website development, accounting, and human resource development. He first developed the website on practicum, relying mainly on IT knowledge from self-directed learning rather than university. He intended mainly to

demonstrate the 'modernity' of the enterprise. However, customer feedback made him further develop it in January 2007 to such effect that it featured on the relevant "Google" page 1, with considerable business spin-offs. One consequence was to change strategy from domestic to outbound tours for the public rather than organizations. Case B's monthly salary was baht 50,000.

Workplace learning: Learning positioning for enterprise development

Case B faced several challenges when he began work. First the enterprise had too few clients to be viable. He solved this by developing the website. *"I was like a mad man at that time. I used every minute reading about developing websites. I searched for training courses from web. I attended two or three but they did not tell everything I wanted to know. I had to think by myself."*

Second was accounting. *"When the company was in good financial situation, I started worrying about its accounting and taxation system. I studied general accounting at university. However, I did not have enough knowledge to solve the company's problem. I read many books and attended training courses. I also asked instructors and my former university lecturers for help with problems that I faced."*

Third was human resources. *"In order to encourage good staff to stay, I initiated a human resource system by giving higher salary than other tour companies and commission on sales. In addition there is also an incentive travel for all staff each year."*

Fourth was accommodation. *"I am going to move the office to a new place because the old one was rather small and its owner wants it back. I have already bought two three-storey town houses. I plan to use one house as an office and another as accommodation. I plan to expand the business to managing incentive group travel and reserving air ticketing and accommodation. I want to earn more money to pay for the debt that I borrowed from the bank. I decided to develop these businesses because I already have experience and resources to manage them. I think that the company has potential to do these businesses but I did not pay much attention to them. I think that these businesses can bring enough profit to pay the debt each month."*

Case B also studied market trends: *"I can forecast favorite tourist destinations. I realize which attractions are the main destination and which are fashions. I established the company's product positioning in the high middle price to make all customers satisfied. I think if the company operates a cheap tour program, the standard of accommodation and meals will be low and the company will suffer from a bad image."*

Discussion

1. What work are novices allocated in their first year of employment in the tourism industry?

The two cases experienced very different work situations. Case A's situation is analyzed using dimensions of service 'substance' (Wilson, 2008). The scope of the service he provides is restricted to a very specific

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aspect of tourism selling viz. acting as intermediary between tour agents – (X) - and hotel reception (Y) to book hotel rooms for a third party that experiences service outcome viz. tourists (Z), and confirming bookings with faxed documentation to X and Y. His work is generally 'non-invasive' in that there are no physical consequences for other parties, but if a booking is mishandled so that Z on arrival at a hotel are deprived of expected accommodation, or breakfast, then a degree of invasiveness - physical and emotional discomfort - may occur; each 'service inquiry' involves Case A in a series of repeated fax- and telephone-based 'distant' communications and negotiations as a gopher, or 'go-between' with X and Y, which may extend over several days, weeks or months between initial enquiry and service provision by the hotel; he also deals with numerous such inquiries simultaneously; the effects of his service activities are invariably short-term and remediable, though when a booking goes 'wrong', and Z are inconvenienced, he must be able to demonstrate through documentation that he is in the right, or pay the price for his negligence largely from his own pocket.

The scope of Case B's work is that of manager of an outbound tour company rather than tourism service provider. He has sole responsibility for system development in sales and marketing, human resources management, accounting, accommodation and resources and enterprise positioning in the tourism industry. He works largely alone, identifies needed developments from work experience and research, and identifies strategies to realize them. He implements these effectively on his own, keeping his co-manager informed about decisions and results achieved.

2. What do novices in the tourism workplace learn in their first year of work?

As a consequence of the nature and structure of their work Cases A and B learn very different things in their first year of work. But they also learn a key skill in common viz. strategic positioning. Case A does so in respect of selling hotel rooms: he learns how to manage information – what to reveal to whom and at what point in a negotiation to maximize his, and his enterprise's sales. He becomes 'street-wise' – a form of 'craft knowledge' (Lave and Wenger, 1991). Case B learns managerial skills: environmental scanning results in him positioning his company strategically in the Thai tourism market through defining market niche, effective marketing strategies, a modern accounting system, suitable accommodation for long term development and human resource policies and practices for staff retention.

A key feature of workplaces is their potential for 'authentic' learning. Case A illustrates this vividly in an enterprise that tolerates a degree of error, at least in new employees, but 'fires' persistent incompetents. He provides examples where he paid for mistakes he made, but also of learning from such hard experience to develop, and consistently use, work practices that eliminate error. Case B learned that inappropriate marketing strategies result in too few customers and insufficient income. He demonstrated 'cue-consciousness' in responding to customer praise for his website and harnessed expertise to exploit its potential as a strategic marketing tool.

