



HETC

HETC INTERNATIONAL HOSPITALITY MANAGEMENT SCHOOL

HETC International Hospitality Management School’s vision is to provide innovative programs through purpose-built campuses and prepare students to be career ready. We do not wish to replicate current hospitality management education that already exists within the training sector. Rather, it seeks to educate individuals through innovative teaching environments so our graduates have an excellent understanding of the people they provide service for – a truly holistic empathetic and service mindset. Our intent is to address the needs of our communities, students and workplaces in new and novel ways that result in authentic and industry applicable practice.

Our mission is to provide innovative learning and become the world’s largest and best hospitality school.

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1. EXECUTIVE SUMMARY

The *HETC International Hospitality Management School* seeks to become the world's largest and best hospitality school. We aim to achieve this through educating and developing agile and forward-thinking graduates with multidisciplinary skills and a meticulous attention to detail. We understand the need for outward-minded individuals within the hospitality industry; hence a huge emphasis has been placed on developing a student's soft skills particularly within the areas of empathy and emotional intelligence.

2. PURPOSE AND SCOPE

The purpose of this document is to provide an outline of how HETC International Hospitality School's programmes are unique and innovative. All teaching pedagogies and strategies in this document are derived from scientific studies, with a purpose-built design to elevate the Hospitality industry services.

3. OUR HOSPITALITY CAMPUSES

We have two types of hospitality campuses:

1. Main campus is in Southport, Gold Coast, Australia
 - a. Where students can access a mini hotel within the school. All facilities including hardware and software within the campus mirrors real hotels.
2. Micro-campuses will be within partnering hotels
 - a. We aim to set up micro campuses within partnering hotels and schedule students to learn from each division of the hotel, treating each function as a learning station. Our unique rostering models such as scheduling during off-peak times will minimise any possible disruptions to the hotels while facilitating students.

4. BACKGROUND

The hospitality industry has a tremendous impact on the global economy. The travel and tourism industry encompasses 266 million jobs, and contributes 9.5% of gross domestic product (GDP) globallyⁱ. Despite the tremendous growth in the industry, employers face threats to their organisation because of employee retention. Employee turnover can be defined as the ratio of the number of employees a company must replace in a given period compared to the number of employeesⁱⁱ.



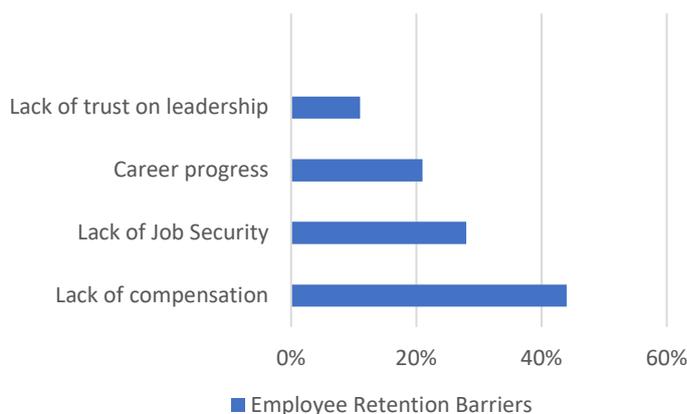
4.1 Industry Turnover

The hospitality sector has the fourth highest turnover rate by industry (25.9%)^{iv}; it plays a huge role in globalisation, and the employee turnover rate is soaring enormously^v. The turnover rate in the US economy's hospitality segment in 2015 rose to 72.1%, up from 66.7% in 2014, according to a recent program report^{vi}. 75% of workers leave the hospitality industry after six months, 53% after one year and only 12% remain after three years^{vii} ^{viii}. Turnover can vary between companies, sectors, industries, and organisations.



Only companies with a robust Talent Management programmes will be well positioned to benefit from recovery over the next five years

Employee Retention Barriers



Companies with low retention rates find it hard to develop brand loyalty among employees who are likely to deliver inconsistent customer service experience

There are numerous reasons for employees leaving, and they can stem from the employer and the employee^{ix}. The obvious may be unstable and long hours, inadequate wages, employee attendance, poor training, and monotonous work assignments. Other reasons may not be as obvious, but one thing is for certain: turnover causes declining productivity and drop of morale in both the public and private sector^x.

Employee turnover can also be blamed on ineffective leadership, poor managerial performance, and low emotional intelligence^{xi}. Leadership can be a significant role in whether an employee stays or not. A person's leadership reflects the organisation's culture, personality, and philosophy. When the culture is not positive, the work environment may be unpleasant^{xii}.

The key to a productive long-term relationship between employees and employers is having a stimulating, happy workplace that empowers and motivates individuals. In most hospitality organisations, teamwork among employees is required, and weak leadership can play a significant role in retention^{xiii}.

Poor or lack of training is another reason cited for the high turnover rate in the hospitality industry. When an organisation asks an employee to do a job without sufficient training, it can produce discouragement to the employee^{xiv}, so untrained or ill fitted employees can be very expensive. An organisation should invest time and money training an individual so he or she is prepared for employment. Poorly equipped employees place a burden on the manager and when an employee becomes aware of the culture and what is expected of them, and then their intentions of a lengthy stay may diminish^{xv}.

4.2 What History and Studies Have Told Us

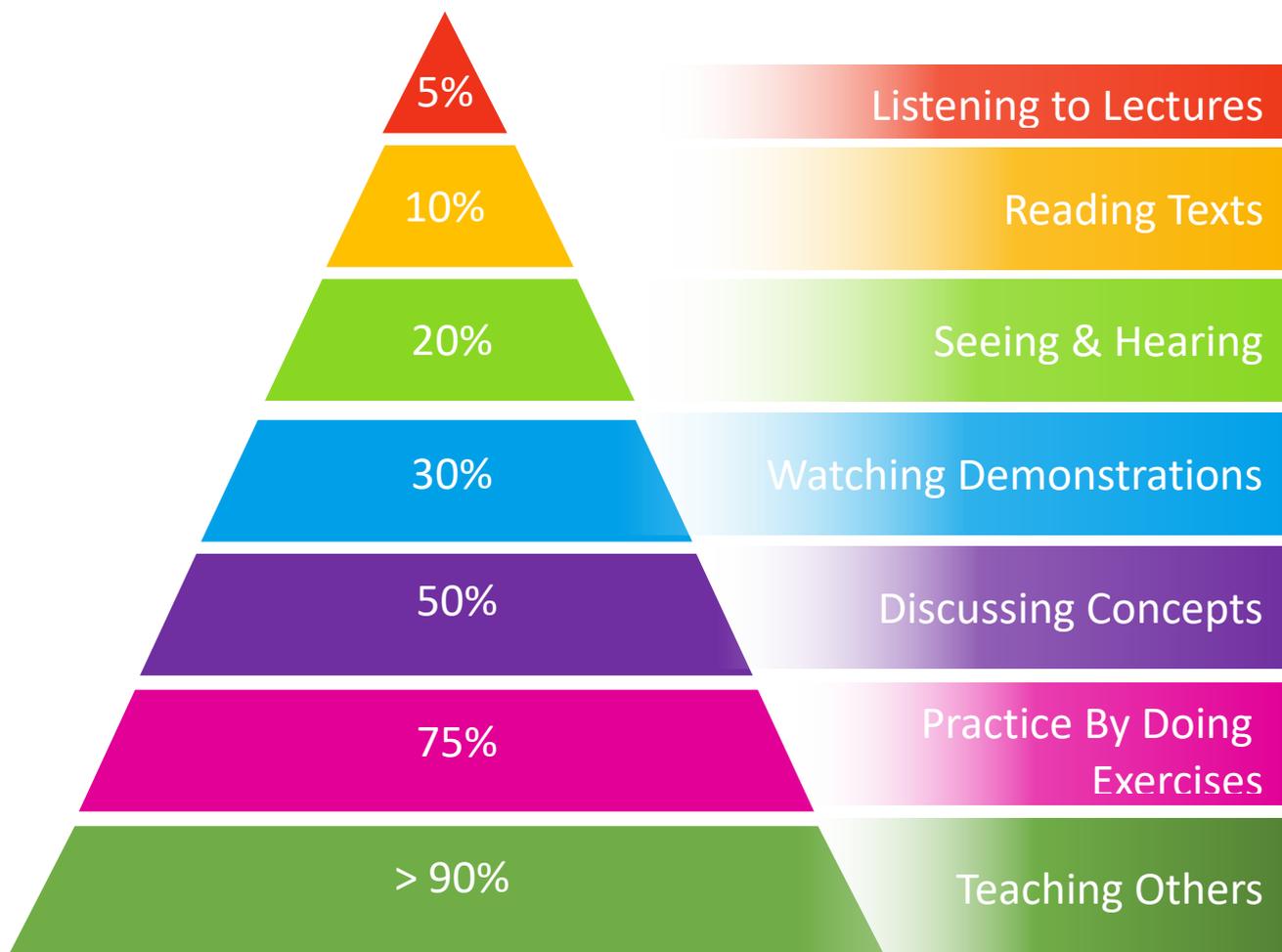
Jacques de Bourbon-Busset^{xvi} once wrote: *'What we want is not to guess at the probable future, but to prepare one that is desirable and perhaps even to go that bit further and try to make the desirable future the probable one.'* To do so, we need to focus on the future; appropriate at the dawn of a new millennium.

