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MODEL FOR IMPLEMENTING AN INTERNATIONAL EDUCATIONAL COOPERATIVE PROGRAM IN HOTEL ADMINISTRATION BETWEEN EGYPT AND THE U. S. A.

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

Mostafa El Zaghl

August 1982

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ABSTRACT

The purpose of this study was to design a model for an International Educational Cooperative Program in Hotel Administration between Egypt and the U. S. A. Such a program is needed to assist the hospitality industry in Egypt in facing its shortage of qualified personnel and to elevate the existing standard of service which now endanger the projected tourism revenue and the national economy as well.

The research procedure included the following steps: (A) A model was developed for implementing the proposed international program and sent with a questionnaire for evaluation to 60 two-year and four-year hospitality education programs in the U. S. A. (B) Goals and objectives of the proposed program development were included with the model to identify interest from U. S. hospitality programs in joining the proposed program in Egypt. (C) Another questionnaire was sent to 100 randomly selected hotel managers representing the five major hotel categories in Egypt. Methods of analyzing the data included frequency distribution, percentages and cross tabulations of responses to the various questions asked of respondents in the two populations.

The study showed that the majority of the American respondents favored participation of three-to-five schools involved in the proposed cooperative program. Fifteen or 65.22% of the total respondents stated that it would be feasible to initiate the proposed program in three years or less. Seventeen or 73.91% of the total American hospitality programs responding were interested in participating in the proposed program; however, funds were the major obstacle mentioned by the majority of the respondents.

The study also revealed that the existing hotel schools in Egypt were not providing enough qualified personnel for the hospitality industry; that an advanced educational hospitality program where English would be the first official language would be very helpful in preparing graduates with better background and understanding of the international tourists in Egypt. Short-term programs (1-3 months) and intermediate programs (3 months-1 year) were proferred programs on the short-term plan to meet the immediate needs of the hospitality and tourism industry in Egypt. Egyptian respondents did not have any prejudice toward any nationality becoming involved in the proposed program. On the contrary, they felt that an international environment in an advanced educational program in Egypt would be of great help to the hospitality industry in providing qualified personnel to meet the needs of the hospitality and tourism industry and in ameliorating the standard of service provided to the tourists at an international level.

The model for program planning developed in the study was judged by reviewers to be a useful planning tool, if minor modifications were incorporated.

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CHAPTER I

INTRODUCTION

Egypt's location and the age of its civilization has made the country the meeting place of the Orient and the West for thousands of years. Egypt is the crossroads from the West to the Middle East, Africa, and Asia (Taher, 1976). Historical religious resources in Egypt represent a combination of three of the world's largest civilizations: Pharaonic, Christian, and Islamic. Egyptian artifacts are well known and among the oldest and most spectacular attractions of the world. In addition to historical tourist sites and artifacts, there are many other attractions in Egypt such as the River Nile, the desert, and the seashores of the Mediterranean and the Red Seas. Historical, religious, and geographical resources have characterized Egypt, attracting visitors from all over the world (Ikram, 1980).

Tourism, in Egypt, is considered one of the most important sources of national income (Statistical Yearbook, 1978). Statistical data indicated that one million tourists visited Egypt in 1979, where they added $2 billion to the Egyptian economy (Carruthers, 1980). Tourism, which is considered the third major source of hard currency to the national income of Egypt, is expected to be the number one source of income in 1990, with an annual income of $4 billion (Ghorbal et al., 1981).

A detailed study conducted by a German consultancy anticipated in 1978 that the expansion in the hospitality and tourism industry would cause a severe shortage of trained personnel at all levels of

employment structure in Egypt (E. I. U., 1978). Alternatives for coping with the shortage of qualified personnel in the hospitality industry are as follows:

1. Attracting qualified foreign personnel who could help in alleviating the problem. This option could have a negative effect on the Egyptian balance of payments (foreign currency).

2. Introducing technological alternatives and automation in the hospitality industry in order to compensate for the shortage of skilled labor. This alternative would require considerable investment and special training for present personnel.

3. Increasing the number of trained Egyptian personnel.

The Egyptian government in cooperation with the international hotel chains is trying to increase the number of skilled personnel in the hospitality industry through vocational hotel schools and training centers. The College of Tourism and Hotel Management at the University of Helwan in Cairo is currently the only source which provides graduates at the Bachelor degree level to fill managerial posts in the hospitality industry. The shortage of qualified managers and faculty members in the hotel schools in Egypt, and the lack of strong curriculum, funds and facilities seem to be crucial problems in meeting the needs of the hospitality industry in the next ten years.

Statement of the Problem

The problem under investigation in this study was the development of programs to train Egyptians for management positions in the Egyptian hospitality industry and faculty positions in Egyptian hotel

schools. Consideration in the development process must be both short- and long-term industry needs, strengthening of present curricula, funding and upgrading of current facilities.

Purpose of the Study

The purpose of this study is to design a model for implementing an International Educational Cooperative Program in Hotel Administration between Egypt and the United States.

Objectives

The objectives are as follows:

1. Develop a model for implementing an International Educational Cooperative Program between Egypt and the United States of America.

2. Determine manpower needs of the hospitality industry in Egypt in the next five years.

3. Ascertain interest in the cooperative program from schools and colleges which represent the two and four year program in the hospitality industry in the United States.

Significance of the Study

The shortage of qualified national personnel within the hospitality industry of Egypt is dire. In 1979, only 10,000 hotel rooms were available in Egypt. By 1980, there were 22,200 rooms. It is projected that 38,000 rooms will be needed to meet the influx of tourists expected by 1984. Without a vast increase in the number

of trained hospitality management persons available, tourism revenue and the national economy are both threatened.

An International Educational Cooperative Program in Hotel Administration such as the one proposed and examined in this study would be able to:

1. Upgrade the skills of graduates of the Faculty of Tourism and Hotel Management and ameliorate the standards of service in the hospitality industry.

2. Create an international environment among students and faculty.

3. Coordinate educational programs with industry needs and expectations by working closely with representatives and executives from the hospitality industry in Egypt and around the world.

4. Provide qualified management personnel for Egypt's rapidly growing hospitality industry.

5. Develop the variety of educational programs necessary to both the short- and long-term needs of the hospitality industry.

6. Provide physical concentration of all programs in one geographic location to better utilize teaching personnel, physical facilities and library resources.

CHAPTER II

REVIEW OF LITERATURE

For more than two decades, beginning with the Egyptian Revolution in 1952 and extending through the war years with Israel, Egypt was preoccupied with maintaining its army and solving its political and economic problems. During this period, tourism, like many other services, was not given enough attention by Egyptian authorities. During the Israel-Egyptian wars of June, 1967 and October, 1973, the Ministry of Tourism in Egypt was unable to promote any worthwhile achievement due to this situation. Only one first class hotel was built in Cairo during these two wars (Parker, 1975).

With the decline of hotel activities during these two war periods, an emigration trend among experienced middle and high level hotel personnel appeared in the hospitality industry in Egypt. These employees left Egypt for the Arab countries and Europe, searching for higher income (Ikram, 1981).

Following the Peace Treaty between Egypt and Israel in 1978, a tourist boom began in Egypt. Egypt had 10,000 hotel rooms in 1979, but was expected to provide an additional 12,200 hotel rooms by 1980. A demand for 38,000 hotel rooms was projected for 1984 (McQueen, 1981).

By the end of this decade, Egyptian authorities are expecting tourism to become the first source of income in Egypt, generating $4 billion annually. Further, it is projected that three million tourists a year will be visiting Egypt by 1985 (Ghorbal, et al., 1981).

A German study in 1978 found that Egypt would face a severe shortage of trained personnel at all levels of employment structure in the hospitality industry (E. I. U., 1978). According to the editor of an Egyptian newspaper, Al Akhbar, a major problem leading to the severe shortage of qualified personnel in the hospitality industry was that Egypt had started opening new hotels without being ready to provide enough qualified personnel. Providing qualified manpower for these hotels has become a major issue to which officials in the ministries of tourism and education are trying to find a solution. These two ministries currently are trying to establish new hotel schools and promote training for personnel in the hospitality industry. The emigration of qualified personnel, the lack of competent hospitality educators and the severe shortage of well-trained hotel and motel managers might be reasons for the poor performance in the hospitality industry in Egypt. The inadequacy of service is often reported by tourists who feel that services were poor and prices were high (Al Akhbar, 1980). In the midst of the shortage of hotel rooms and the tourist boom, Egypt has been trying very hard to update its tourism industry. New hotels have been built; renovations of older buildings were completed (Martin and Richardson, 1981). In the last five years, the hotel chains operating in Egypt have expanded both in new rooms and new facilities. New chains have been introduced to the market in Egypt. International hotel chains in Egypt include: Hilton International, Sheraton, Inter-continental, Marriott, Holiday Inns, Air France, Movenpick, and India's Oberoi (Carruthers, 1980; ASTA, 1981).

American tourists which represent 14% of the total tourism in Egypt are the largest group coming to Egypt from one country (McQueen, 1981). The United States, which had a major role in formulating the Peace Treaty between Egypt and Israel in 1978, has realized that Egypt has great potential for maintaining stability in the Middle East. This country has provided Egypt with military, financial and technical aid in order to improve the Egyptian economic and political situations. Educational and cultural channels between both countries have begun to emphasize the importance of the role of educational cooperation in strengthening the relationship between Egypt and the United States.

The educational system in Egypt is operated primarily by the government. Major universities are in Cairo, Alexandria, Asyut, Tanta, Mansoura, Helwan, Minya, and Suez. A master plan calls for each of the 26 governorates to have at least one university. Currently, there are 84 institutions which offer programs of two or more years in vocational and technical fields. The Egyptian educational plan for 1980-1984 emphasizes educational programs that meet specific needs of the Egyptian economy (McQueen, 1981).

The Faculty of Tourism and Hotel Management in the University of Helwan is the only program which offers courses in hospitality management at a Bachelor's level. This program is able to generate annually 60 graduates to work for the hospitality industry. Advanced courses related to the hospitality industry and more varied training need to be developed at Helwan. The two-year programs in hotels and restaurants beyond the high school (secondary school in Egypt) level are operated by the government and hotel organization. They emphasize

vocational hospitality training rather than hospitality management (Ikram, 1980).

According to Marks et al. (1977), Egyptian authorities have always had a strong desire to send their students to American universities. They have received American professors into Egyptian universities, even when diplomatic relations were strained between the two countries. Cooperation with American based hospitality programs offering hotel and restaurant management at several levels could be of great help in addressing current and projected needs in Egypt. Currently in the United States, there are more than 100 two-year programs that lead to an Associate degree in hotel and food management and more than 50 four-year programs offering Bachelor degrees in hotel and restaurant administration (Vincent, 1979).

In recognition of the uniqueness of the proposed International Educational Cooperative Program in Hotel Administration, a model was developed to be used as a planning guide for the implementation of the proposed program. In designing the model, consideration was given to the various characteristics of the hospitality industry, problems and needs in Egypt and to setting standards for international hospitality programs. The following section explains in detail the steps followed in designing the model.

Model Development

In reviewing the literature, the following definitions of a model were found: "Models are the bases of the prediction systems and are vital in the formal decision process. They are vital to us to an

intellectual attack to any problem" (Buffa, 1963). Galt (1980) defined the term model as "A model is a mental construct which is a unit in a body of theory, and which aids the researcher in conceptualizing and generalizing aspects of processes through the devices of subtracting detail and generalizing from specifics."

Lippitt (1973) stated that: "Modeling is not an end in itself, it is not a science and neither you nor anyone else will be able to prove that all aspects of your model are correct or incorrect." Simplicity, accuracy, flexibility, clarity of assumptions and applicability of the model for realizing a change are the major characteristics that a successful model should reflect (Lippitt, 1973).

In searching current literature, no studies were found dealing with international cooperative programs in the field of hospitality education between a developed country and a developing one. To develop the model for the proposed international cooperative program, "an input, output model" designed by Dressel (1980) has been used as a starting point to guide the researcher in developing his model (see Figure 1).

Some of the major characteristics that have been taken into account were that students, dollars, social needs and demands, and accumulated learning were emphasized as major elements in the input phase. The interaction phase included: faculty, facilities, materials and equipment, curriculum and environment. The end result from the interaction, in the output phase were educated persons (degrees), new knowledge and insights, and public service. The input-output model has also reflected other valuable information to be considered.

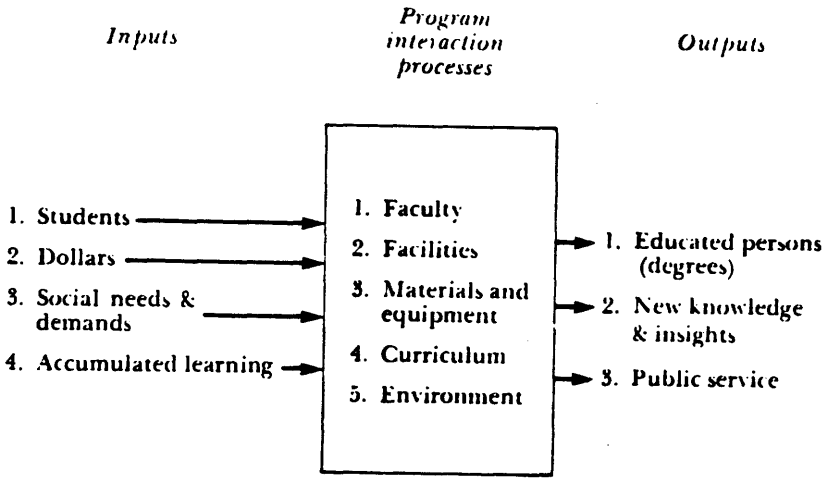


Figure 1. An input-output model of higher education (Dressel, 1980).

For instance, people were mentioned as a major factor in each of the three phases of the model. Another contribution of Dressel's model was the concept that social needs and demands are the major factors in determining the nature of the university and allocating the budget for its operation. According to Dressel, the interaction among all the elements of the second phase generated adequate information for improving education according to the needs of the society.

Before the proposed program can be implemented, Egyptian authorities and the American hospitality programs must be convinced that:

1. The proposed program will ease the severe shortage of management personnel in the hospitality industry projected for the next five years in Egypt.

2. Allocation of funds and resources to the program warrants high priority.

3. Time is a major factor in helping the hospitality industry solve its major problems.

4. Interaction between appropriate persons in both Egypt and the United States is important in resolving major issues such as financing the program, identifying types of training needed, establishing communication systems, identifying priority areas for implementation and evaluating current programs and conditions.