3. What structural factors influence workplace learning?

Previous research suggests that workplace structure is important for learning. These cases both confirm and challenge this claim. Structure includes organizational structure, support systems and service substance. Cultural factors are important. Case A's highly structured organization was supportive of learning. An example was Case A being allocated to work in SO-A's section of the enterprise. That involved an intensive work-related partnership. Case A's relationship with SO-A, who was also his close friend, was complex. As an older person and class leader of the student group that SO-A had studied with, he could expect 'respect' from him. But he also was under obligation to SO-A for securing him - a mature student - a job in the enterprise, and also for devoting time to assist him to become competent – providing semi-structured on-the-job training including modeling how to handle procedures, supervising his practice attempts, 'protecting' him from agents whose exploitative attitude to a novice he construed as 'ego-insulting', and sharing low-level tasks, such as filing, since A's entry-level computing skills did not meet workplace competency standards. Such evidence of social capital supports Hwang and Jacobs' (2006) argument that external social networks are important for securing work, while internal factors such as trust and identification promote skill transfer in S-OJT situations.

Case B, on the other hand, worked alone in a relatively unstructured workplace. He had a 'devolved' relationship with his friend and co-Manager, that did not involve supervision, and he had no SO. They jointly agreed not to appoint staff older than themselves, thus consciously removing the cultural factor of respect for seniority, leaving them freedom to develop their business strategy as they thought best. Case B succeeded

in managing challenging workplace tasks through using his own initiative to identify and solve problems, tapping his network of former teachers at university, and creating a new network through attending courses and seeking advice from instructors on problematic practical issues.

4. What individual factors influence workplace learning?

Research suggests that confidence, commitment, critical reflection, creativity, and ability to 'learn how to learn' influence workplace learning. Both cases illustrate these factors. Case A, with excellent academic record and successful prior work experience, demonstrated a high sense of responsibility, good learning skills and confidence. SO-A described how he listened attentively to instructions, took notes to help him remember and sought clarification when confused. He successfully raised his performance level in ICT to workplace competency standard, and demonstrated problem-solving and job enhancement skills in developing worksheets to better track progress of each job inquiry. MD A recognized these achievements with an exceptional bonus, and promotion to coach new recruits.

Case B reflects all the above personal characteristics and more. He was a self-starter, proactive in his own development with strong need for success, eager to learn, able to overcome obstacles, and enthusiastic. He displays both attitudes and abilities of the entrepreneur (Douglas, 2001).

Conclusion

This paper presented contrasting experiences of two Thai male tourism graduates who are novices in Thai tourism enterprises. It is part of a doctoral study of 5 Thai tourism graduates, three of whom have experience similar to Case A. The study is illuminative and too limited to indicate Thai novice tourism graduate work experience in general. Further research in other Thai tourism settings is warranted, and there is scope for extending destination surveys, routinely carried out by Thai universities, into a more systematic wide-ranging enquiry of characteristics of workplaces graduates enter, nature and HRD implications of assigned tasks, and actual and perceived relevance of degree programs.

Case A worked in an anticipated role. He learned to sell a service related to booking hotel rooms in a highly structured, small, Thai/Chinese family enterprise where he benefited from close support of a colleague who was also his friend from university days, who had worked in the same enterprise prior to university enrolment, and who helped him get a practicum placement there, and subsequently the job. His experience illustrates the important role of cultural and social capital in securing employment and in one-on-one on-the-job learning. It also illustrates, to some extent, the specific nature of the 'substance' of a service, and how positioning in respect of delivery of that service is learned and performed at workplace competency standards by a hardworking staff member who takes personal responsibility to learn from experience, to improve the quality of the service he delivers and to develop the system he works within.

Case B had an unusual role for someone entering employment for the first time, assuming executive responsibilities in a new tourism enterprise set up with his co-manager friend, where he had responsibility for establishing quality sales, marketing, human resource management and accountancy procedures as well as accommodation. His case illustrates how a manager learns strategic positioning in a segment of the tourism market, and how management functions such as marketing, HR policies and accounting systems are integrated to support the business goal in a workplace where cultural factors are neutralized by recruitment policy. Case B illustrates how a beginning entrepreneur learns to position his enterprise.

Young (2008) highlights diversity in the services industry and the different strategic knowledge and decision-making skills required to create, market and position a service for business success. What contribution HRD makes, or could make to this needs research, as does the process of negotiation that results in successful selling of the services on offer.

With regard to Thai undergraduate tourism programs, Case B spoke highly of 'principles' he had learned from university courses that guided his successful, targeted pursuit of additional knowledge. However, Case A's lack of ICT skills illustrates the gap between university preparation and workplace competency standards. In the wider study four novices (including A) were critical of programs' theoretical input, appreciating mainly practicum and self-arranged study tours. Wider questions include recent relevant work experience and industry links of academic staff, and the currency and quality of industry needs analysis that informs decision making about course content and delivery. This

study illuminates aspects of tourism as a service industry where employees are expected to negotiate business-to-business via fax and telephone. Are such communication skills taught? Should they be? Both cases certainly demonstrate ability to 'learn-how-to-learn' - a key goal of a modern university. But whether such learning is intrinsic to workplace survival, or an outcome of university teaching, remains a question for further research.

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