In 1969, Edgar Dale^{xvii} developed a 'cone of learning experience' where he described different forms of learning, knowledge retention and comprehension. This 'cone' is best described visually, where, as a summary, more knowledge is retained when learners are situated within an environment where the activity takes place. Three-dimensionally, it is summarised as this image, and two-dimensionally, it is explained in the below image.

Cone of Learning		
After 2 weeks we tend to remember		Nature of Involvement
90% of what we say and do	Doing the Real Thing	Active
	Simulating the Real Experience	
	Doing a Dramatic Presentation	
70% of what we say	Giving a Talk	
	Participating in a Discussion	
50% of what we hear and see	Seeing it Done on Location	
	Watching a Demonstration	
	Looking at an Exhibit Watching a Demonstration	
	Watching a Movie	
30% of what we see	Looking at Pictures	
20% of what we hear	Hearing Words	
10% of what we read	Reading	

The 21st century has seen a dramatic shift in our thinking and working practices; society's reliance on ever more complex products and services has accentuated the need for a class of forward-thinking, empathetic and service based mindset graduates with multidisciplinary skills who have an intuitive understanding of their customers, have a global mindset, are socially responsible and innovative in how they respond to complex issues.

In anticipating the future, the key challenge is to identify emerging trends from the complex array of information that lies before us. Future proofing graduates mean equipping individuals who are in a constant search for ideas that will offer opportunity to lead their competition at every chance. This requires not only the ability to synthesise the trends emerging from all sources of information, experiences and exchanges; it also requires creativity in order to develop a vision out of what all this means and how it can then be used to develop competitive advantage. In doing so, that leader must avoid what Linden (1998) refers to as 'the tyranny of the near past'^{xviii}.



Average Learner Retention After 2 Hours

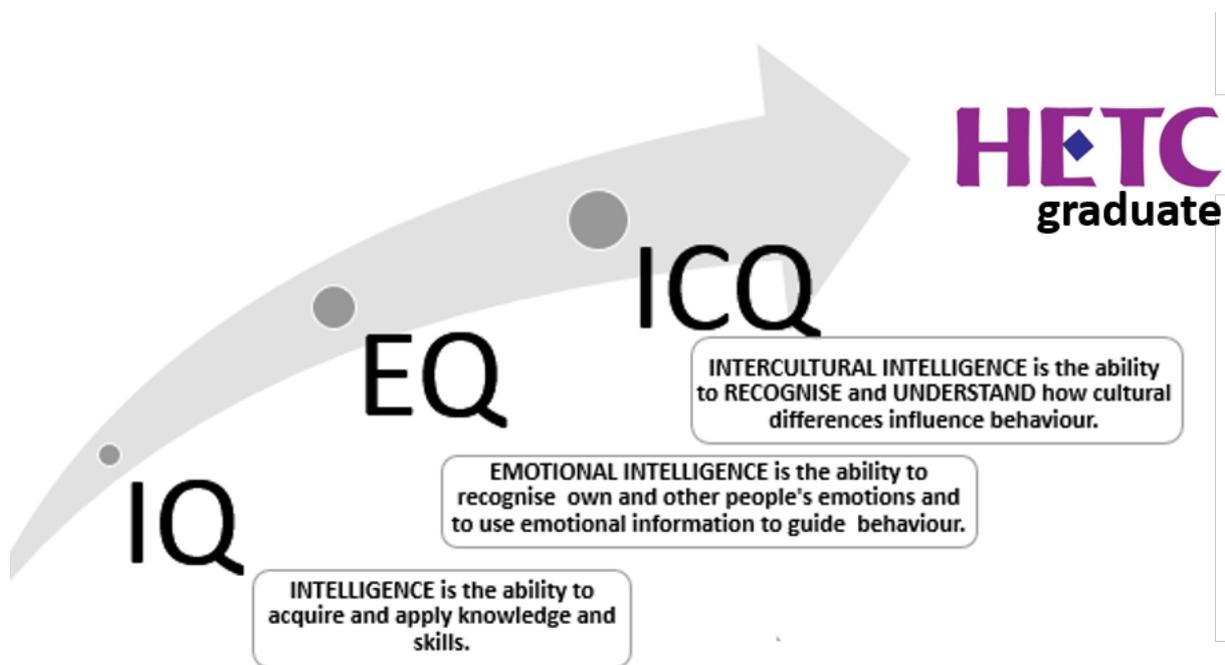
Resource: [Medical Education at a Glance, 2017](#)

4.3 An Innovative Approach of Situated and Immersed Learning

The *HETC International Hospitality Management School* acknowledges the twenty-first century changes which have brought about a new competitive environment in the field of tourism and hospitality business; these have made a profound impact on hospitality within the past several decades, and how we educate our students must also respond to these challenges.

In recent years, advances in teaching and learning (pedagogy) have changed the learning behaviours of learners and reshaped teaching methods. This has resulted in several challenges faced by current educational systems, such as an increased focus on informal learning, a growing gap of prior knowledge among students in classrooms and a mismatch between individual career choices and the development of the workforce.

Through our research and extensive knowledge of hospitality training and the hospitality industry, we are aware that traditional methods of training (i.e. through lectures, tutorials or ‘on the job’ training) have been utilised worldwide for decades. However, in the spirit of embracing change, as well as ground-breaking research into how students best learn excellence in hospitality, we propose a new approach of situated and immersed learning, which aspires to produce graduates who are passionate about the industry, their career, and the customers who they will meet and greet on a daily basis.



The *HETC International Hospitality Management School* aims to produce graduates who have learned theory (IQ), are emotionally intelligent (EQ), and have a global mindset (ICQ); are service oriented and place people at the centre of their services. As Maya Angelou said, “People will forget what you said. People will forget what you did. But people will never forget how you made them feel”.

5. The HETC approach to teaching and learning

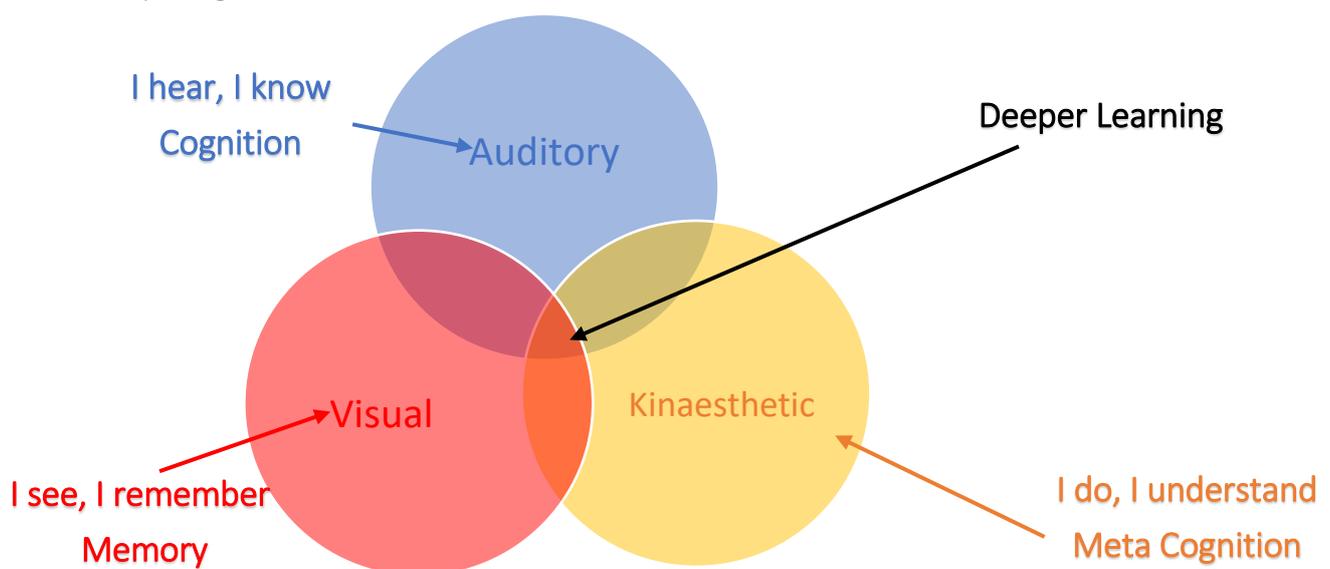
This document addresses these challenges with a revolutionised and immersive learning environment in the *HETC International Hospitality School*. We propose that this transformation from current methodologies of teaching and out-dated learning environments to immersive learning environments involves reengineering the fundamental structure and operations of current educational systems to better integrate the learner within these environments to:

- Deliver better understanding and learning: learning by doing and within the real context
- Improving knowledge retention: spatial, visual, audio and other cues
- Reducing the risk: 'testing' the student through collaboration
- Customer first - an empathy's view: Putting yourself in stakeholders' position
- Changing learner dynamics and providing a richer social learning environment which is ideal for collaborative learning

In this environment, we utilise the "immersive learning theory" where the learner is immersed and situated within the context: "Situating cognition learning theory is a theory that suggests learning is naturally tied to authentic activity, context, and culture" (Brown, Collins & Duguid, 1989)^{xix}. For example, learning one's first language or a foreign language by immersion is widely held to be easier than learning languages from textbooks and vocabulary lists.