5. The rights and duties of each university involved in the proposed international program must be clarified.

6. Anticipation of specific problems in the planning and operation stage is important.

7. Coordination and understanding between local and international programs which emerge from several countries with a different education, cultural and political system is essential.

As a result of the literature search, a new model was created to fit the needs of the hospitality industry in Egypt in the next five years (see Figure 2). The model was sent to directors, coordinators, and deans of two- and four-year hospitality programs in the United States for critique. The results of this survey are presented in detail in Chapter IV.

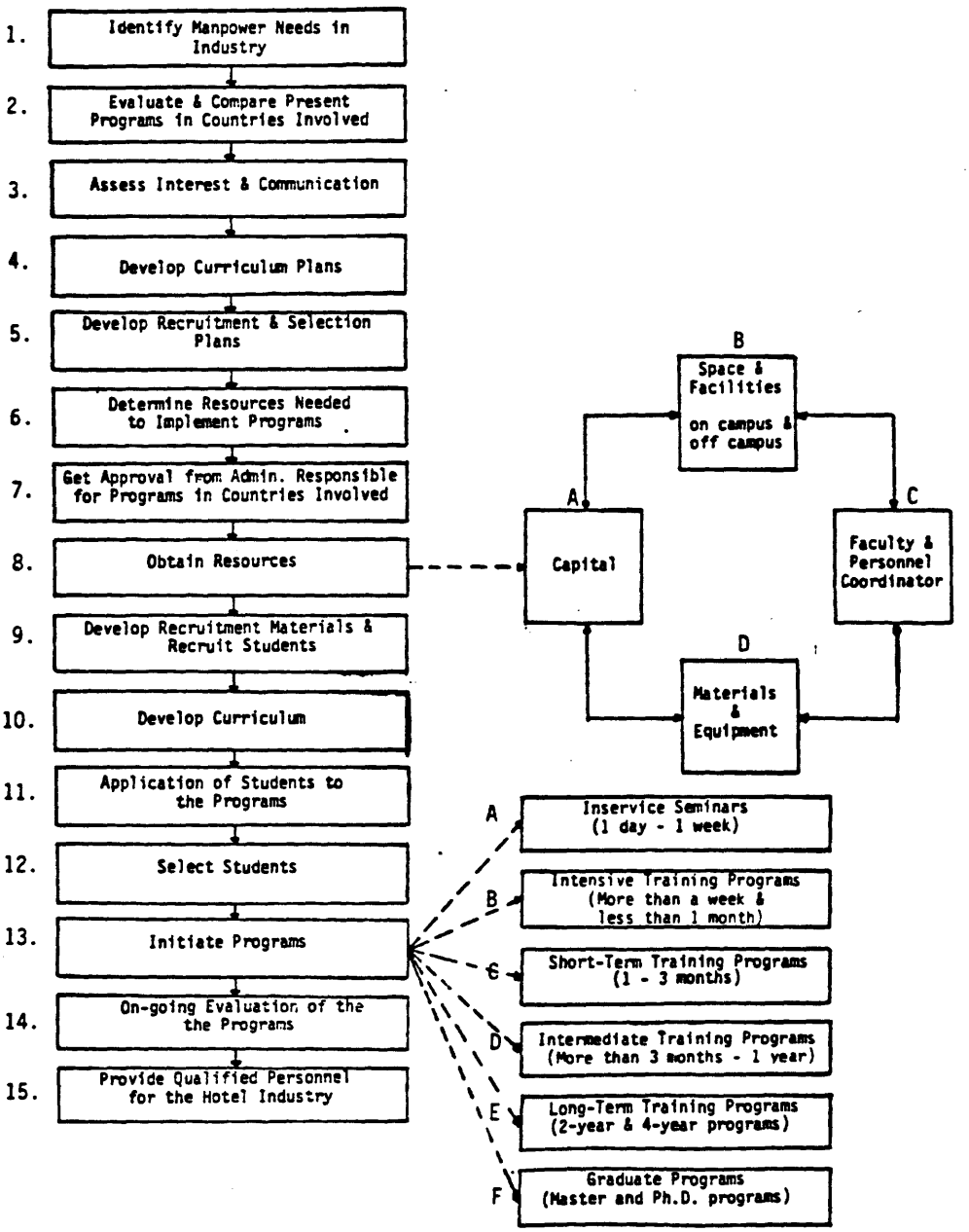


Figure 2. A tentative model for implementing an international program of tourism, food and lodging in Egypt--a cooperative program between Egypt and U. S. A.

CHAPTER III

PROCEDURE

The purpose of this research was to develop a model for an International Educational Cooperative Program in hotel administration between Egypt and the U. S. A. Research procedures included the following steps:

1. Development of a model for implementing an International Educational Cooperative Program between Egypt and the United States. This development involved review of the literature and definition of the steps necessary to establish such a program (see Chapter II). Focuses included in the model required identification of the resources that would be needed, the types of programs to be introduced, the time needed, the types of facilities required, the qualifications of faculty and procedures for selecting students.

2. (a) To validate the model, a copy of it, a questionnaire and a cover letter (see Appendix A) were sent to 60 coordinators, program directors and deans of schools and colleges with hospitality programs in the U. S. A. Thirty two-year programs were selected from a National Restaurant Association publication of programs in the U. S. A. (N. R. A. and NIFI, 1981). Thirty four-year programs were also selected from a list published by the N. R. A. in the United States (N. R. A. and NIFI, 1978, 1981). Criteria used in the selection of the two-year and four-year programs were the professional reputation of the school, number of students enrolled, geographical location in the United States, existence of a graduate program and number of faculty.

(b) In addition to the above questionnaire concerning the model, a one-page questionnaire was included to ascertain interest in the development of an International Educational Cooperative Program in Egypt. The intentions in sending both questionnaires simultaneously were to cut expenses and paperwork, facilitate the task for the respondents in answering the questionnaire and simplify the work of the researcher in collecting and analyzing the data.

3. A questionnaire also was developed (a) to identify manpower required for the hospitality industry in Egypt for the next five years, and (b) to identify the type of programs preferred by hotel managers in Egypt. This questionnaire was field tested for clarity and feasibility by interviewing managers of hotel chains which have international hotels in Egypt. These included the Hyatt Regency, Hilton, Holiday Inn and Sheraton in Knoxville, Tennessee. The managers of the designated hotels were satisfied with the content, the structure and the logical sequence of the questionnaire. However, in responding to the questionnaire, these managers were dealing with different types of problems than the ones they have in the Knoxville area. Some of these problems were as follows:

a. Multiple types of hotels needed in Egypt in the following five years.
b. Concern for percentages of Egyptian personnel and foreigners occupying first and middle management positions in the Egyptian hotels.
c. Shortage of qualified management personnel for the hospitality industry in Egypt.

d. Identification of types of courses that need major improvement in the hospitality education programs in Egypt.

The managers of the selected hotels in Knoxville were asked to respond as if they were facing similar problems in their areas. The questionnaire was filled out during the interview. The researcher was present to give some background about the hospitality industry and the hospitality educational system in Egypt.

The questionnaire was sent to 100 Egyptian hotels, randomly selected from a monthly publication issued in 1978 by the Ministry of Tourism in Egypt and up-dated by the Official Hotel and Resort Guide issued in July 1981, and the ASTA Travel News (1981). These hotels were approved by the Egyptian Ministry of Tourism and were ranked as follows:

DeLuxe Hotel	5 stars
First Class Hotel	4 stars
First Class Hotel B	3 stars
Second Class Hotel A	2 stars
Second Class Hotel B	1 star

The cover letter and the questionnaire sent to the 100 hotel managers in Egypt were translated into Arabic on the backs of the English versions in order to make sure that the questionnaire would receive enough attention from the respondents and to clear any misunderstanding or ambiguity that would evolve if the cover letter or the questionnaire were sent only in English. The respondents were asked to answer only in English or Arabic, whatever was convenient to them.

Questionnaires were sent to Egypt with stamped, self-addressed envelopes on February 15, 1982. The deadline set to receive responses

was March 19, 1982. A follow-up letter was addressed to the hotel managers in Egypt on March 10, 1982, asking them for a quick response and expressing appreciation to the managers who had already responded. A new deadline was set for April 9, 1982.

The researcher was aware that introducing an International Educational Cooperative Program in Hotel Administration to Egypt was a new concept requiring explanation and time for consideration before acceptance. Therefore, informative letters were sent to the hotel managers in Egypt and to the editors of major newspapers and magazines with large distribution in both Egypt and the Arab countries. Al Ahram, Al Akhbar and Al Goumhouria were the three selected newspapers. October and Akher Saa were the two selected magazines. In order to gather support from the tourism industry and the hospitality education programs in Egypt, key positions such as the Minister of Tourism and the Dean of Faculty of Tourism and Hotel Management at the University of Helwan were contacted, and informative letters were sent to both of them asking their support and cooperation of the proposed program. Additionally, the hospitality industry was challenged to respond to the questionnaire sent to the hotel managers in Egypt.

Responses to the various questionnaires were analyzed using frequency distribution, percentages and cross tabulations. Questionnaires and summaries of the responses to each of them appear in the Appendixes.

Additionally, a list of the hospitality education programs in the U. S. which were willing to join the International Educational Cooperative Program was developed from the American questionnaires

returned. This list of programs will be used at a future time in the development of the cooperative program. Criteria to be used in selecting American institutions will be their willingness to:

1. Financially support the International Educational Cooperative Program in Egypt;
2. Exchange faculty and hospitality educators;
3. Assist in managing the proposed program;
4. Contribute to curriculum planning efforts;
5. Assist in determining hospitality manpower needs in Egypt.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter includes an analysis of the data collected from two questionnaires, one addressed to selected hospitality education programs in the United States and the other sent to randomly selected hotels in each of five categories in Egypt. The intention of the first questionnaire was to evaluate the model for developing an International Educational Cooperative Program in Hotel Administration, and to solicit interest in the development of the proposed international program. The second questionnaire sent to hotels in Egypt sought to identify manpower needs and types of programs needed for the Egyptian hospitality industry.

Evaluation of Model

A tentative model for the development of an International Educational Cooperative Program in Hotel Administration between Egypt and the U. S. A. was developed and sent with a questionnaire for evaluation to sixty two-year and four-year colleges and universities in the U. S. A. having hospitality programs (see Figure 2, page 12, and questionnaire in Appendix A).

Twenty-three colleges and universities (38%) responded to the questionnaire. Seventeen (17) responses or 74% of the total return came from institutions with four-year programs. Responses to the five questions concerning the model are reported below.

1. Additional Steps to the Model (Question #1)

Of the 23 colleges and universities returning the questionnaire, 13 or 56.52% indicated that there were additional steps which should be included in the model; 10 or 43.38% indicated that they were satisfied with the steps included in the model (see Table 1, Appendix C). Some of the suggestions for additional steps included:

- "Between steps 10 and 11 a step is needed to articulate with the industry to verify the appropriateness of the curriculum and courses.

- Selection of training sites were unclear and the model did not depict when site selection was made.

- Development of evaluation methods for step 14 is needed. Plans should include staffing pattern development, and criteria for selecting students should be developed.

- Needed to see arrow from step 15 to step 11 to emphasize continuous nature of training and upgrading of skills.

- Before step 1, a study of tourism potential by countries.

- On the job training seminars are needed in addition to seeking funds in step 1 not at 8.

- A step is needed to deal with the content needs which have to be covered in the curriculum development.

- Types of seminars and training programs needed; i.e., food service, hotel administration, travel or recreation and at what level.

- Sending students to the U. S. which would be less expensive, in the early years, many of them would become future teachers.

- Add step 16, evaluate program to see if it meets the needs.

- Develop an Advisory Group (experts in different areas) to react and stimulate thinking; might be helpful to progression of ideas."

2. Removing Steps from the Model (Question #2)

Nineteen or 82.61% of the respondents indicated that there was no need to remove any step from the model. Two respondents or 8.70% commented as follows:

- "What, if any, plans of practical work experience do you have for implementing cooperative education into your program?

- Cost effectiveness of Ph. D. program is too high, a suggestion was made to send doctoral students for the next 20 years to the U. S. A."

The remainder (2 or 8.70%) were undecided whether to remove any steps from the model (see Table 2).

3. Logical Sequence of the Steps in the Model (Question #3)

Fifteen or 65.22% of the respondents indicated that some steps should sequence differently. The following were some suggestions:

- "Why is step 4 where it is? Think about moving up step 5 to a more prominent position. Same with step 7 and step 8. This really requires a lot of thought and input from many as could be obtained from a 'brainstorm' session rather than from individuals.

- Move step 10 between steps 7 and 8.

- Would place current 10 as 9 and vice versa.

- Steps 4 and 6 need to be done together. Steps 8 and 13 will probably need to be done over and over as some programs are implemented and additional programs need to be initiated until all are in place.

- Steps 5 and 9 seem repetitious as stated. Step 5, Develop Plans and Materials; step 9, Implement Plans and Recruit Students. Steps 4 and 10 are the same.

- Get step 7 involved early; also step 1 needs funding early.

- Step 10 should be elevated on true scale as it will pertain to budget.

- Step 14 as is and again as step 16.

- Resources should be obtained earlier, otherwise why recruit?

- Would move step 3 to step 1."

Eight or 34.78% of the respondents stated that the sequence of the steps included in the model was appropriate and no changes were recommended (see Table 3).

4. Simplicity of the Model (Question #4)

Twenty-one or 91.30% of the total respondents indicated that the model could be easily used as a guide in developing an International Educational Cooperative Program in tourism, food and lodging administration between Egypt and the U. S. A. Only two or 8.70% of the respondents needed more information to be presented in the model. One stated that the information presented in the model did not provide descriptions or steps outlining procedures for achieving words stated inside blocks. The other respondent mentioned that the model was too simple, that it left many questions (see Table 4).

5. Additional Information (Question #5)

Nine or 39.13% of the respondents indicated that there was no additional information needed. Two or 8.70% of the respondents were

undecided. Twelve or 52.17% of the respondents stated that there was a need for additional information (see Table 5). Their suggestions for more information were grouped as follows:

- A need for a detailed proposal and outline.

- Government input, how would this type of program fit into existing public or private educational institutions.

- Was there a priority for developing and implementing the proposed program?

- How will industry cooperate in internships, research and funding?

- Amount of dollars and the potential development needed depends on what you want and from whom.

- Who will sponsor the program? Will funding be available from the government sector and will the U. S. government help?

- More information on resources, funding, intentions and plans were needed. How they would be used?

- Has a cost/benefit analysis or a feasibility study been done?

As a result of these suggestions concerning the model, a revised model is shown in Chapter V.

Program Development

In addition to the model evaluation which was sent to sixty coordinators, program directors, and deans of schools and colleges with hospitality programs in the United States, questions pertaining to the institution's interest in participating in an International Educational Program in Hotel Administration were sent. Responses to these

additional seven questions (Question 6-Question 13) are reported as follows.

6. Program Realism (Question #6)

Of the 60 coordinators, program directors and deans of schools and colleges with hospitality programs in the United States, 15 or 65.22% out of 23 respondents or 100% of the questionnaires collected stated that the proposed international program was realistic in their estimation. One was undecided and seven or 30.43% of the respondents answered negatively (see Table 6). The following were comments to question #6--Is the proposed international program realistic in your estimation?

- "The proposed program looks like a lot of 'red tape.'
- The proposed program needed to be done a step at a time.
- A viable international program is usually an outgrowth of a strong national program.
- Some of the respondents stated that the proposed program would be realistic if funding was available, and if some training of selected types were provided out of the country. In other words, some kind of exchange is needed.
- A need to indicate time goals.
- Consideration of capital as first priority before studying the entire model."

7. Feasibility in Three Years (Question #7)

Fifteen or 65.22% of 23 respondents stated that it would be feasible to initiate such an international cooperative program in three

years or less. One of the respondents was undecided, and seven or 30.43% of the respondents were not convinced that the program could be initiated in such a period (see Table 7). Some of the foreseeable problems reported by the respondents were as follows:

- "Slowness of administrators. Much work involved in curriculum, and resources attainment.
- Recruitment of faculty. Developing a quality reputation.
- Creating visibility and credibility.
- Funding, long-term commitment from hotel companies, student housing, student salaries and site visits.
- Who will be responsible at each step? Who is coordinating the effort? How long will it take?
- Administration and recruiting students/faculties.
- International funding and interdepartmental cooperation.
- If programs were initiated at the same time, three years might be too short. If first programs were successful, it would be easier to add."

8. Appropriateness of Programs to Meet the Goals Specified (Question #8)

Eighteen or 78.26% of the universities and colleges responding stated that the kinds of programs outlined in the model meet short- and long-term industry needs. One respondent (4.35%) was undecided and four or 17.39% of the respondents disagreed about the appropriateness of the programs proposed to meet the specified goals (see Table 8). Different opinions were reported as follows:

- "Steps A, B and C probably best done in Egypt.

- All programs cannot be implemented simultaneously. No program in the world has been able to accomplish this.

- Appropriate, yes, but not feasible in the short run. Therefore need to prioritize and plan implementation on sequential basis.

- Present steps 1-5 should be completed first. The graduate level pertains mostly to future education.

- Implication is that each type of program would begin at the same time. The program type with greatest economic return should be chosen and then supplemented over time."

9. Additional Resources Needed (Question #9)

Sixteen or 69.57% of the total responses were satisfied with the major resources that have been described in the model. The remainder (7 or 30.43%) of the respondents felt that additional resources were needed (see Table 9). The following were some of their suggestions:

- "Computer and off-campus facilities. Where do these fit?

- You might consider budgeting for the use of assisting agencies for developing program curriculum, especially if you intend to implement the program within three years.

- Industry support, including facilities as 'living laboratories.'

- Support from international hotel chains doing business in Egypt and the Middle East. Training must be coordinated with corporate training programs.

- It would seem that anything from travel funds to telecommunications (classes via satellite) to computer-based libraries could be listed under these resources."

No doubt that the use of pre-mentioned resources would be of great help to the proposed program despite the fact that the operating costs could be very high if these resources were to be used.

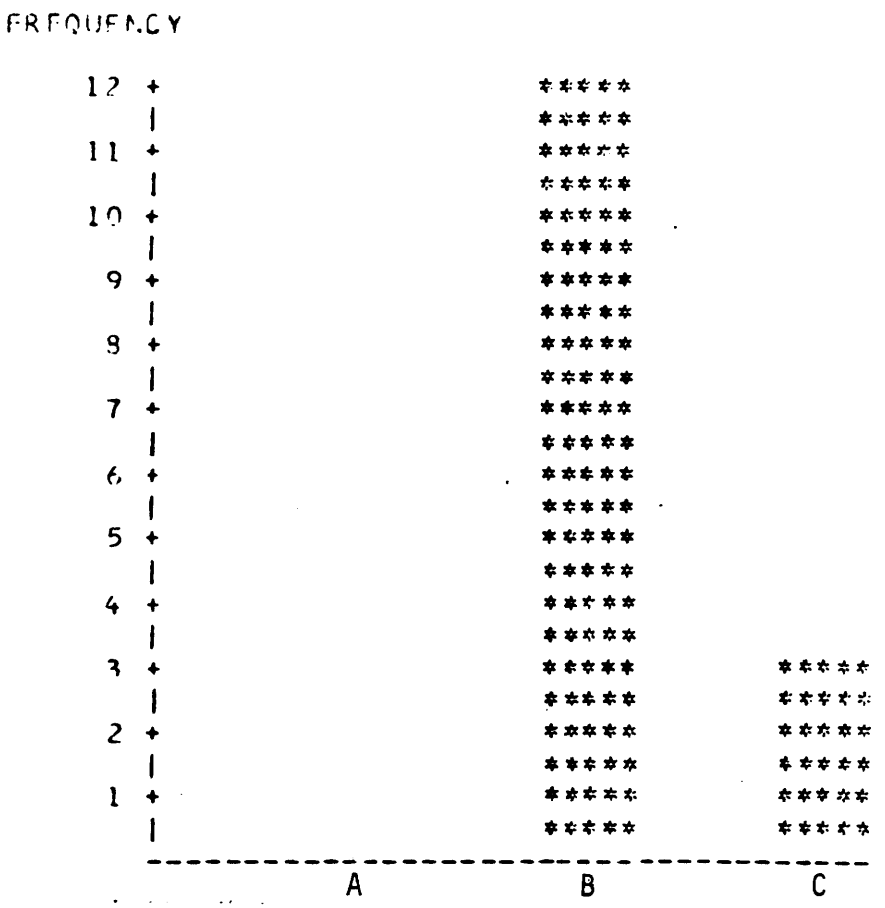
10. Number of Schools that Should be Involved (Question #10)

Concerning the number of schools that should be actively involved to create a successful international cooperative program of quality, twelve or 52.17% of the respondents were more interested in having three to five schools involved (see Figure 3). The majority of the respondents (21 or 91.30%) did not favor involvement of only two schools. Eighteen or 78.26% did not favor involvement of six or more schools (see Tables 10 through 12). Following are some of the comments and suggestions expressed by the respondents:

- "A need for quality individuals who may represent anywhere from two to six or more schools.

- Schools should be limited in the beginning. The more schools involved, the more difficult to control the program and insure a quality one.

- It depends on what you expect them to do or provide and whether some is done on the campus versus in Egypt. Each school has its own philosophical bent, so the mission or approach of this new comparative program will need to be will defined and accepted or it will be buried in the cross-cultural milieu.



A. Two Schools
B. 3-5 Schools
C. 6 Schools or More

Figure 3. Preference for number of schools that should be involved.

- For quality, as many schools as possible, realistically as few as needed.

- Agricultural programs usually involve 6-10 and at least four states.

- The number is not as important as the extent of their commitment and interest.

- One strong school with good knowledge of world resources. That school to serve as major contractor/coordinator and to have one person stationed in Egypt to see it through."

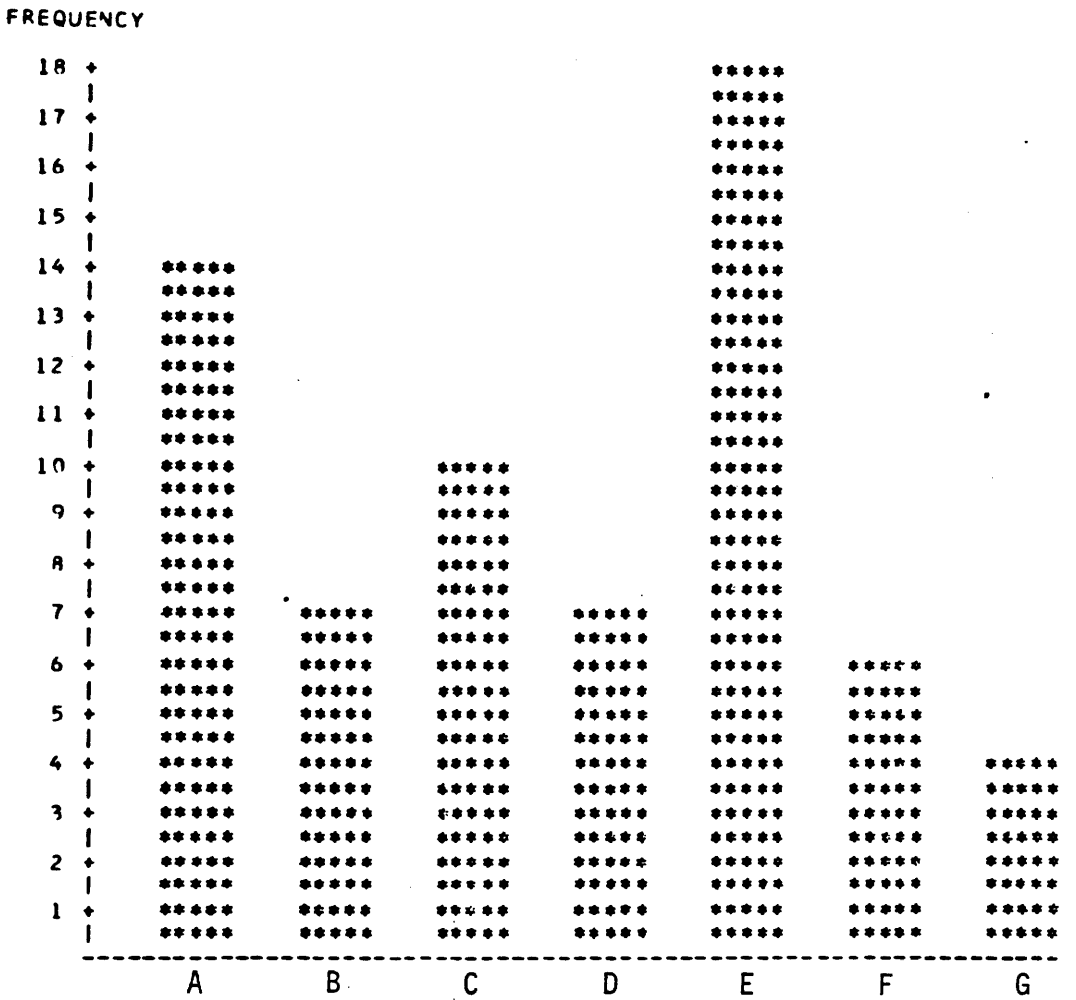
11. Participant Countries (Question #11)

Respondents were asked to rank a list of countries for their participation in the program. The 23 responses from colleges and universities were ranked from highest to lowest as follows: U. S. A. (78.26%), Egypt, country host (60.87%), Switzerland (43.48%), equal score to France and the United Kingdom (30.43% each). Twenty-six percent of the respondents were in favor of West Germany (see Figure 4). The other countries which were considered by some of the respondents were Italy, China, Japan, India and other Arab countries (see Tables 13 through 19).

Some of the comments and suggestions that have been expressed by the respondents were as follows:

- No limit, assuming language is not a restriction.

- Except for Egypt, no one is particularly vital, all could contribute.



A. Egypt
B. France
C. Switzerland
D. United Kingdom
E. United States
F. West Germany
G. Other

Figure 4. Preference for participant countries.

- U. S. for management training. Other countries, vocational and trade. England and Switzerland mid-management and trade."

12. Interest in Participating in the Proposed Program (Question #12)

Of the 23 respondents, 17 or 73.91%, were interested in participating in the Proposed International Educational Cooperative Program, one or 4.35% was undecided and 5 or 21.74% were not interested at the present time (see Table 20). Some of the comments of the respondents were as follows:

- Perhaps by 1984.

- Major focus is in institutional food service industry. Would this be appropriate for the specific objectives of the proposed program?

13. Cost Contribution (Question #13)

Of the twenty-three (23) respondents from the American colleges and universities, 4 or 17.39% were ready to contribute if (1) more information could be provided, (2) the project receives approval and (3) resources were allocated to start the program. Two of the respondents were undecided about participation in financing, and 17 or 73.91% of the respondents were not in favor of contributing financially to the program (see Table 21). Some respondents who did not favor sharing in the costs involved gave reasons as follows:

- "Budget increases are not available at the present time.

- Not possible, our school operates with non-transferrable state funds."

Some of the conditional responses were stated as follows:

- Only if the programs could be run on a profitable basis.

- Depends on whether this is an outreach program or if students will study in the U. S. A.

- What are the specific costs? The information provided in the model is very limited; thus an answer is impossible to provide at this point.

- State at present does not have funds, but would explore once program is defined.

- Our contribution to the International Educational Cooperative Program proposed could be in the form of faculty release time.

It is expected that many of these suggestions will be used during the implementation of an international program. Some of the respondents asked for more details and sought more information about specific items in each step. Other respondents did not fully understand the implications of the model or the feasibility of implementing the model in a developing country. Some of the respondents assumed that the proposed international program should rely on the existing professional associations and organizations in Egypt before, during and after the opening of the proposed program.

No official word has been received from the Egyptian authorities to start the proposed program. The purpose of this project was to assist the Egyptian government in solving its projected problem of qualified personnel in the hospitality industry. Some respondents misunderstood the meaning of "cooperative program." They assumed

that all responsibilities would be given to American and Western European programs which would operate the cooperative program proposed. It should be emphasized that some of the graduates who have been sent to the United States to pursue graduate work will be available to assume the responsibility of working with their colleagues, administrators and faculty selected from the United States and Western Europe.