Situating cognition learning is the idea that thinking occurs (is situated) in social and physical context, and knowledge is embedded in, and connected to, the context in which the knowledge is developed. Therefore, learning best occurs when learning situations are created that are as close to real world circumstances as possible. In situated learning, learners become involved in a community of practice; here the experience is embedded within the context, and the learner understands core concepts in a deep and tangible way.

Most learning occurs naturally through activities, contexts, cultures, and providing authentic contexts helps reflect the way the knowledge will be used in real-life. Situating learning occurs in a context where actually doing tasks and activities is the dominant feature.

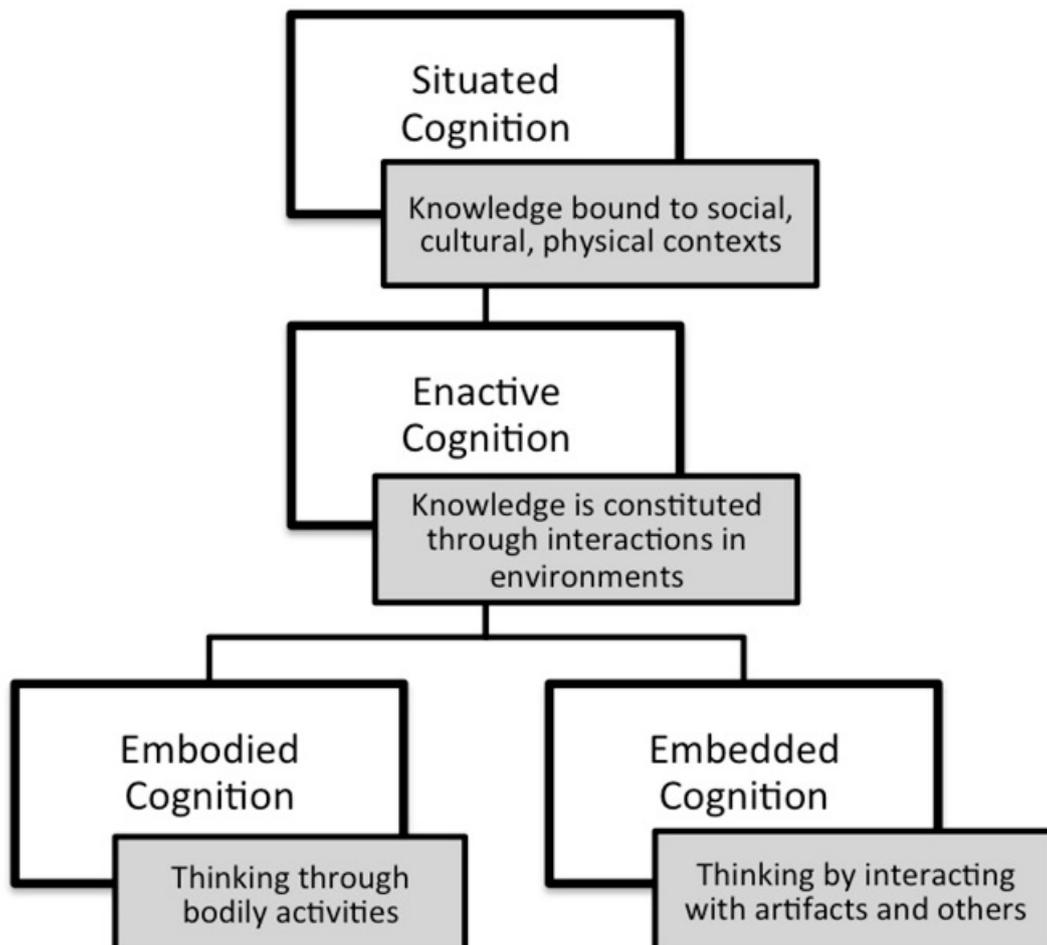


5.1 The Two Stages in Our Approach to Learning

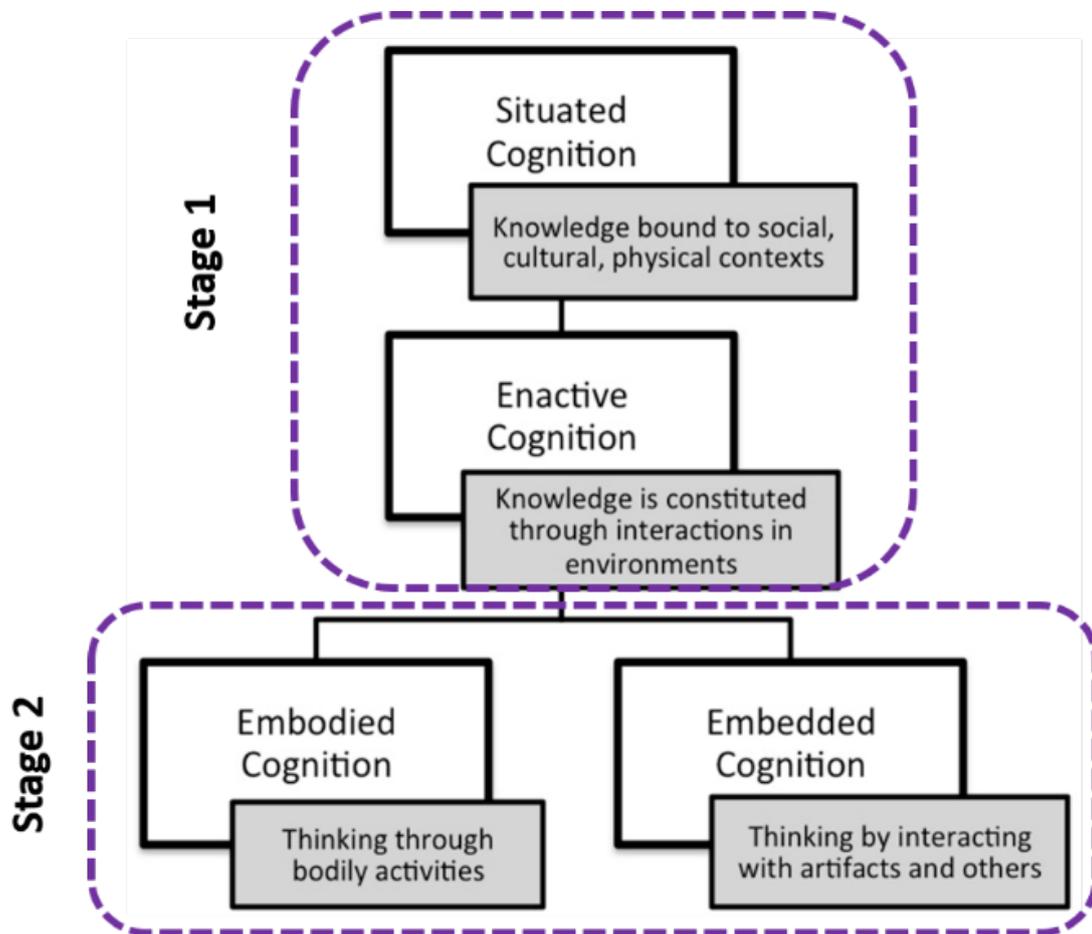
There are two stages in our approach to learning: situated and enactive cognition, where knowledge is a core element of learning. Our students learn how to deliver services excellence and how important it is to create deep connections with their guests and customers. By putting themselves in their guests' perspective, they will be better able to anticipate their needs, be proactive in services they provide, and can move forward with new ideas to improve the overall hospitality experience.

There are many types of 'situating self in an environment' and many theories concerning situated cognition, but essentially, these can be summarised as below. Fundamental elements that are central to the four concepts of cognition are *knowledge*, *interaction*, and *thinking*.

Through the notion of situated learning, our approach assists in students understanding new *knowledge* in a participative and *interactive* way in authentic situations, where learning takes place through activities, and the structure of learning is implicit in the experience. Finally, thinking through activities and interaction is where the student considers their own actions, attitudes and behaviours, and the impact it has on their colleagues, the immediate environment, but mostly, on the customer in the overall experience.



The *HETC International Hospitality Management School* approaches the process of learning through two phases:



Stage 1: Through situated learning process, we prepare students in an immersive learning environment on-campus where our 21st century learning facilities mirrors a real hotel context. Students will be able to put theory into practice within no-longer than 20 minutes after they've received the theoretical context.

Stage 2: Students undertake work integrated learning within real work environments and the *HETC International Hospitality Management School* will collaborate with hotels for integrated workplace learning and practicum within the first semester. In this environment, students put into application the skills and knowledge learnt in the immersive environment. Conventional educational programs are spent using 90% of the time to teach theory and only allow 10% of the time for students to go into a work environment for practicum. For instance, a traditional program would teach theory for a minimum of 12 - 36 months and only allocate a 3-month practicum for students. According to scientific research, such methodologists do not optimise knowledge retention and theory application. HETC International allows students to practise not only within the simulated hotel environments but also within a real-hotel environment for a minimum of 70% of the course duration.

5.2 Using Both “Hard Skills” and “Soft Skills”

This learning experience assists students in developing *both* “hard skills” and “soft skills”, where “hard skills” are the day to day physical tasks that are pertinent to the role, and soft skills are those that require communication, teamwork, intuition, and ethics, which are a lot more difficult to teach in a traditional classroom.

According to the Department of Tourism, Leisure, Hotel and Sport Management (2015), the hospitality industry and “workplace demands skills such as problem solving, critical thinking, emotional intelligence, maintaining professional and ethical standards, and leadership”.

Further to this, in a 2013 Employer Skills Survey, one of the key findings were that “Four of the top five skills hospitality applicants are lacking are soft skills” and that “122,000 workers in retail and food services in the UK will be held back by a lack of soft skills”. The results found 55% of those surveyed lacked customer handling skills, 53% lacked organisation skills, 51% lacked oral communication skills, and 44% lacked teamwork skills.



6. How are we different?

6.1 A Campus With No Classrooms

A campus with no



classrooms?

Imagine a campus where there are no classrooms; a campus that is fully equipped to mirror a high-end hotel interior, where students learn through a process where they will treat each customer touch point as a “Learning Station”. They will be guided and facilitated by the best teachers and can observe, practice, learning from each other and teach each other. Educational researchers, including in hospitality, have considered the differences in the learning styles of ‘millennial’ students and their findings highlight the importance for contemporary students of stimulation and creative content, the adoption of a more fragmented approach to learning, and a desire to access information in non-traditional (printed) formats, often using technology.

At the *HETC International Hospitality School*, we are acutely aware of the need to develop new technologies alongside innovative teaching techniques to engage students, and to understand how they *learn through technology* – rather than *learning via technology*. Learning *via* technology is learning content through digital devices embedded within the learning space, where in reality, students tend to utilise the technology spend more time on social media than actually learning content. However, learning *through* technology is where students are either embedded into the actual real-life environment, or a simulated situation, which is our approach, and this is reinforced through research^{xxi xxii} where the general consensus among relevant and up to date research is that learning through technology will be central to the future of postsecondary education.



Students at HETC gain valuable hard and soft skills through a dynamic curriculum that blends rigorous academics with hands-on practice, where learning is within the situated experience, enhanced by interaction with industry leaders, and students are challenged to find solutions to real-world challenges and develop their hospitality leadership abilities. Immersive learning experiences, such as industry visits, hospitality forums and competitions, and student-led events on campus, provide a platform for students to gain situated industry exposure, build confidence and take a proactive role in their own education.

6.2 The Learning Stations & Global Internships

The “learning stations” are designed to allow student groups to rotate and learning until they feel fully confident about the required duties at each station. It provides a fun, engaging and innovative learning environment. Once they are confident they will then learn in a real hotel environment where each section of the hotel will be also treated as a practicum learning station.

Global internship opportunities will be built into the curriculum, providing students with valuable work experience and first-hand industry knowledge. In addition, students are encouraged to develop their global outlook and multicultural competency by taking advantage of study abroad options across the various international HETC partnered hotel network. We anticipate that we will have campuses in a variety of international hospitality hubs, and students from more than 30 different nationalities: we will offer a truly global perspective on hospitality education.

The Learning Stations mirroring a guest journey include:

1. Reservations & Sales
2. Housekeeping
3. Concierge
4. Reception / Front Desk
5. Barista/Bartending Services
6. Revenue Management / Budget
7. Catering & Events Planning
8. Leadership & Management
9. WHS & Security
10. Human Resources

How will this classroom setting change the student's learning outcomes? There are a variety of benefits that provide the practice of real world skills with rich feedback in a safe environment that does not impact real processes or customers. The students are permitted the opportunity to make mistakes without having the fear of having bad feedback personally or on social media, resulting in poor rating for the hotel or hospitality environment.

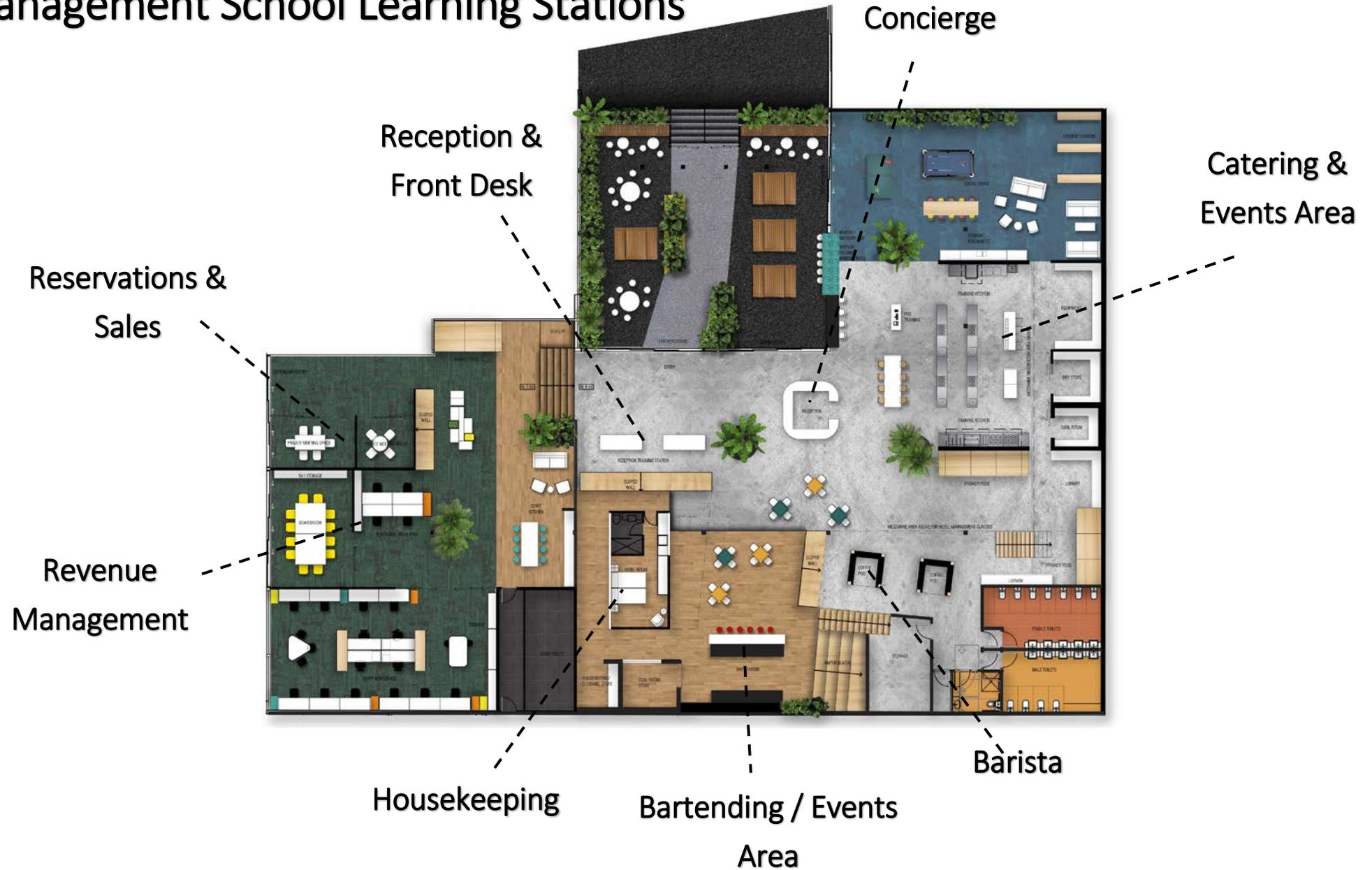
Secondly, the students gain the mastery of a technique, behaviour or methods through guided rehearsals again and again as many times as is needed. Practice makes perfect, and added to this, a 'role-play' scenario permits the student to act as a client or an employee, gaining valuable experience as a customer.



An emotional connection of the learning event to the learner is critical to this learning due to the realistic and immersive nature of the environment; the learning is embedded in the context by providing a simulation of the actual environment in which the employee or learner will be working. This situated learning environment permits the student the ability to practice skills and interactions when and wherever they visit the campus.

In a survey that we undertook, we interviewed close to 100 employers, where almost all found themselves having to completely train graduates from scratch. Students need to go through a learning process before they are truly job ready.

HETC International Hospitality Management School Learning Stations



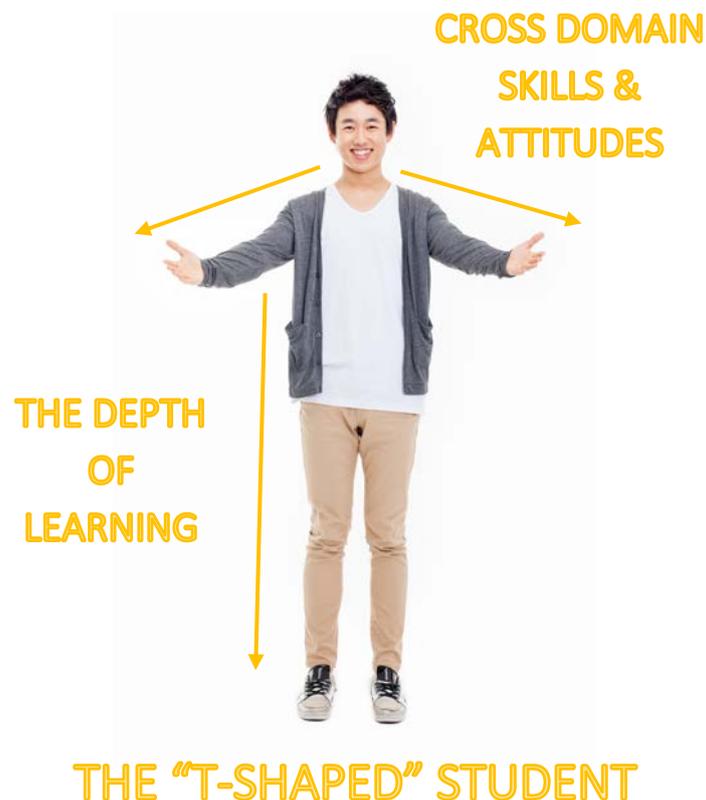
6.3 Shaping a Holistic Graduate

In 2003, Morrison and O'Mahony suggested that 'some management may be challenged, inherited rituals questioned, and breakout from historical mindsets achieved to revitalise the future rather than simply replicate the past' (p. 196)^{xxiii}. Other people in the field have argued that hospitality education should not wholly be defined by or reduced to serving the industry. These perspectives echo recommendations by many to expand the scope of hospitality management education by integrating wider disciplinary knowledge. In fact, As Robinson, Kralj, Brenner and Lee's (2014) work suggests, this has driven the development of hospitality management teaching that seeks to create critical, reflective practitioners^{xxiv}.