Identifying Manpower and Types of Programs Needed by the Hospitality Industry in Egypt

Manpower data were collected from a questionnaire sent to 100 hotel managers randomly selected from a list of 158 hotels in Egypt. The selected sample included representation of the five hotel categories (deluxe to second class B hotels). Twenty hotels were selected from each category ranking from 1 star to 5 stars. These hotels, public or private, were operated by different types of management: American, British American, French, Swiss or Egyptian. All non-Egyptian hotels operate only private deluxe and first class A hotels ranked in the 5 and 4 star categories. Public hotels in Egypt were also grouped under the same 5 and 4 star categories. The majority of the selected hotels were located in the major Egyptian cities and the shores of the Mediterranean and the Red seas. The hotels were located in 13 different governorates in Upper and Lower Egypt. Responses from these hotels included the following: Nine responses or 39.13% from 5 star hotels; three responses or 13.04% were from 4 star hotels; six responses or

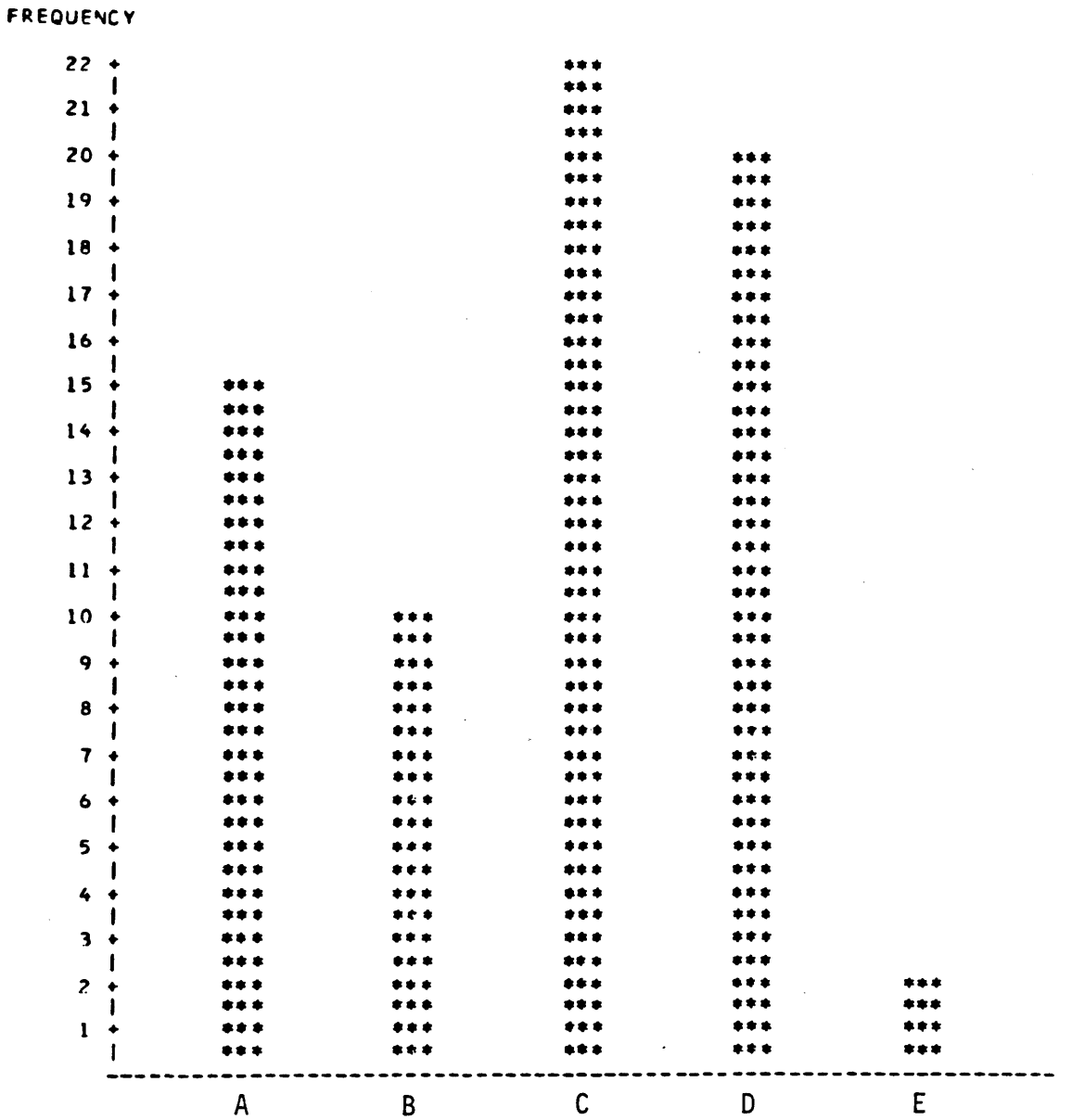
26.06% from 3 star hotels; four responses or 17.39% from 2 star hotels; one response or 4.34% from a 1 star hotel. Two questionnaires were returned from Egypt with a "Return to Sender" comment, and two responses were received after the deadline. Responses from the 23 hotels in Egypt resulted in a 23.46% return. Ten responses or 42.62% of the total return from the Egyptian hotels used the English version of the questionnaire, the remainder, 13 responses or 55.41% of the total return used the Arabic version which was printed on the back of the English version. Responses to each of the 19 items of the questionnaire are reported below.

1. Required Characteristics of Management Personnel (Question #1)

When hiring personnel with a hotel degree, hotel managers in Egypt indicated that they were giving first priority to the personality of the individual, followed by experience, types of programs in which this person was involved, and finally the college issuing the degree. Frequency and percentage for each characteristic are shown in Tables 22 through 26 (Appendix D). Other characteristics that have been listed by the respondents were: reliability of the candidate, whether this person has a personnel psychology background and how many languages the candidate knew (see Figure 5).

2. Actual Volume of Management Personnel (Question #2)

Twenty or 86.96% of the responses from the hotel managers in Egypt stated that the current hotel schools in Egypt were not preparing enough management personnel to meet the needs of the hospitality



A. Type of program in which this person was involved.
B. College issuing the degree.
C. Personality.
D. Experience.
E. Other.

Figure 5. Preferences for characteristics needed in hiring personnel management in Egypt.

industry. Only three or 13.04% of the hotel managers representing the 5 star, 3 star and 2 star categories were positive in answering this question (see Tables 27 and 28, Appendix D).

3. Types of Programs Needed (Question #3)

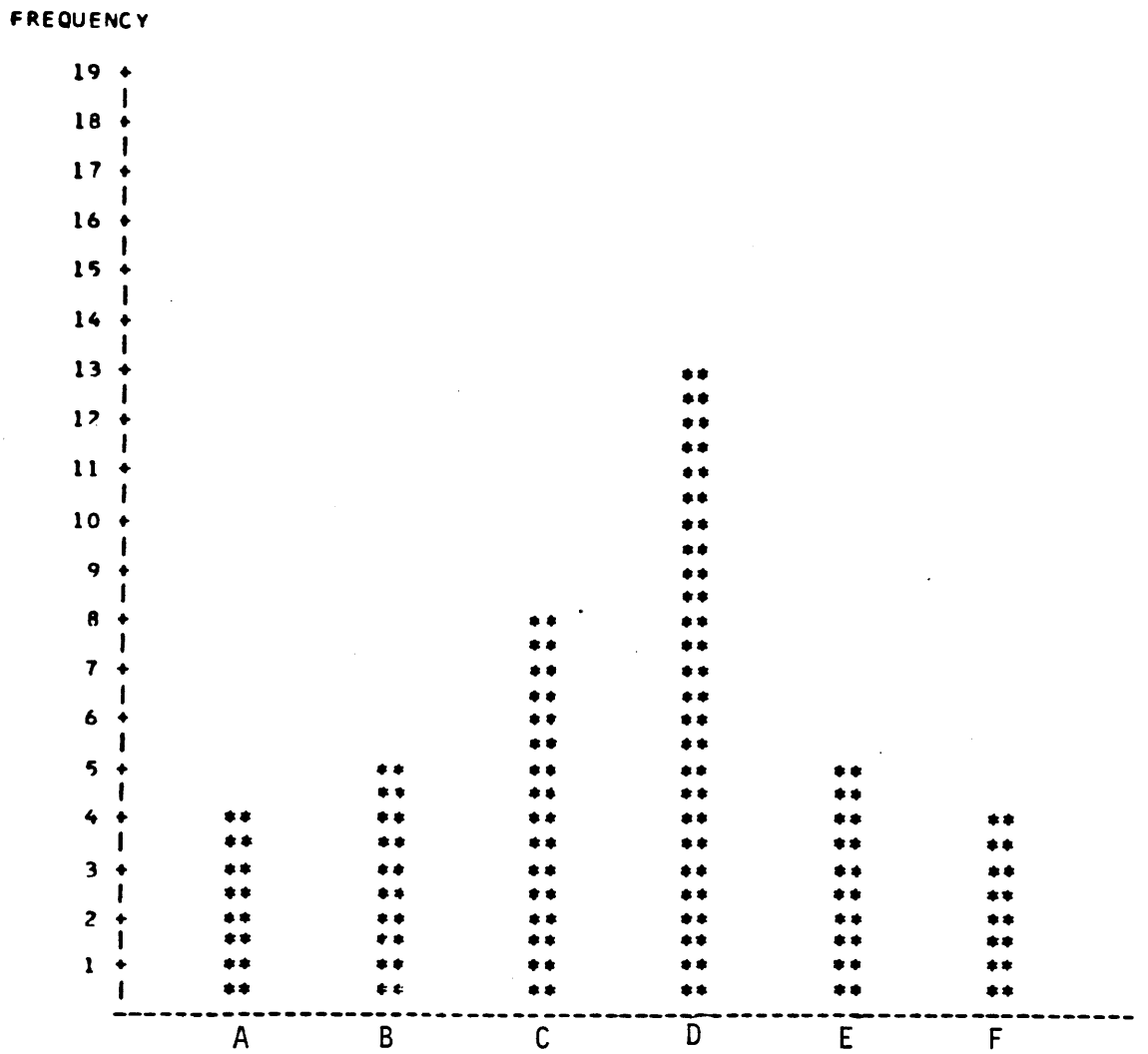
In order to solve the problem of a lack of qualified first level and middle management personnel, hotel managers in Egypt were oriented toward giving priorities first to intermediate training programs (more than 3 months to 1 year) followed by intensive and short-term training programs (1 month-3 months) and then long-term training programs (see Figure 6. The inservice seminars and the graduate programs were the last categories of programs selected (see Tables 29 through 34).

4. Quality of Graduates of Current Hotel Schools in Egypt (Question #4)

Nine or 39.13% of the total respondents perceived that the current hotel schools were not preparing qualified management personnel for the hospitality industry. Of the 5 star hotels, 55.56% of the ones that responded were negative in answering this question. Fifty percent of the American hotels that responded to the questionnaire felt that hotel schools were not preparing the quality needed (see Tables 35 and 36).

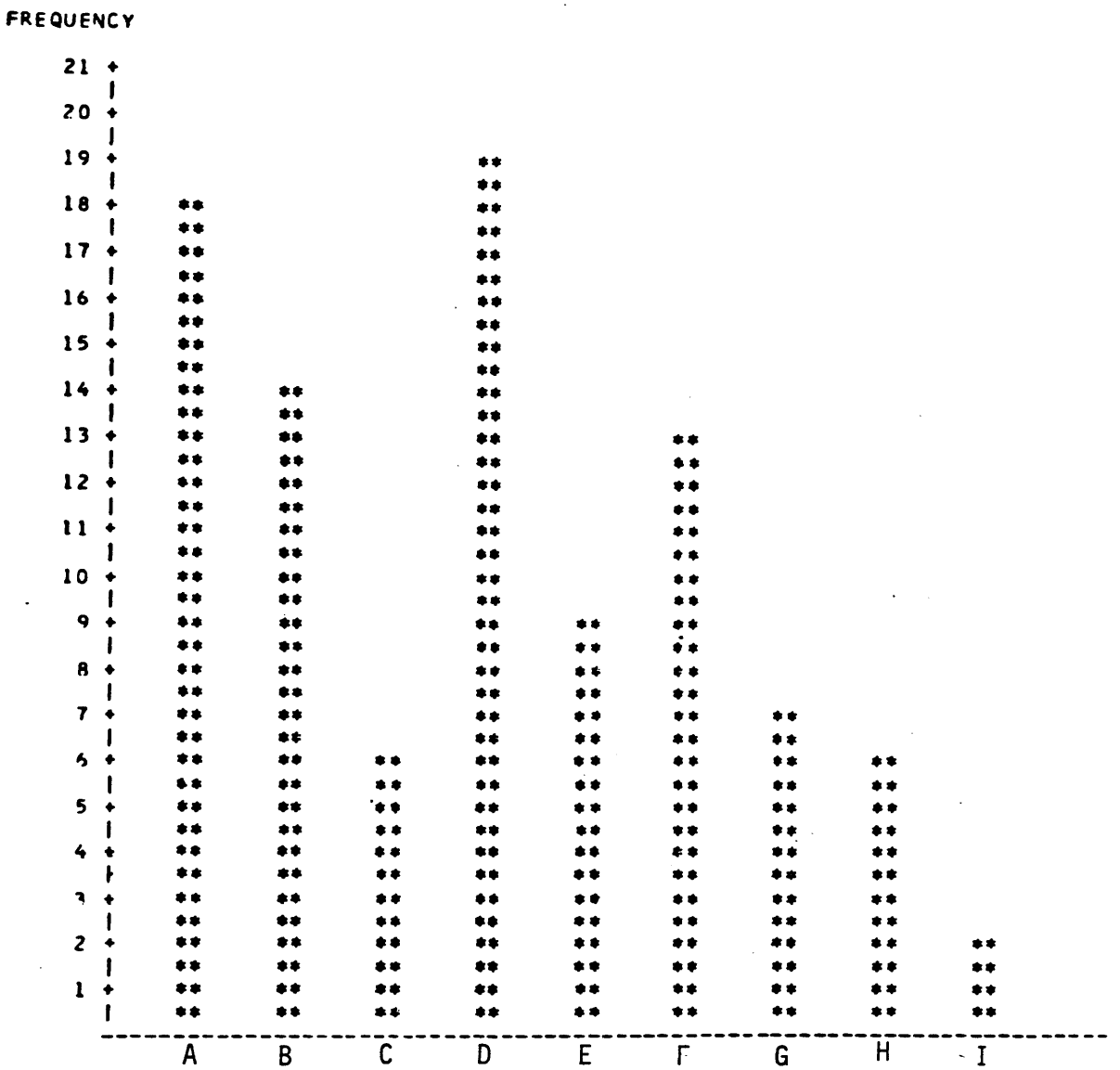
5. Courses that Need Major Improvement (Question #5)

The majority of the responses that came from the hotel managers in Egypt emphasized improvement first in Hotel and Restaurant Management, followed by Manpower Development, Hotel Marketing, Hotel and Restaurant Layout and Design, and Operation Analysis (see Figure 7). Financial Management and Data Processing were mentioned at the end of



A. Inservice Seminars (1 Day-1 Week)
B. Intensive Training Programs (More than a Week and Less than 1 Mo.)
C. Short-Term Training Programs (1 Month-3 Months)
D. Intermediate Training Programs (More than 3 Months-1 Year)
E. Long-Term Training Programs (2 Year and 4 Year Programs)
F. Graduate Programs (Master and Doctoral Programs)

Figure 6. Preferences for types of programs needed.