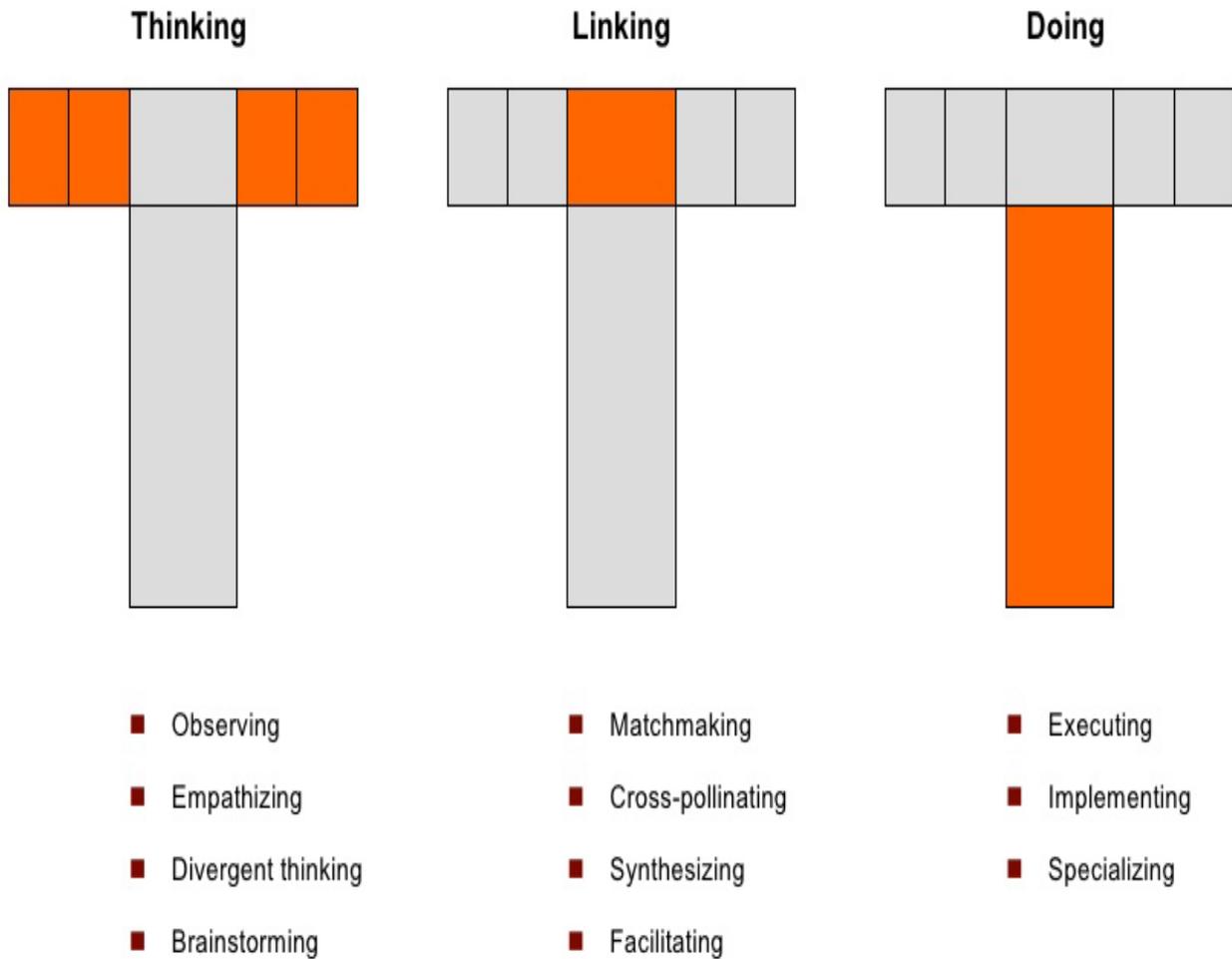
The *HETC International Hospitality School*, education philosophy features learning that develops depth and breadth of the individual to allow for a broad-based suite of hospitality, to complement the depth of specialist skills and knowledge for a work-ready career. The type of graduate profile this design enables fits well with the challenges that face contemporary global hospitality business in the 21st century.

The graduate is seen to be flexible, adaptable and has the ability to learn as they go whilst being highly skilled in a specialist area (in this case, hospitality management). As change in hospitality is happening so quickly there is an identified need for graduates who can move and shape the landscape and can maintain that momentum as elements within global hospitality practices continually morph and change.

Graduates of our Diploma of Hospitality Management will be seen to be key players in the workforce of the future, where there is a desire for not only specialist hospitality skills but also a broader skill-set encompassing many different aptitudes and the ability to work in collaborative environments utilising their expertise. This graduate may be described as a 'T-shaped person':



T-shaped people have two kinds of characteristics, hence the use of the letter “T” to describe them. The vertical stroke of the “T” is a depth of skill that allows them to contribute to the creative process. That can be from any number of different fields: an industrial designer, an architect, a social scientist, a business specialist or a mechanical engineer. The horizontal stroke of the “T” is the disposition for collaboration across disciplines. T-shaped people have both depth and breadth in their skills”^{xxv} (IDEO CEO, Tim Brown). The T-Shaped Person^{xxvi}, and this is applied through the T-Shaped learning process^{xxvii}



6.4 Awareness: Emotional Intelligence

At the *HETC International Hospitality School*, we believe in the importance of having an ‘outward mindset’, which essentially means that hospitality is fundamentally a desire to serve and help others. We believe in the importance of being aware and paying attention to the impact of one’s actions on others. This is where Emotional Intelligence (EI) is important to our core philosophy.

Studies have shown the impact EI has on turnover rate in the hospitality industry. EI is a strong forecaster of how an employee will perform in the workplace^{xxviii}. A person’s EI influences the way emotions are managed at the workplace^{xxix xxx} and when people have high EI, they are more likely to be more successful and can make healthy relationships compared to those with low EI^{xxxi}.

LOW EMOTIONAL INTELLIGENCE		HIGH EMOTIONAL INTELLIGENCE
Aggressive Demanding Egotistical	DOMINANCE 	Assertive Ambitious Decisive Outcome Focused
Easily Distracted Impulsive Poor Listener Flippant Selfish	INFLUENCE 	Enthusiastic Optimistic Sociable Persuasive Spontaneous
Easily Distracted	TEADINESS 	Enthusiastic Optimistic Patient Calm Consistent Considerate Good Listener
Hesitant Passive Resistant to Change Slow Timid	COMPLIANCE 	Detailed Logical Meticulous Precise Systematic
Hesitant		
Critical Suspicious Reserved Hard to Please Perfectionist		Detailed Logical Meticulous Precise Systematic
Critical Suspicious Reserved Hard to Please Perfectionist		

Low EI is the inability to manage one’s emotions and difficulty reacting to other’s emotions. This can cause a mixture of problems including being counterproductive to goals and objectives of the organisation. People with low EI often do not appreciate others’ suggestions and have an issue with self-expression. This can lead to poor communication and misunderstanding in the organisation^{xxxii}. Employees who are less proactive with dealing with their emotions make slower decisions and can lead to weak direction and communication between employees. People with low EI tend to feel affected and controlled by a wide range of negative emotions including anger, worry, shame, disappointment, fear, and guilt.

These employees typically have behavioural issues, outbursts, and reckless decisions. Employees with low EI often have a pessimistic mindset and might feel undervalued, weak, or powerless (Larman, 2015). The lack of confidence can lead to mistrust in the organisation, and employees question their own and others’ ability to perform the task at hand. The loss of confidence and morale between employees can create a lower

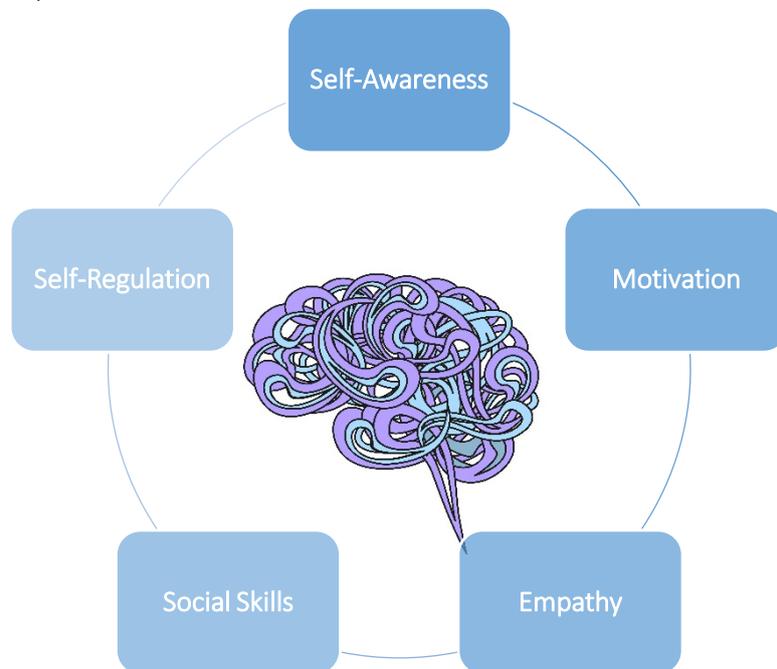
expectation of job performance. When employees are unsure of their own capabilities this can slow them down while working and are more likely to make crucial mistakes that slow down the entire workplace^{xxxiii}, which creates poor individual and teamwork performance.

People acquire different types of skills and qualifications and have a different way of regulating their emotions^{xxxiv}. When a person has high EI, their coping skills are stronger and can effectively deal with the organisation's issues. Employees that have strong interpersonal skills can cope with stress and deal with problems more efficiently^{xxxv}.

The positive and adverse relationship between employees and employers plays a significant role in whether an employee stays with the organisation, and emotions are vital when it comes to an employee's wellbeing and active management^{xxxvi}. Because regulating one's emotions is the key component in EI, people with a higher EI can display better social skills and adapt to situations.

Interpersonal skills are connected to EI and are used when individuals cope and deal with conflict. These skills include being able to understand, persuade, cooperate, listen and empathise with others^{xxxvii}. Emotions in the workplace affect an entire organisation; positive emotions can have an impact toward job enrichment, achievement, and overall quality of the environment, thereby having a positive impact on employers. Negative emotions such as fear, anger, stress, hostility, sadness, and guilt can create an unpleasant and unacceptable place to work, and this impacts negatively on clients, customers and guests.

Emotional intelligence is subdivided into several categories: Self-awareness, motivation, empathy, social skills, and self-regulation. This combination of traits helps individuals control their own emotions while relating to people to establish a bond.



Self-awareness is crucial to any situation, but especially in the service industry. Employees must assess the situation when working with disgruntled guests and must do so by keeping their emotions in control to defuse the situation. Social skills and awareness is the ability to show empathy and discern the feelings of others, understand their emotions, and utilise that understanding to relate to others more effectively.

Leaders are more relatable when they have a stronger social awareness because they are promoting a positive atmosphere for all which leads to a more peaceful climate and experience. Employees must be able to identify and understand their co-worker's feelings to foster a healthy relationship. The longer employees are in the industry, the more likely they are to have a stronger EI because it increases with age and maturity^{xxxviii}.

Emotional intelligence impacts our attitudes and outlook in the workplace and all aspects of life. It deals with our ability to manage conflict, grows relationships, fosters the capability to lead, and it impacts the overall success of the organization. This is why EI is critical in all industries, but specifically the hospitality segments. All sectors of hospitality are service related, and EI has been found to be significant in the success of managers in the service industry^{xxxix}.

Products provided in the hospitality industry are often intangible; the way that service is received leaves an impact on the customer. The customer must feel value, not only the dollar amount spent, but also how that service was received from the staff. There is a strong relationship between EI and customer satisfaction^{xl}. Since service is subjective, employees might not know when they are giving a good or bad experience to the customer. By investing in employees that have the skills, knowledge, and other intangible assets, employers are creating economic value for the organisation. When organisations invest in human capital, their workforce is stronger and can have a significant impact^{xli}.

While some skills may appear innate, it is imperative that the *HETC International Hospitality Management School* graduates as future employees are skilled in every aspect of emotional intelligence. Our training will prepare them to go above and beyond for customers. “By involving your service staff in EQ [emotional intelligence] training, your employees will develop the skills and knowledge to better understand your customers, how to manage their expectations and ultimately meet their needs” stated Favor Larson, Senior Business Services Consultant for TTI Success Insights.

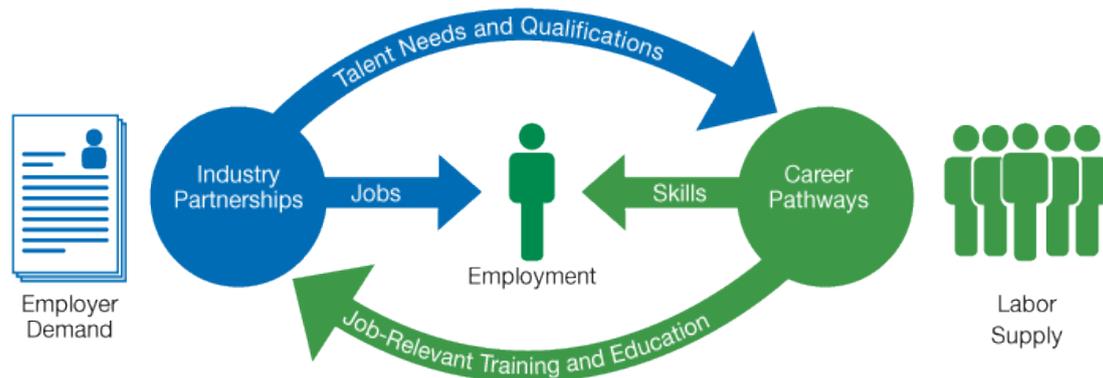
Therefore, we consider teaching students that EI is fundamental to the individual as well as to the organisation. We believe that in instilling worthwhile values, we shape true values, which will contribute to a positive culture – a serving, caring and collaborating culture. In this, we aspire to help our graduates understand and promote accountability – when a client’s needs lands on your desk, it is your responsibility to solve it, with all the skills of EI. This also leads to resilience and living with purpose. Many think resilience comes from practice; however, research indicates that resilience comes from having a purpose.



6.5 Full Integration of Industry and Education

At the *HETC International Hospitality School*, we seek to, and encourage knowledge as a multidirectional process; this 'knowledge exchange' goes beyond traditional, unidirectional 'knowledge transfer' from the training environment to industry applications.

Our philosophy is not to have separation between learning and training, and industry partners. We seek collaborative entities, comprising of our educators, industry participants and government policy makers, all who are brought together to identify and pursue joint solutions to common problems.



In convention training and education, more than 80% of learning is given to theories around the topics. This style of teaching expects students to retain all theory for anywhere between one to three years and then send the students into approximately three months of internships in a real work environment. This strategy is known to cause stress for the student and employers, as hotel employees find that guiding these student through work integrated learning stressful as these students “take too much of their time to teach”. This is expected as the students usually find it difficult to recall content that was taught up to 12 months earlier. This stressor often negatively affects customer experience, employee experience and student experience

At the *HETC International Hospitality Management School* we equip our students from day 1 to add value, not to burden the employer. Our innovative learning environment will allow students and staff to collaborate effectively and elevate customer experience because our students are:

- a. Mindset ready, attitude ready and skill set ready
- b. All they need to learn is operation systems and a few context-specific procedures
- c. They can add immediate value in terms of serving customers and understanding different languages, cultures and needs.

We also drive a positive marketing campaign with our students while they are doing practice in the hotel. We recommend the following:

- a. Proactively promote that your hotel is investing in future generation and that the trainee is a proud sponsor of that. We recommend that a dedicated badge is printed under their name tag to make a statement. The statement would identify that the Hotel is a proud sponsor of building the next generation through education. It identifies to the students that the Hotel brand is socially responsible, cares about building our future generation and the students are the advocates of this.
- b. This will in return enhance the Hotel brand, build loyalty in students from day 1 of their traineeship, increase customer experience.

The model which the *HETC International Hospitality Management School* as built aims to improve the Hotel's balance sheet and financials through the following:

- a. Our students will within 2-3 working days per week and be able to fully perform:
 - i. House keeping
 - ii. Serving and catering
 - iii. Greeting clients at the door in the lounge
 - iv. Helping clients checking in
 - b. Although they are still a trainee, they can actively and positively contribute and enhance the customer experience.
 - c. Before going into the Hotel HETC will equip them with the Hotel's organisational manuals so that they can gain an early understanding of how operations work in the Hotel.
 - d. Building a T-shaped person who is able to multi-task, having a broad breath of knowledge and undertaking tasks such as food and beverage service, greeting clients in multiple languages. Our graduates will be able to be able to dive deep and solve complex problems, work in an interdisciplinary environment, and have an empathetic mindset - understanding customers through intuitively addressing and responding to their physical and psychological issues.
2. Respect, understand and adapt to different cultures: HETC will teach all students the critical elements of having a global mindset and
- a. How the understanding of culture can used to enhance customer experience. Being culturally aware is very important when we want to provide customers a unique and customised experience.
 - b. Teaching the basics of different languages
 - i. To warmly greet (language and gesture)
 - ii. To service and connect
 - iii. To socialise and have fun

6.6 Understanding and Engaging Millennial Learners

Literature on teaching and learning has concluded that millennial students are dedicated and highly motivated, and these learners are less patient with older style learning practices given that they have grown up in a digital world with information available in seconds.^{xlii}

MEET THE MODERN LEARNER

Number of times online every day

Early days of the internet **5** Today **27**
Distracted...