A. Manpower Development
B. Hotel Marketing
C. Accounting for the Hospitality Industry
D. Hotel and Restaurant Mgmt.
E. Operations Analysis
F. Hotel and Restaurant Layout and Design
G. Financial Management
H. Data Processing
I. Other

Figure 7. Preferences for courses that need major improvement.

their selections (see Tables 37 through 45). Only 13% of the Egyptian hotels that responded felt that there was a need for data processing and financial management.

6. Type of Students Needed (Question #6)

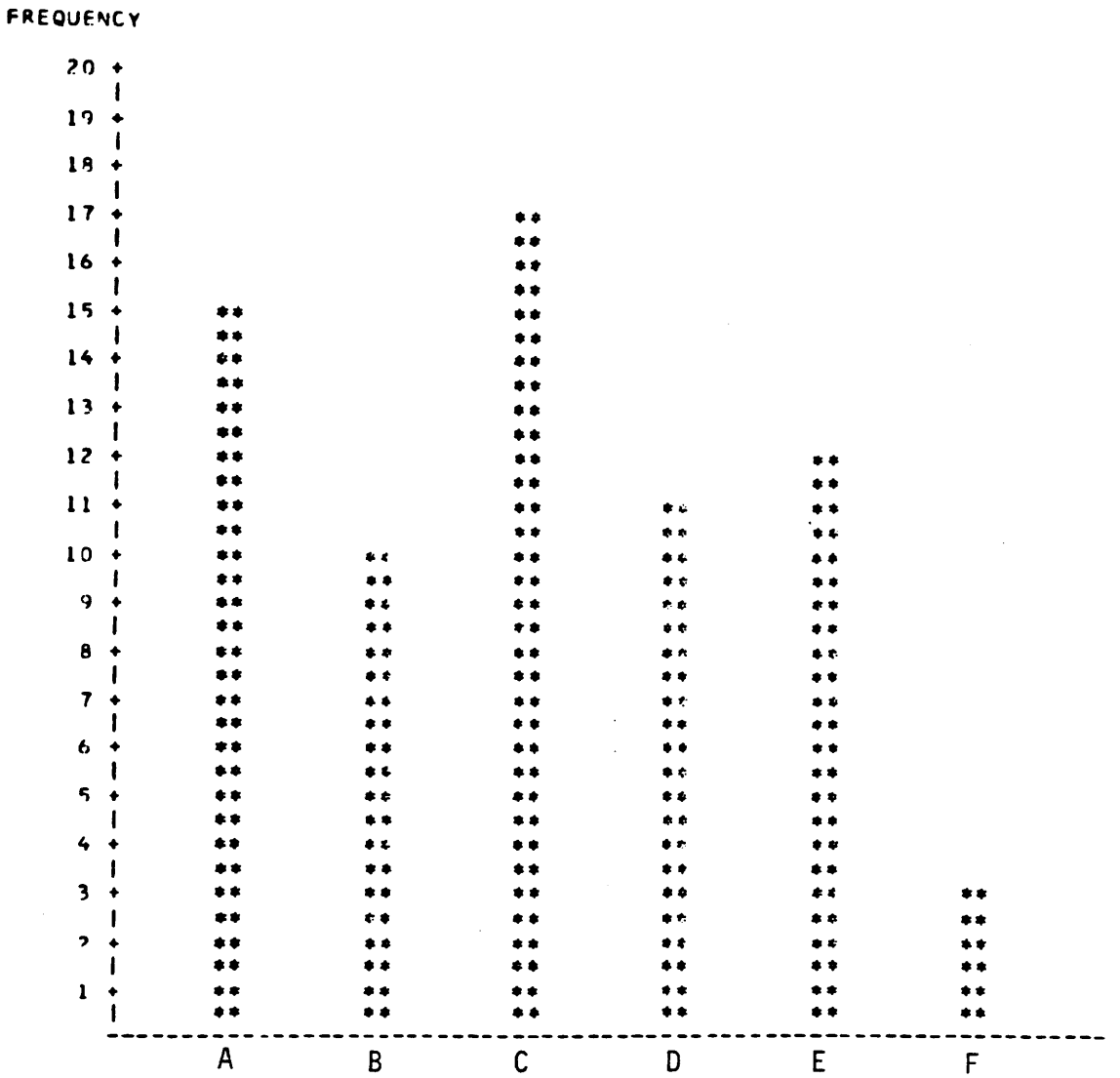
Concerning the type of students needed in the International Educational Cooperative Program in tourism, food and lodging, a majority of the responses were oriented first to a vocational school graduate, a recent high school graduate, a graduate of a preparatory school with five years experience in hotels, a graduate with an equivalent high school diploma, and then a former high school graduate (see Figure 8). Suggestions received from the respondents were to allow persons holding B. A. or B. Sc. degrees to be enrolled in this school.

7. Nationalities Needed in Hotels (Question #7)

Hotel managers in Egypt were in favor of employing Egyptians and others for management positions (see Figure 9). There may be several reasons for hotel managers' preference for Egyptian personnel. Employment of Egyptians will stretch available monetary resources further in salaries and housing costs. National pride probably constitutes a second reason.

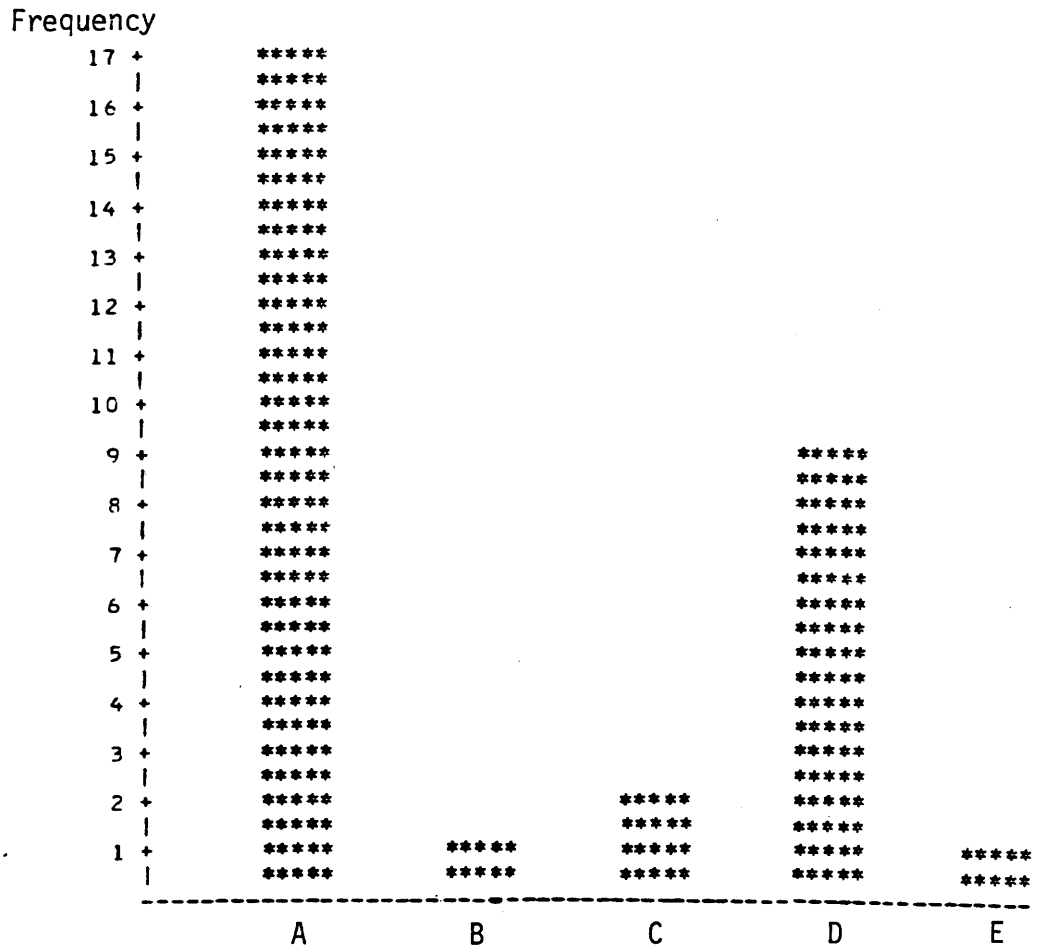
8. Training Abroad (Question #8)

Nineteen or 86.61% of the managers of the hotels who responded to the questionnaire were in favor of training students of the proposed school outside the country (see Table 25). All non-Egyptian hotel managers who responded to the questionnaire were in favor of training students abroad. Four or 17.39% of the Egyptian hotel managers who responded were negative in their answer (see Tables 26 and 27 for



A. Recent High School Graduate.
B. Former High School Graduate.
C. Vocational School Graduate (Hotel Major).
D. Graduate of an Equivalent High School Diploma.
E. Graduate of a Preparatory School with 5 Years Experience.
F. Other.

Figure 8. Preferred types of students needed.



A. Egyptians only.
B. Persons from Middle-Eastern Arab nations.
C. Americans.
D. Various nationalities.
E. Other.

Figure 9. Nationalities of personnel needed in Egyptian hotels.

details). One of the suggestions received was to train students out of the country (Egypt) for six-months in a 2 or 3 star hotel.

9. Official Languages Used (Question #9)

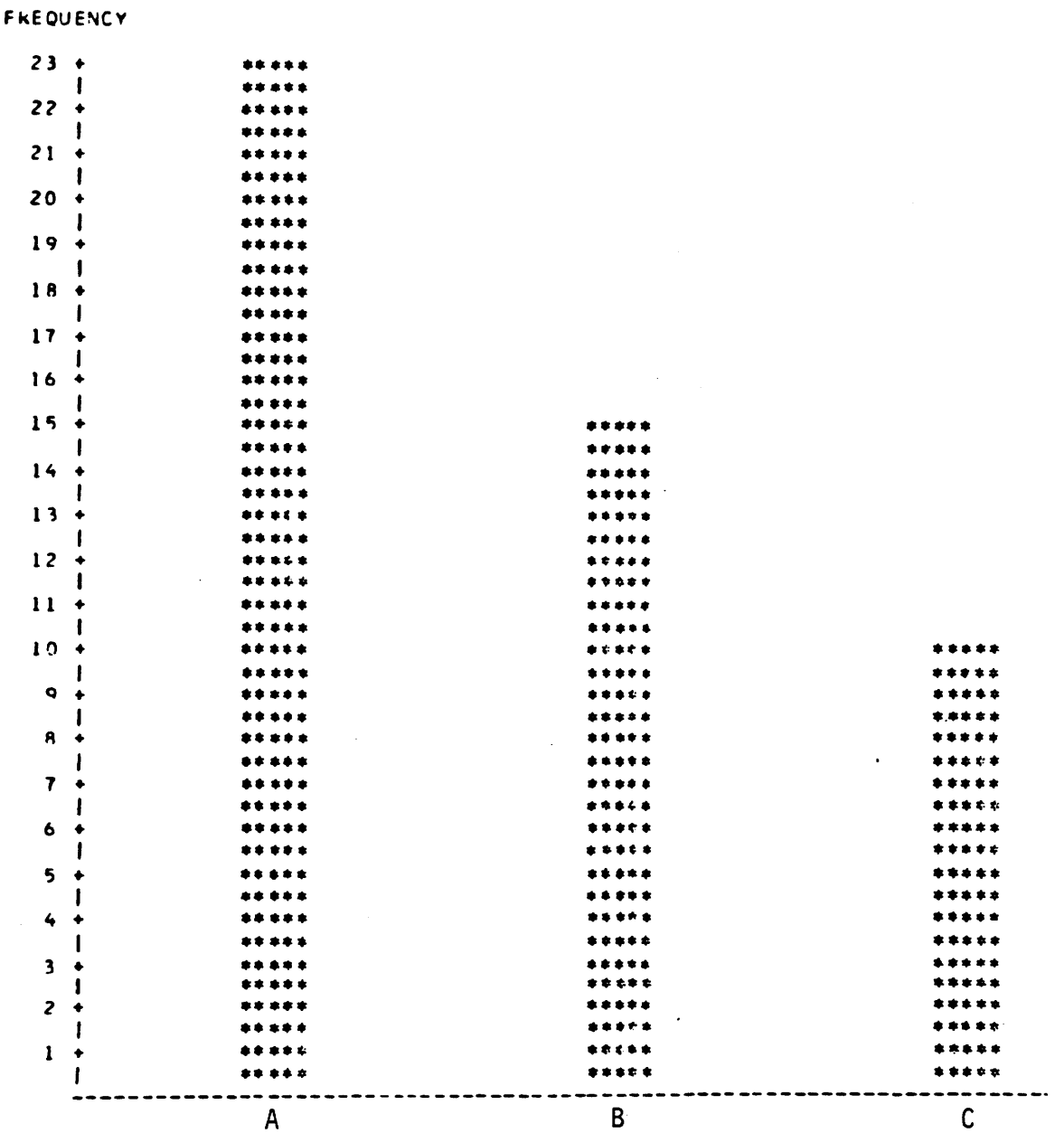
One hundred percent of the total responses from the hotels selected in Egypt indicated preference for using English as the language for the school (see Figure 10). Fifteen or 65.22% of the respondents were also in favor of using Arabic in teaching courses in the International Hotel School in Egypt. German, Italian and Spanish were the other languages suggested (see Tables 59-61). Teaching in English and Arabic will not only positively affect students in the proposed International Hotel School but the hospitality industry as a whole.

10. Types of Hotels Needed (Question #10)

Nineteen or 86.96% of the hotel managers who responded to the questionnaire felt that 3 star hotels were the type of hotels that will be most needed in Egypt in the next five years, as shown in Figure 11. The 3 star hotels were followed by the 4 star hotels, 5 star hotels, 2 star hotels and 1 star hotels (see Tables 62-66, Appendix D). None of the respondents from 5 star hotels felt that Egypt should build more deluxe hotels (5 star).