Most learners won't watch videos longer than **4 Minutes**

Online designers now have between **5 and 10 Seconds** To grab someone's attention before they click away

2/3 Of knowledge workers actually complain that they don't have time to do their jobs



As training moves to more digital formats, it's colliding with new realities in learners' jobs, behaviours, habits and preferences.

Today's employees are overwhelmed, distracted, and impatient. Flexibility in where and how they learn is increasingly important. They want to learn from their peers and managers as much as from experts. And they're taking more control over their own development.

UNTETHERED

Today's employees find themselves working from several locations and structuring their work in nontraditional ways to accommodate their lifestyles. Companies are finding it difficult to reach these people consistently and even harder to develop them efficiently.

ON-DEMAND

Employees are accessing information-and-learning-differently than they did just a few years ago. Most are looking for answers outside of traditional training and development channels.

COLLABORATIVE

Learners are also developing and accessing personal and professional networks to obtain information about their industries and professions.

5 Workers now get interrupted as frequently as every **Minutes** - Ironically, often by work applications and collaboration tools

EMPOWERED

Rapid change in business and organizations means everyone needs to constantly be learning. More and more people are looking for options on their own because they aren't getting what they need from their employers.

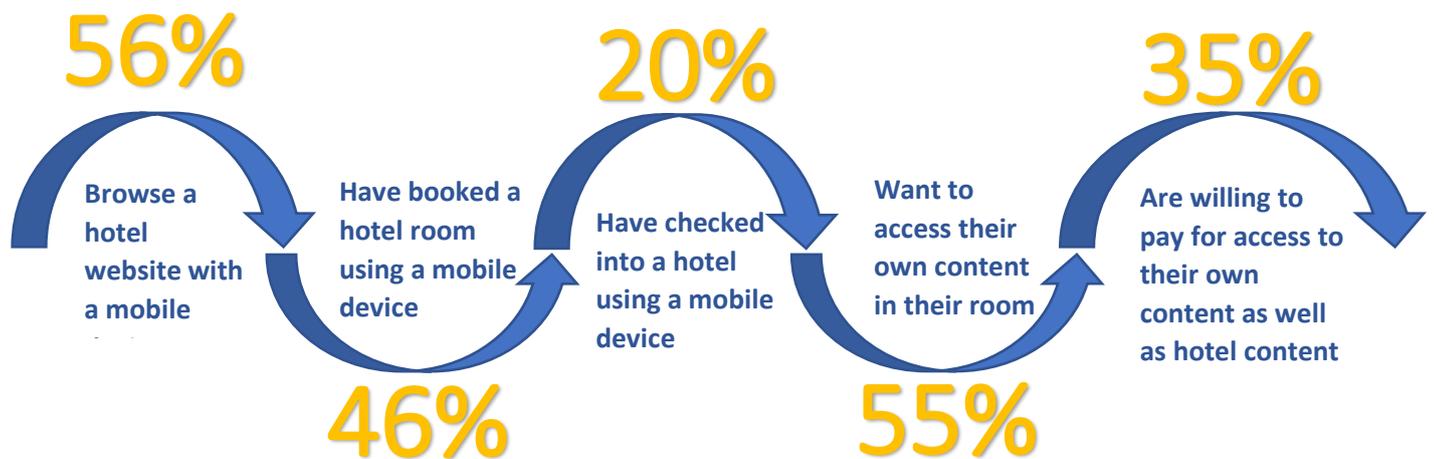
People unlock their smart phones **9** Times every hour

Understanding millennial learners provide educators and educational providers an opportunity to re-evaluate traditional pedagogical approaches and to construct new ways of teaching and learning. Many of today's students want the classroom to be engaging and entertaining and if it is not, they are easily distracted or disengaged.^{xiii}As a generation of students, the millennials are extremely dedicated and committed; however, they are the first generation to experience an entirely digital world. They are used to information being "at their fingertips," and this experience of instant availability of information presents both challenges and strengths for educators.

The following characteristics have been used to describe the millennial generation: specialness, confidence, high achievers, pressured to succeed, and accepting of a diverse society. While millennials present with strengths such as dedication, driven to be successful, motivated to address social issues, skilful multi-taskers, and team orientation, these strengths also present as unique challenges for educators, especially in the training level.^{xiv}

Millennials are our future labour force, and they are also our future clients in hospitality; by the year of 2020 more than 50% of the hotel industry will rely on millennials in both contexts. This generation already connects and makes decisions based on social media reviews; reviews make an enormous impact on reputation and, in turn, profit margins.

HOW ARE MILLENNIALS ENGAGING WITH HOTELS?



THE BUSINESS VALUE

Millennials have an annual spending power of

\$200 BILLION

Each US millennial will spend an average of \$3,900 on travel in 2015, an increase of 40% on last year

HOW DO MILLENNIALS WORKING IN HOSPITALITY RATE THEIR EMPLOYERS' USE OF TECHNOLOGY?



36%

Said that their employer made bad use of technology



15%

Said that their employer welcomed feedback from staff on technology

To accommodate this generation in how they learn, socialise and interact, the *HETC International Hospitality Management School* has provided:

1. An open space design with social areas within the campus that include gaming facilities and common areas like lobbies, student lounges and coffee hubs. This is all reflected in our interior design.
2. Technology is widely integrated in our teaching spaces and we facilitate that technology in a truly integrative way.

We know millennials love social spaces, flexibility, connecting with people, and use technologies to network and make decisions, so our philosophy is to train people to understand how to be hosts who can deliver emotional, personal and unique services to clients, customers and their families. They will learn how to:

1. Genuinely connect with people and understand their needs
2. Provide generous hospitality
3. Provide guests with extensive knowledge with local access e.g. where to go to for the best wineries, food, tours etc.
4. How to provide **intuitive service** by understanding what's the expectation for guests.
5. Understand why people travel this far to get to this place, what are the values of guests? How would the hospitable services add value to the families?

6.7 Global Mindset and Intercultural Intelligence

Globalisation is a natural outgrowth of trends that have evolved during the past 50 years, and involves communicating in other countries using foreign languages, frequent travel overseas dealing in many currencies, and coping with a variety of political and social systems, regulatory environments, cultures and customs^{xlv}.

Transferable skills, such as having emotional intelligence and awareness of global issues are extremely useful when seeking a job in the hospitality industry. Hospitality leaders should possess these skills to help create a more diverse and educated workforce. Some transferable skills are critical to a 21st Century workforce include “soft” or intangible skills such as interpersonal skills or “people skills”, mental skills, practical skills, and personality traits, and also include career development, decision-making, intercultural competence, diversity awareness, and sustainability consciousness.

Intercultural Intelligence (ICI) is a combination of the insights, competencies, attitudes, and behaviours that enable an individual to assess intercultural situations accurately, in order to engage effectively with the world around them. ICI helps to strengthen teams, improve performance, enrich corporate culture, manage stakeholders, and improve communication in multi-cultural environments.

In *HETC International Hospitality Management School* training programs, one of the goals is to train future global leaders who will appreciate other cultures, respect political and economic systems, and care about the world’s welfare. We understand different cultures and know how to leverage this knowledge to elevate customer experience, and aspire to be known as teaching a truly customised personalised experience.

For example, Asian culture is significantly different that Australian culture; it is highly brand sensitive, and this reflects social status. However, Australia does not tend to have as large a ‘social gap’, and people are more equal and not judged by brands they wear. We consider it highly useful, relevant and worthwhile to understand cultural differences and include these teachings in our training programs.

We will include representatives in the hospitality industry that represent different cultures and get them to explain a few differences in cultures and how to apply them – i.e. Chinese people prefer to be greeted certain way to feel respected. Chinese people are very into food so food and beverage is very important. For some hotels, food and beverage is 40% of their total revenue.

Understand the World through Disciplinary and Interdisciplinary Study

Investigate the World
Students investigate the world beyond their immediate environment.

- Identify an issue, generate questions, and explain its significance.
- Use variety of languages, sources and media to identify and weigh relevant evidence.
- Analyse, integrate, and synthesize evidence to construct coherent response.
- Develop argument based on compelling evidence and draws defensible conclusions.

Recognize Perspectives
Students recognize their own and others' perspectives.

- Recognize and express their own perspective and identify influences on that perspective.
- Examine others' perspectives and identify what influence them.
- Explain the impact of cultural interactions.
Articulate how differential access to knowledge, technology, and resources affects quality of life and perspectives.

Take Action
Students translate their ideas into appropriate actions to improve conditions.

- Identify and create opportunities for personal or collaborative action to improve conditions.
- Assess options and plan actions based on evidence and potential for impact.
- Act, personally or collaboratively, in creative and ethical ways to contribute to improvement, and assess impact of actions taken.
- Reflect on capacity to advocate for and contribute to improvement.

Communicate Ideas
Students communicate their ideas effectively with diverse audience

- Recognize and express how diverse audiences perceive meaning and how that affects communication.
- Listen to and communicate effectively with diverse people.
- Select and use appropriate technology and media to communicate with diverse audiences.
- Reflect on how effective communication effects understanding and collaboration in an interdependent world.