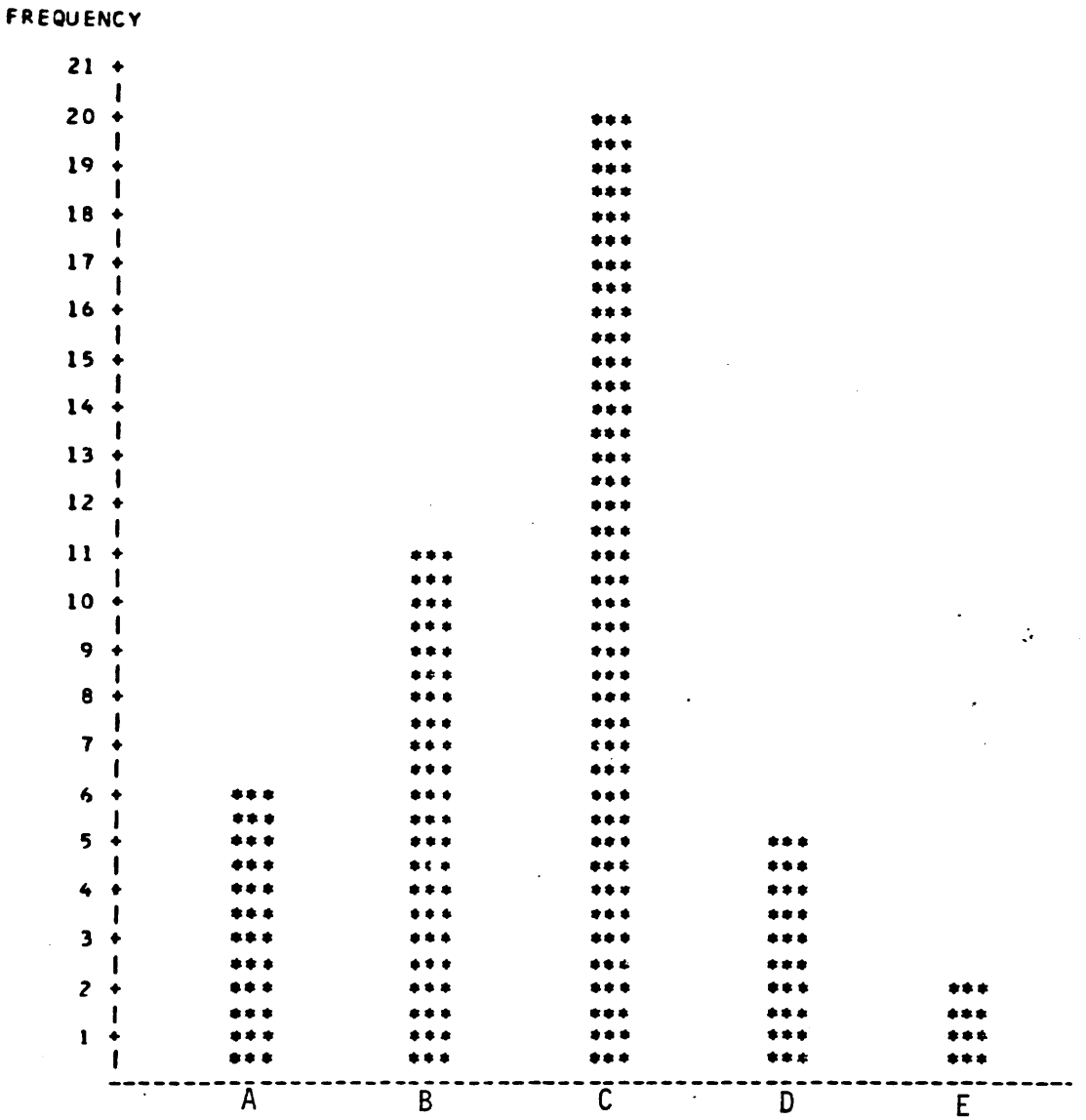
11. Priority in Receiving Students (Question #11)

Fourteen or 60.87% of the total respondents from the hotels in Egypt were in favor of giving priorities in admission to Egyptian students, as shown in Figure 12. Nine or 39.13% of the total responses were in favor of giving equal priority to American and Egyptian students. Four or 21.74% of the total responses were in favor of



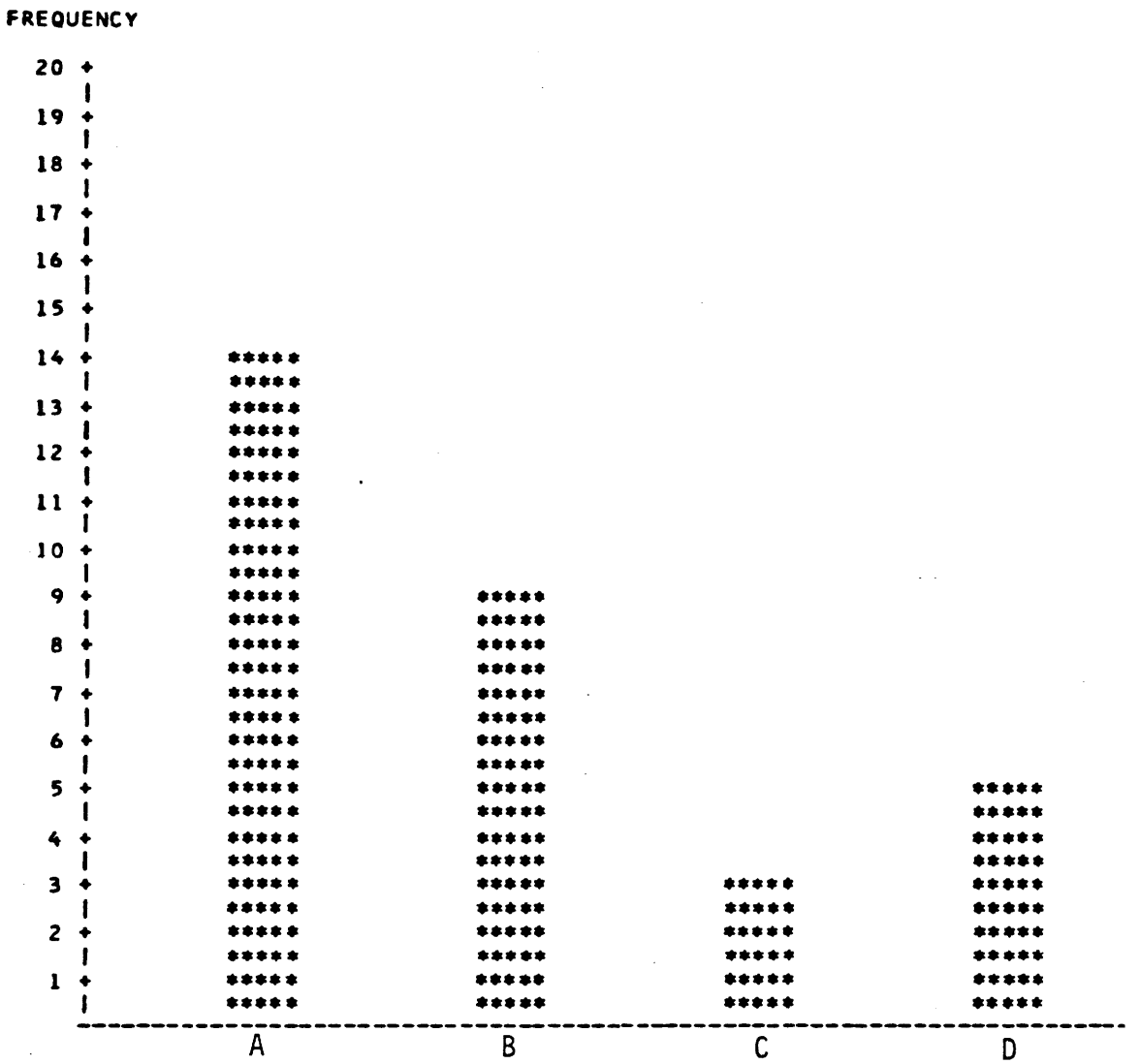
A. English
B. Arabic
C. Other

Figure 10. Preferences for official languages used.



A. DeLuxe Class Hotels (5 Star)
B. First Class A Hotels (4 Star)
C. First Class B Hotels (3 Star)
D. Second Class A Hotels (2 Star)
E. Second Class B Hotels (1 Star)

Figure 11. Preferred types of hotels.



A. Egyptian students.
B. Equal priority to Egyptian and American students.
C. Students from Arab countries.
D. Any qualified student.

Figure 12. Priority for student admission.

accepting students from the Arab countries. Five or 21.74% of the total responses were in favor of accepting any qualified students (see Tables 67-70, Appendix D). It appears from the responses that the hotels in Egypt were trying first to solve the problem of lack of qualified personnel by giving priorities to Egyptians. They then were interested in creating a competitive international environment in the program by giving equal opportunity to qualified national and international students.

12. Percentage of Current and Projected First Level and Middle Management Personnel (Question #12)

Fifteen or 65.22% of the total responses mentioned that more than 75% of their first level management personnel were from Egypt and that the projected percentage of this type of personnel for the next five years was expected to be the same. Fourteen or 60.87% of the total responses mentioned also that more than 75% of their middle management personnel were from Egypt and that the percentage was expected to be the same over the next five years (see Tables 71-74).

13. Actual Training Centers (Question #13)

Ten or 43.48% of the total respondents stated that their hotels have had training centers for their employees. It appears that training centers were mostly located in the 5 and 4 star categories. The percentage of the training centers in the other hotel categories was very low (see Table 75). The data collected from the questionnaire have shown that all of the hotels managed by American and British-

American groups have had their own training centers. Only 33.33% of the French hotels in Egypt have had training centers, and 26.67% of the Egyptian hotels have had their own (see Table 76).

14. Projected Training Centers in Egypt (Question #14)

Ten or 43.48% of the total responses from the hotels in Egypt were planning training centers in the next five years, as shown in Figure 13. It appears that many 5, 4, 3 and 2 star hotels are planning their own training centers in their hotels (see Table 77). Seventy-five percent of the hotels operated by American management groups stated that they have planned a training center in the next five years. Responses from the hotels operated by Egyptian management reflected an interest in opening a training center in the next five years. Only 50% of the hotels run by French management were not projecting a training center for their hotel in the next five years (see Table 78).

15. Cooperation with the International Program (Question #15)

Twenty or 86.96% of the total respondents indicated interest in cooperating with the proposed international hotel school. One hotel in each of the 4, 3 and 1 star was not interested in cooperating with this program (see Table 79). All of the non-Egyptian management in Egypt were in favor of cooperating with the proposed school Twelve or 80% of the hotels managed by Egyptians were interested (see Table 80).

16. Types of Programs Needed (Question #16)

In answering the question about the kinds of programs in which the hotel managers prefer their trainees to receive instruction, respondents gave priority to the training programs conducted through the

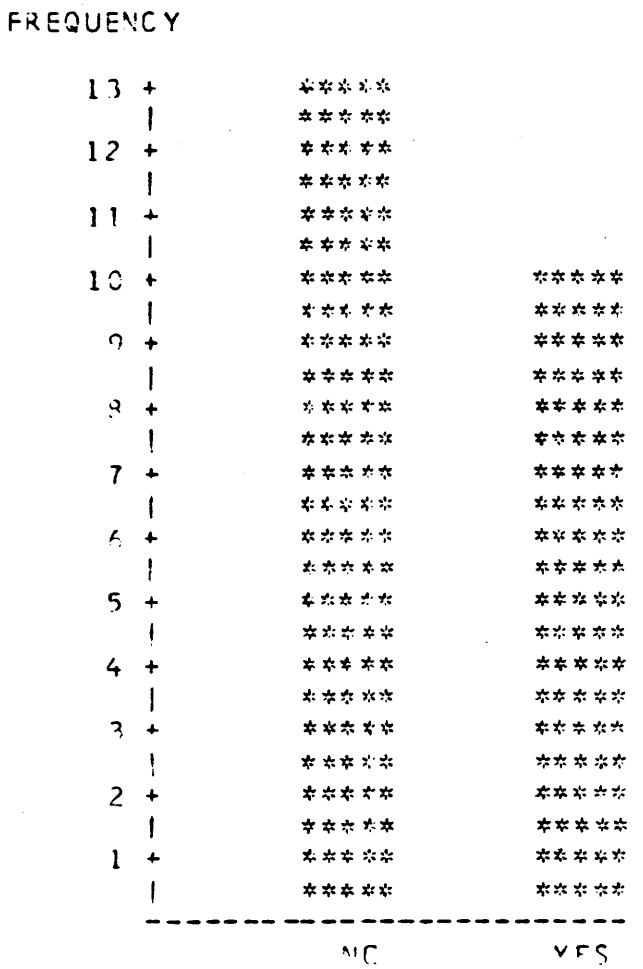


Figure 13. Projected training centers in Egypt.

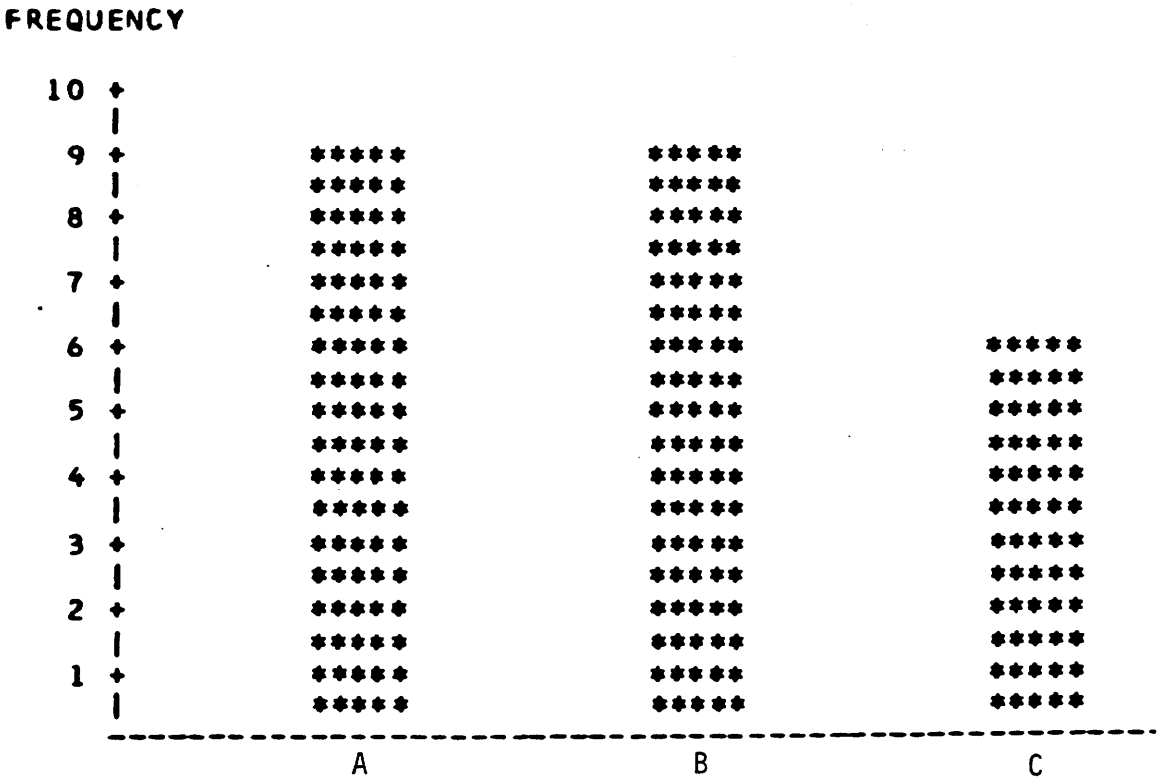
proposed school in campus facilities, and on the premises of their hotels, as shown in Figure 14. A second choice was a program conducted on the school campus and in hotel facilities selected by the proposed school. A program conducted solely on the premises of their hotel was the least preferable by the respondents (see Tables 81-84). Seventy-five percent of the American-managed hotels were in favor of both A and B programs. Egyptian-managed hotels favored programs conducted in the proposed school and in selected hotels (see Table 82).

17. Interest in Serving on an Advisory Board (Question #17)

Twenty-one or 91.30% of the total hotel managers showed interest in serving on an advisory board (see Table 85). Two or 8.7% from Egyptian hotels, one in a 4 star hotel and the other in a 1 star hotel, were not interested due to their limited time (see Table 86).

18. Projected Sponsors of Hospitality Education in Egypt (Question #18)

Seventeen or 73.91% of the total responses from the hotel managers stated that the hotels in Egypt should bear the cost of educating personnel for the hospitality industry in Egypt. Fourteen or 60.87% of the total responses reported that it was the duty of the Egyptian government to sponsor the hospitality education programs. Fifteen or 65.22% stated that expenses should be covered by students' tuition and fees. Ten or 43.48% of the total responses stated that the big corporations should be involved in bearing the costs of the hospitality education in Egypt (see Tables 87-90).



A. Program conducted on campus and in hotels selected by school.
B. Program conducted on campus and on the premises of your hotel.
C. Program conducted solely on the premises of your hotel.

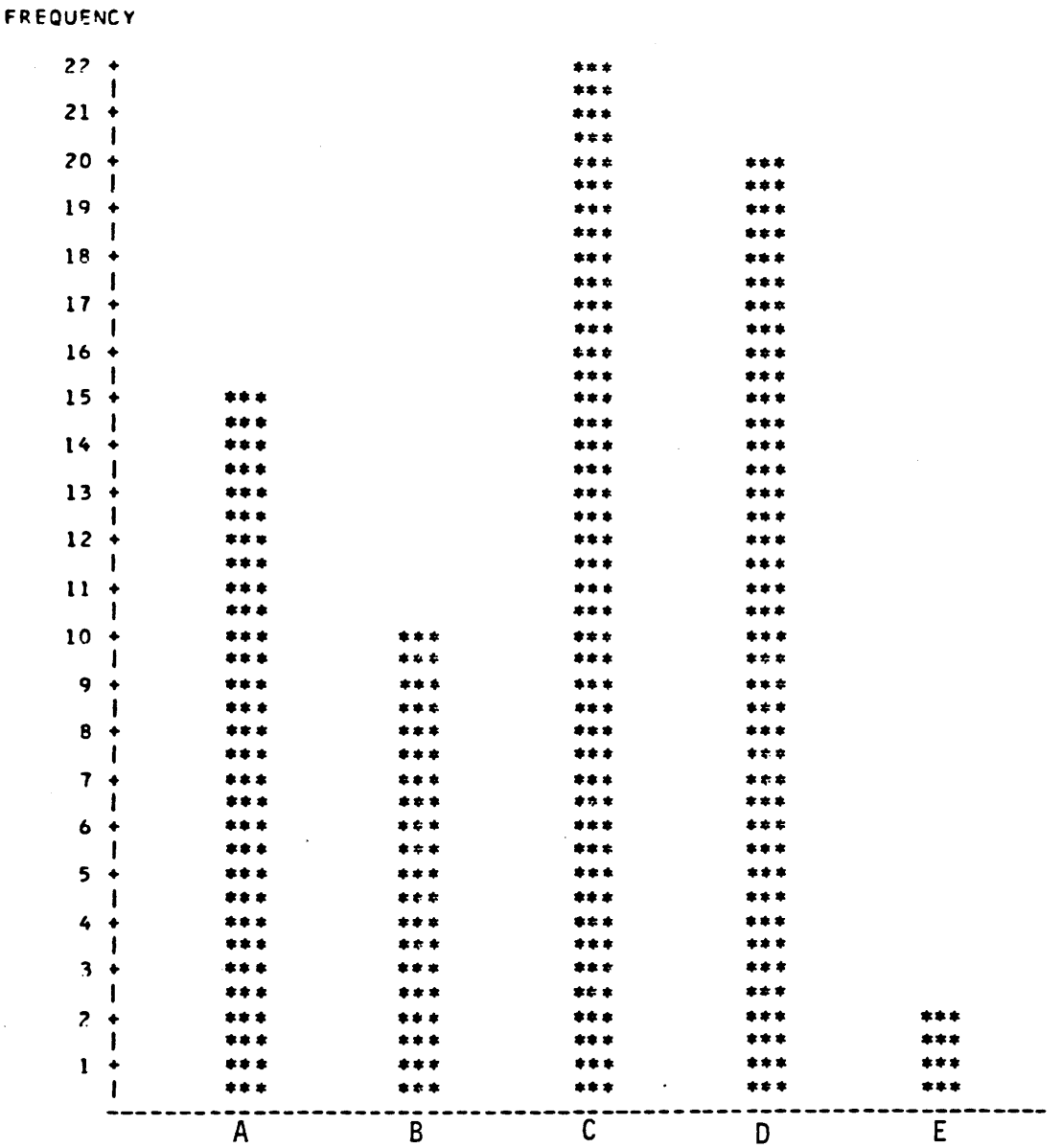
Figure 14. Preferred types of programs.

19. Contribution of the Hotel Industry in Egypt (Question #19)

Twelve hotel managers or 52.17% of the total responses were ready to contribute scholarships in the names of their hotels (see Table 91). The majority of the hotel managers were more interested in giving scholarships only to their employees enrolled in the proposed international hotel school. Despite the fact that the proposed international hotel school has not been started, the positive attitude of the hospitality industry in Egypt, as shown in Figure 15, reflects the need and desire to develop more qualified management personnel. Table 92, Appendix D, shows percentages of respondents within each categorical grouping of hotels who expressed interest in contributing scholarships to the international hotel school.

Summary

This research has revealed that current training programs in Egypt do not appear to be preparing enough qualified management personnel to meet the needs of the tourism and the hospitality industry. An advanced international educational program such as the one suggested is encouraged to provide the quantity and the quality of manpower needed and to upgrade the standards of service provided in the hospitality industry. The American hospitality programs appear to be ready to cooperate with the proposed program in Egypt. Time and funds are the two major resources needed to initiate such a program. Allocating funds to start the proposed program through national or international organization should be a major concern. The Egyptian government would have to find a solution to funding the program in order to provide the



A. The Egyptian government.
B. The hotels in Egypt.
C. Students (through tuition and fees).
D. Large corporations in Egypt.
E. Other.

Figure 15. Suggested sponsors of hospitality education in Egypt.

projected revenues of hard currency that Egypt would expect to receive from tourism by the end of the 1980's. Ground work has been laid for the future development of an intercultural education program which should extend economic and social benefits to both Egypt and the United States.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Findings reported in Chapter IV support the following conclusions:

1. Egyptian hotel managers feel a great need for a greater number and better prepared management personnel, and they are willing to work cooperatively with Egyptian universities to develop the necessary programs.

2. Egyptian hotels are willing to supply some resources (at least scholarships and on-site training facilities) to a proposed international training program.

3. Egyptian hotel managers encouraged the development of a far greater array of management training programs to meet their needs than are now available. Particularly, short-term programs (3 months-1 year) are seen as a means of meeting the very immediate need.

4. A number of American universities engaged in programs of tourism are interested in participating in an international program in Egypt if one is developed.

5. There is only a slight possibility that American universities desiring to participate in the proposed international program could contribute financially to the program. They may well be able to contribute other assistance however (faculty, students, advisory, and technical assistance).

6. The model prepared as a master plan for developing the proposed program is appropriate for use as a design tool with minor modifications as suggested by the respondents.

A revised form of the model incorporating the suggested modifications is presented in Figure 16.

Findings reported in Chapter IV contribute to several recommendations.

Introducing an International Educational Cooperative Program in Hotel Administration at the University of Helwan in Egypt might encourage other schools and colleges to follow the same pattern. An international university in Egypt could result from the base of this nucleus program.

One of the roles of the proposed international cooperative program should be to revive the local professional association in the field of Hotel Administration. A strong association is needed to promote the advancement of the hospitality industry in Egypt.

It is expected that the facilities of the International Educational Cooperative Program could be used for more than the educational purposes of the program. The school could be opened to local and international public. It could be used as an international center for local and international conventions, as a center of accommodations such as food service, entertainment, consultation for the hospitality industry and as a common meeting ground for industry and education to establish a better understanding of the hospitality field in Egypt. Facilities could also be available for ministries and government bureaus to use for international workshops or programs.

Another goal of this International Educational Cooperative Program could be to introduce new curricula which are not available in the Faculty of Tourism and Hotel Management in the University of Helwan. Institutional management programs which are not now available might be considered.

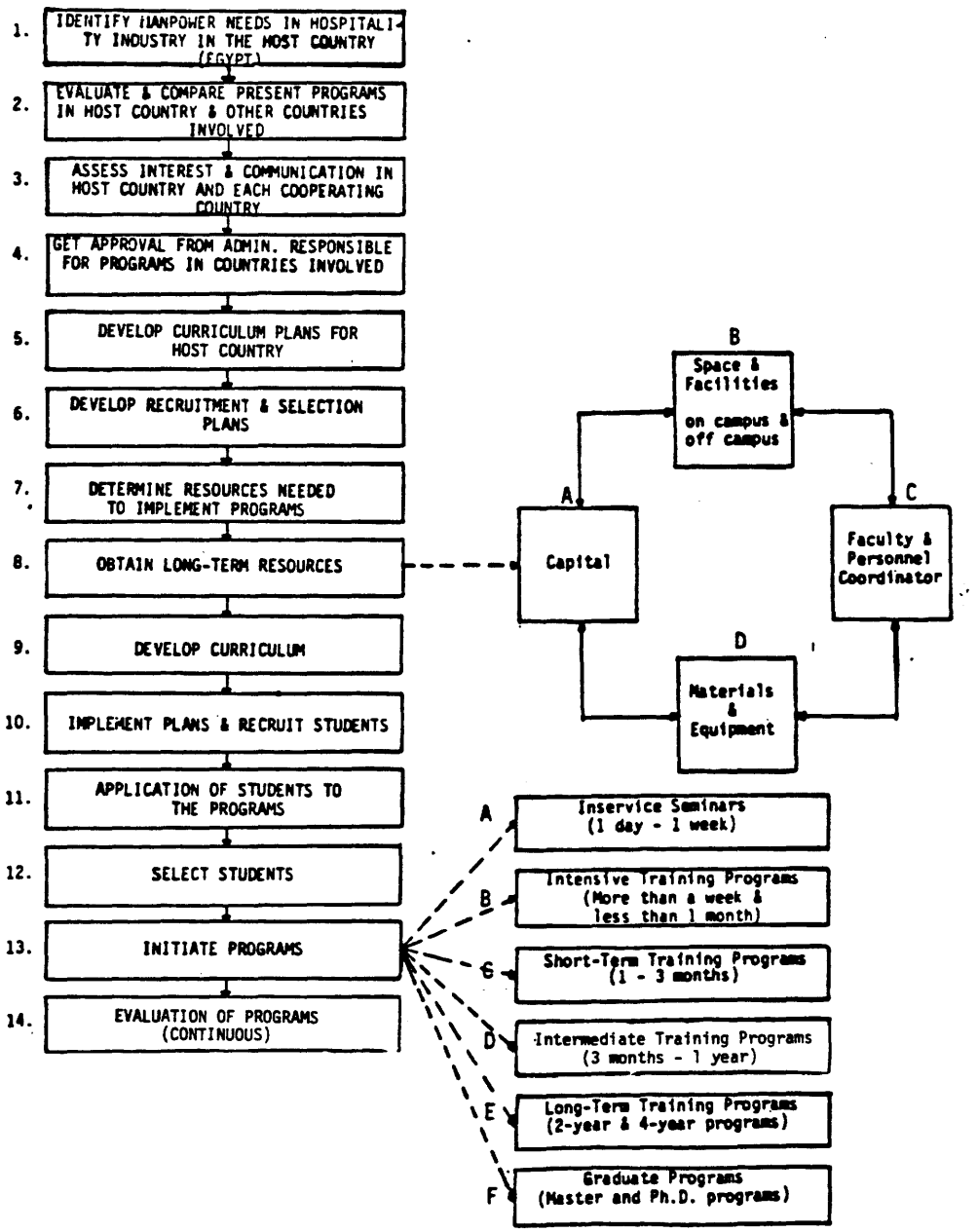


Figure 16. Revised model for implementing an international program of tourism, food and lodging in Egypt--a cooperative program between Egypt and U. S. A.

Attention should be given to developing cohesiveness among all hospitality programs in the area in order to elevate the professional standards in the hospitality industry in Egypt.

Every effort should be made to cooperate with the ministries and organizations dealing directly or indirectly with tourism and the hospitality industry in Egypt. Contact with the following ministries should be regularly maintained: Ministries of Tourism, Education, Provisions, Transportation, Interior, Recreation, Information and Communication.

The proposed International Educational Cooperative Program should have a leading role in the advancement of the tourism and hospitality industry in Egypt.

The proposed program has great potential benefits for other countries in the immediate area. Cooperation and professional assistance should be provided to any friendly country in the area.

The use of the proposed model for the International Educational Cooperative Program in tourism, food and lodging is not only applicable to Egypt, but it could be used in any other developing country which has similar resources for tourism and a need to improve the quality of the service rendered.