One of the core elements of *HETC International Hospitality Management School* is the concept of “touch points”, where culture is an important element. For example:

Client touch points	Asian Pacific culture	Middle Eastern culture	European culture	General western culture
Guests calling in to make a reservation	<ul style="list-style-type: none"> • Address the guest by titles • Avoid reserving guest on a room on the 4th floor or in the room number 4 (considered bad luck) • Reserve a room suited to their status (CEO high floor and assistant on lower floor) • Have an option of a staff member who speaks mandarin to communicate to the customer in native language for comfort • Try to be extra attentive and don't ignore them, give them respect by explaining any situation and even apologizing for any delay or mishap. 	<ul style="list-style-type: none"> • Address the guest by titles • Offer the option of a Qur'an, prayer mat, fresh fruit/nuts, Arabian television stations, daily newspapers in native language (digital form) and alcohol-free mini bar within their room • Offer female housekeeping and room staff • Offer family style rooms which can have connecting doors • Have an option of a staff member who speaks native language for comfort • Try to be extra attentive and don't ignore them, give them respect by explaining any situation and even apologizing for any delay or mishap 	<ul style="list-style-type: none"> • Address the guest by titles • Be mindful when advising the guest of first floor options, the first floor is often the first floor off of ground level in Europe, so they may require a ground level room instead (accessibility) • Have an option of a staff member who speaks native language for comfort • Avoid conversations on politics as can turn bad quite easily considering sensitivity to historical events (wars etc.) • Ask of any religious requirements, however expect a frank answer 	<ul style="list-style-type: none"> • Address the guest by titles • Provide eye contact always • Engage with a social conversation while guests are waiting
Guests arriving and interacts with concierge or door man	<ul style="list-style-type: none"> • Bowing as greeting • Never offer to handshake first • Addressing by their titles • No physical contact to Chinese women (tribal related as can be considered offer of marriage). 	<ul style="list-style-type: none"> • The man prefers to be addressed prior to the woman • Men should shake hands when formally meeting other men, but not women, unless the woman extends her hand first, place your hand over your heart instead and say hello 	<ul style="list-style-type: none"> • Don't point with index finger, considered insult to some European countries, instead when using hands to motion or gesture use the whole hand 	<ul style="list-style-type: none"> • Consider rank, not gender in a business setting and greeting • Age, experience, job level and public recognition are key factors to determine importance of the guest

Guests checking in	<ul style="list-style-type: none"> • Bowing as greeting • Addressing by their titles • Offer payment options such as UnionPay and Alipay • Advise of slippers within room (culture to remove shoes before entering a room), tea & kettle facilities within room (hot tea is part of their daily routine) • Give them respect by explaining any situation and even apologizing for any delay or mishap. 	<ul style="list-style-type: none"> • Communicate directly with the male in most cases unless spoken to directly by a female • Advise of slippers within room (culture to remove shoes before entering a room), Qur'an, prayer mat • Advise of swimming/spa times for women (spa, pool, beach etc.) • Fresh fruit/nuts, Arabian television stations, daily newspapers in native language (digital form) and alcohol-free mini bar within their room • Offer female housekeeping and room staff • Offer family style rooms which can have connecting doors 		
Guests entering the room and waiting for luggage to arrive	<ul style="list-style-type: none"> • Having slippers and tea/kettle facilities visible for the guest upon entry 	<ul style="list-style-type: none"> • Have slippers, Qur'an, prayer mat and fresh fruit/nuts visible • Upon delivery of luggage politely greet with bow and offer to carry luggage into the room (do not enter the room unless they accept as some rooms are to not be accessed by opposite sex of guests) 		
Guests dine in room or dines in the hotel	<ul style="list-style-type: none"> • Offer a traditional breakfast option (hot food, dim sum, noodles, soya milk or rice porridge) • Never place chopsticks into the bowl (considered as worshipping the dead) 	<ul style="list-style-type: none"> • Have halal or middle eastern menu options • Seat a person of the same sex at the dinner table unless guest suggests otherwise • Use of only right hand for eating or accepting food • Offer toothpicks (picking teeth after a meal is quite acceptable) • Have food available from all sides of the able; stretching to the other side is considered impolite 	<ul style="list-style-type: none"> • Silverware on the table is different (fork left hand and knife right hand) • Offer bread options to the guests • Offer still or sparkling water • If Germans leave the table for any reason they will place the napkin next to the plate, but this doesn't mean they're finished. After a meal is over, they'll fold their napkin and 	<ul style="list-style-type: none"> • Place napkin on the lap • Everyone eats at the same time so serve food at the same time • Offer toothpick services for when they leave (considered impolite to use toothpick at the table)

		<ul style="list-style-type: none"> • Serve elderly people first at a meal table (special respect generally paid to older people in many circumstances) 	<ul style="list-style-type: none"> • place it to the left side of the plate. • Pass dishes to the left • Italians dine at a more leisurely pace, don't offer check or rush the guests out and offer espresso 	
Guests go into the gym, spa, bar, lounges etc.	<ul style="list-style-type: none"> • Private room/secure access services suitable to women and children 	<ul style="list-style-type: none"> • Private room/secure access services suitable to women and children 		
Seeking services e.g. taxi, tours, maps etc.	<ul style="list-style-type: none"> • Bowing as greeting, addressing by their titles • Providing thorough information in the form of their native language options (TV, newspapers, city maps, safe instructions or in-room directories) 	<ul style="list-style-type: none"> • Providing thorough information in the form of their native language options (TV, newspapers, city maps, safe instructions or in-room directories) • Advise of any local prayer facilities to cater to religious needs 	<ul style="list-style-type: none"> • Providing thorough information in the form of their native language options (TV, newspapers, city maps, safe instructions or in-room directories) • Advise of any local prayer facilities to cater to religious needs 	
Checking out	<ul style="list-style-type: none"> • Bowing upon departure • Arrange luggage and transport services • If walking the guest out, don't turn your back to the guest until the guest has left the building 	<ul style="list-style-type: none"> • When walking the guests out ensure that there is a car ready in the driveway to avoid the women in the family having to wait for too long in public 		

7. How does the HETC International Hospitality Management School meet industry needs?

We equip students to be 100% job ready by the time they graduate as they had started practices in both a controlled and a real workplace environment from semester 1. We meet labour demands in this fast-growing industry.

Our graduates will develop needed skills for success in the workplace because they will be encouraged to learn and experience other cultures, languages, new environments, and educational systems. Learning how to interact with people with empathy and emotional intelligence will equip students with transferable skills they can utilise in the workplace. Students need to be able to convey what transferable skills they attained while studying at HETC International; leaders and managers will be interested in our graduates who can communicate about their achieved real world experiences and how this knowledge is utilised in their context, and what they bring to the table.

We consider ICI as a tool which will allow our graduates to develop great intercultural teams (including distributed teams), equip global leaders, manage intercultural stakeholders, bridge cultural communication gaps, develop global HR practices, globalize the DNA of the hospitality organisations where they are employed, and thus successfully navigate the global corporate and intercultural landscape.



8. Summary

The HETC International Hospitality Management School welcomes industry leaders and business corporations to embrace the vast depth and array of knowledge successful graduates of this program will provide their future workplace.

HETC's alumni will present highly skilled, forward thinking and an emotionally equipped workforce capable of fostering great working relationships and add value to businesses globally. Innovations in the learning process will pave the way for progression in the combined hospitality industry services.



HETC is partaking in the Imperial Square complex located in Southport the CBD of Gold Coast Queensland Australia, consisting a four stage vertically integrated Education and Accommodation complex capturing Australia's two largest non-resource exports sectors; Education, Tourism and Accommodation.

9.1 Interim Campus (November 2017)

HETC has established itself in Brisbane with two existing campuses, containing over 4,500 students.

The HETC International Hospitality campus initially located on an existing building adjacent to the stage one site and is designed with functioning hospitality learning stations which include:

1. Hotel Style Rooms - for training in housekeeping and associated services
2. Coffee Pods - for barista and service training
3. Cocktail Bar - for mixologist and service training
4. Front Desk & Reception - for front of house service and reservations training
5. POS station - for 'point of sale' training
6. Industrial Grade Kitchen - for food preparation and catering training
7. Dining Zones - catering and service training
8. Workplace Health and Safety Zones (WHS) - for overall WHS training

The campus encompasses all the facilities of an operating Hotel and allows students real time hands on experience in a Hotel environment.

Stage 1 - Hotel, Student Accommodation, Gym and HETC campus (August 2019)

The first stage of the Imperial Square development consists of a Millennial Style, Gen-Y, Funky 210 room Hotel, 378 room Student Accommodation and education complex over 18 levels, including;

1. External Glazed Lift
2. Six Internal Lifts
3. Millennial Style Gen-Y Funky Ground floor lobby
4. Rooftop bar
5. Outdoor Cinema
6. HETC International Hospitality Campus over two floors, inclusive of learning centres as included in the interim campus.(NB, The interim campus and the Stage One will run concurrently)
7. The students will train in the campus and fully competent shall be selected to part take in actual on the job training in the Hotel portion of the complex.

9.2 Stage 2, 3 & 4

Stages 2 to 4 consists of a 6-level podium structure including 50,000 m² of gross floor area (GFA) designated for Higher Education Institution and associated activities, (administration, library, cafeteria, retail food and the like).

Extending above the podium are three separate towers consisting of 48, 68 and 108 levels.

The towers will include an extension of the podium education facility by way of a vertically integrated education campus complimented by a medical centre, apartment accommodation, additional student accommodation, gyms, theatre's, activity centres and a hotel complex.



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