It is not the intention of the proposed International Educational Cooperative Program to compete with American educational institutions. Its major goals are to provide qualified management personnel and educators for the hospitality industry in Egypt, to revive the associations and organizations related to the hospitality and tourism industry in Egypt, to accomplish specific purposes such as upgrading standards of service in the hospitality industry in Egypt and increasing the flow of tourists and consequently increase tourism revenue. In order to

survive, the proposed program, its Board of Directors and administration should carefully select faculty, staff and other personnel. High standards for faculty, students and administrators are essential. Close contact with local and internal associations should be maintained.

The severe shortage of qualified management personnel in Egypt could be alleviated by the short-term programs proposed by the International Educational Cooperative Program. The program will be able to assist the hospitality industry in Egypt in facing its new competitors from other markets in the surrounding countries through the anticipated long-term and graduate programs. At a later date, the International Educational Cooperative Program should establish its own research and development programs and employ researchers. The research and development unit could assume responsibility for identifying future problems related to the hospitality industry and for finding necessary alternatives to solve them.

Egyptian authorities are spending effort and money in order to increase the volume of manpower needed in the hospitality industry by opening new trade and vocational schools in Egypt. It is likely that without advanced qualified educational programs, the hospitality and tourism industry will be negatively affected by generating personnel who perform at low levels. In this way, a decrease in the number of tourists would result and a drop from tourist revenues would affect the Egyptian economy.

Introducing such a program does not mean that such a proposed advanced program cannot work with the current educational system in Egypt. It is assumed that the program will be tailored to fit the needs

of the hospitality education in Egypt. It would appear that the proposed program can be highly successful, once initiated.

The proposed international school which would be run as a non-profit organization would be able to generate some revenues from its own hotel, restaurants, recreational and conventional facilities, besides fees and tuitions collected from students and money provided from outside activities. These revenues would be of great help in continuing this program. Additional supporting funds could be generated by collecting 1-2% taxes on hotel rooms, food service operations, airline tickets and recreational facilities.

CHAPTER VI

SUMMARY

The purpose of this research was to design an International Educational Cooperative Program in Hotel Administration between Egypt and the United States; to assist the hospitality industry in Egypt in solving a severe shortage of qualified personnel for administrative and supervisory positions in national and international hotels in Egypt in the mid 1980s; to upgrade service in the Egyptian hospitality industry; to undertake research and development activities which will benefit the hospitality industry of Egypt and disseminate information acquired to the industry.

A model for implementing the proposed cooperative program between these two countries was developed in addition to a questionnaire for evaluating the model and the program development. A request for joining the cooperative program in Egypt was addressed to 60 selected schools and colleges which represented two- and four-year programs in the hospitality industry in the United States. Another questionnaire was sent to 100 randomly selected hotel managers representing the hospitality industry in Egypt in order to determine manpower requirements that would meet the needs of the hospitality education in the following five years.

Feedback, comments and suggestions from hospitality programs in the United States were valuable in revising the model and shaping its final form for implementation. The results of this study indicated

that 3-5 schools should be actively involved in the cooperative program. There was no prejudice in including Western European programs as long as they were strong ones. Seventeen or 73.91% of the American programs were in favor of joining the cooperative program; however, contributing some part of the costs was a major concern.

The results of the second questionnaire to Egyptian hotel managers indicated that present Egyptian schools are not preparing enough qualified management personnel to meet the needs of the hospitality industry. Intermediate training programs (3 months-1 year) were the new program type preferred by the Egyptian respondents, followed by short-term training programs. Egyptians did not show any prejudice about foreign languages and international students. English was selected as the first official language at school; also international students were considered to be very helpful in understanding other cultures and creating an international environment which would help the graduates from this school to perform and work better when dealing with international tourists to Egypt.

The proposed International Educational Cooperative Program can be used as a key factor in developing a new qualified generation of hospitality managers and educators able to assume their responsibilities in leading and revising the hospitality and tourism industry and realizing the prosperity of the Egyptian economy.

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APPENDIXES

APPENDIX A

COVER LETTER AND QUESTIONNAIRE TO AMERICAN HOSPITALITY EDUCATORS



NUTRITION
AND FOOD
SCIENCES

February 22, 1982

Dear Sir/Madam:

Mostafa El Zaghl, a doctoral student in Food Systems Administration in The University of Tennessee, Knoxville, is conducting research to design an International Cooperative Program in Tourism, Food and Lodging between Egypt and the U. S. A. Mr. El Zaghl is a faculty member in the College of Tourism and Hotel Management at the University of Helwan, in Cairo, Egypt. He holds a Master of Science in Hotel and Restaurant Management from Florida International University.

Studies have shown that Egypt will face a severe shortage of qualified personnel in the hospitality industry in the next few years. Despite the great amount of effort that the Ministry of Tourism, the Ministry of Education, and the hospitality industry in Egypt, are spending in order to solve this problem, increasing the number of qualified educators, strengthening of curriculum, increasing cooperation between educators and industry, improving funding and training facilities are all factors which need to be addressed.

It is believed that introducing an International Cooperative Program will solve to great extent this problem, and will improve the quality of service in the hospitality industry in Egypt. To this end, a model for the development of such an International Cooperative Program is enclosed.

As a representative of your program, you have been selected to share with us your opinion about the enclosed model. Please complete the enclosed questionnaire; let us know of your interest in participating in the proposed programs, and point out any limitations that you see in the model or in your possible participation. Your response is very important to us. The proposed programs cannot be successful without the wisdom and experience of people like yourself.

Please return the completed questionnaire and any additional comments in the stamped, self-addressed enveloped enclosed by March 19, 1982.

Thank you in advance for your help in this project.

Sincerely,

/S/ Dr. M. J. Hitchcock
Major Professor

THE UNIVERSITY
OF TENNESSEE
COLLEGE OF
HOME ECONOMICS
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615 · 974 · 5445
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PURPOSE FOR DESIGNING A MODEL FOR IMPLEMENTING AN INTERNATIONAL COOPERATIVE PROGRAM IN TOURISM, FOOD & LODGING IN EGYPT, BETWEEN EGYPT AND THE U. S. A.

The United States which has had a major role in negotiating the Peace-Treaty between Egypt and Israel in 1978, has realized that Egypt has a great potential in maintaining the stability in the Middle East. The U. S. has provided Egypt with military, financial and technical aid in order to improve the Egyptian economical and political situations. Educational and cultural channels between both countries have started to emphasize the importance of the role of educational cooperation in order to strengthen the relationship between Egypt and the U. S. A.

Personnel needs in the Egyptian hospitality industry are both short and long-term. There is need over the next five years for several thousand more administrators and supervisors in the hospitality industry than now exist. Beyond that point in time, it will be necessary to continue to educate persons for administrative and supervisory positions of all kinds, but there will also be need for more educators and researchers in the field. It is assumed that an International Cooperative program using the human resources present in several colleges and universities can best address these short and longer term needs.

The purpose of the present investigation is to define the steps and resources necessary to the development of an International Cooperative Program in Tourism, Food and Lodging in Egypt. To that end the investigator has created a model which displays these steps and resources (see attachment).

Goals of the proposed International Cooperative Program are:

1) To prepare adequate numbers of trained personnel for administrative and supervisory positions in national and international hotels in Egypt and some neighboring countries in the Middle East.

2) To upgrade service in the Egyptian hospitality industry.

3) to undertake research and development activities which will benefit the hospitality industry of Egypt and disseminate information acquired to the industry.

It is assumed that the International Cooperative Program will use a variety of activities and programs to achieve these goals:

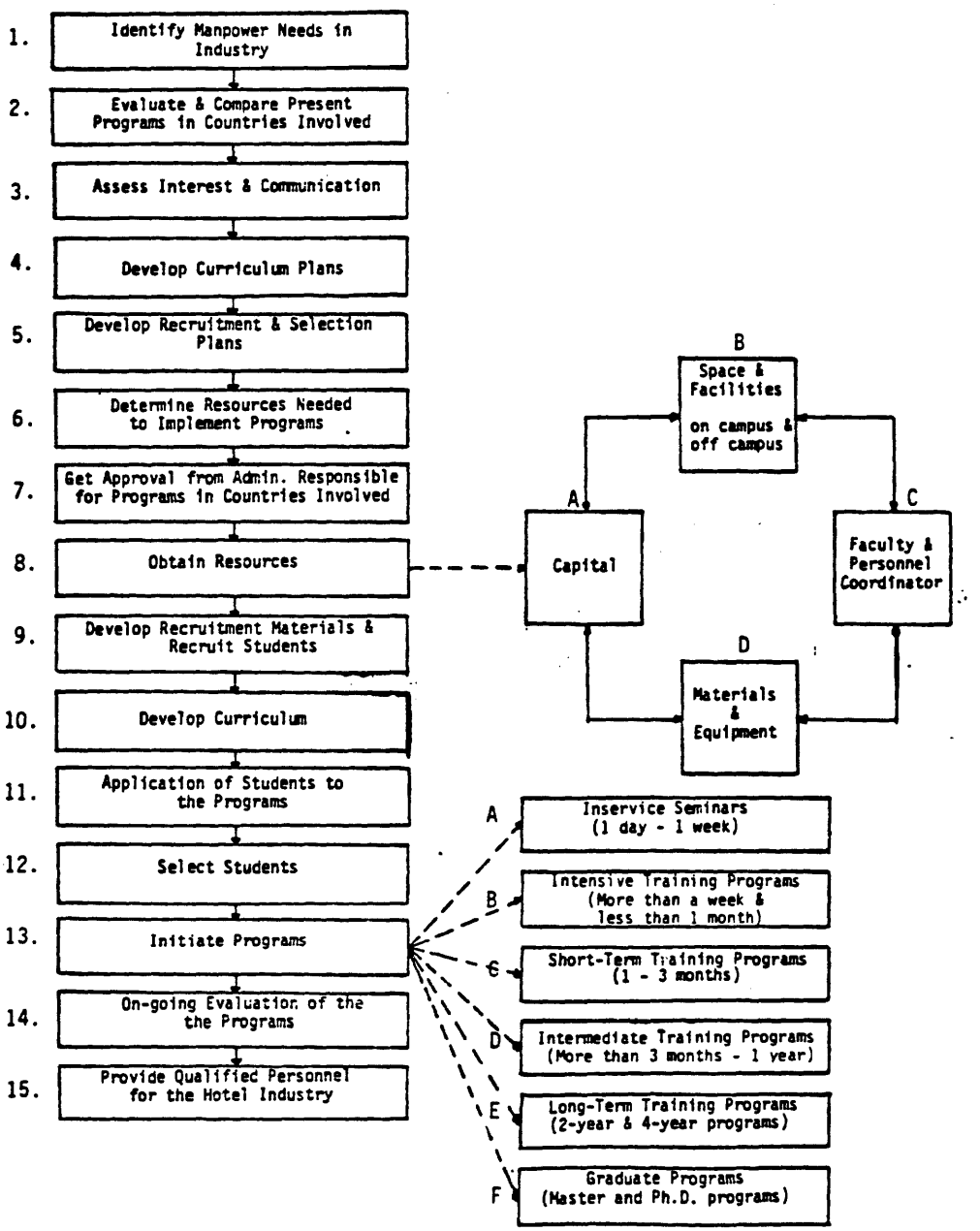
A.	Inservice Seminars	(1 day-1 week)
B.	Intensive Training Programs	(More than a week & less than 1 month)
C.	Short-Term Training Programs	(1 month-3 months)
D.	Intermediate Training Programs	(More than 3 months-1 year)
E.	Long-Term Training Programs	(2 year and 4 year programs)
F.	Graduate Programs	(Master and doctoral programs)

At present, the College of Tourism and Hotel Management offers only two-year and four-year programs.

Another assumption of the present investigation is that the proposed cooperative program will require special capital, materials and equipment, faculty and facilities which are not now entirely available at the University of Helwan. A major step in the introduction of the program will be obtaining these resources.

The attached model attempts to identify the steps necessary to the planning, implementation and evaluation of an International Cooperative Program. Your experience and expertise are important to our planning. Please review the model carefully and respond to the questions listed on the attached sheet entitled "Evaluation of Program Development Model and Proposed Cooperative Program."

A MODEL FOR IMPLEMENTING AN INTERNATIONAL PROGRAM OF TOURISM, FOOD & LODGING IN EGYPT--A COOPERATIVE PROGRAM BETWEEN EGYPT AND U. S. A.



EVALUATION OF PROGRAM DEVELOPMENT MODEL AND PROPOSED COOPERATIVE PROGRAM

Questions concerning the Model

Please check the appropriate answers concerning the attached model and comment if needed.

1. Are there any other areas (steps) which have not been included in the planning model?

   ____ A. Yes
   ____ B. No

   If "Yes," what are they?

2. Are there areas (steps) included in the planning model which are unimportant and should be removed?

   ____ A. Yes
   ____ B. No

   If "Yes," what are they?

3. Are the areas (steps) included in the model sequenced logically?

   ____ A. Yes
   ____ B. No

   If "No," what changes do you recommend?

4. Is the model simple enough to be used as a guide in developing a program such as the one proposed?

   ____ A. Yes
   ____ B. No

   If "No," what changes do you recommend?

5. In introducing a planning model such as this one to persons interested in program development, is there additional information needed?

   ____ A. Yes
   ____ B. No

   If "Yes," what additional information should be included?

Questions concerning the proposed program

6. Is the proposed international program realistic in your estimation?

____ A. Yes
____ B. No

If "No," why not?

7. Would it be feasible to initiate such a program in three (3) years or less?

a)
____ A. Yes
____ B. No.

b) What would be some foreseeable problems?

8. The proposed program depends on number of kinds of programs ranging from seminars and workshops to multi-year, graduate level programs to meet short and long-term industry needs. In your estimation, are these various types of programs appropriate to the intent and goals of the program?*

____ A. Yes
____ B. No

If "No," what are the areas of your concern? Why?

9. The planning model identifies four types of resources considered essential to the implementation of the program: capital, appropriate space and facilities, appropriate materials and equipment and sufficient numbers of qualified staff and support personnel. Are there additional resources needed which have been overlooked?

____ A. Yes
____ B. No

If "Yes," please identify specifically the additional resources which should be included in planning.

---

*See page 66--Description of goals.

10. To create a successful international cooperative program of quality, how many schools should be actively involved?

____ A. Two
____ B. 3-5
____ C. 6 or more

11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

____ A. Egypt
____ B. France
____ C. Switzerland
____ D. United Kingdom
____ E. United States
____ F. West Germany
____ G. Other_____

12. Would your school be interested in participating in the proposed International Cooperative Program?

____ A. Yes
____ B. No

13. Would your school be willing to contribute some part of the costs involved in operating a cooperative program?

____ A. Yes
____ B. No

14. If you feel that there is/will be institutional interest in participating in the proposed program, who should be provided with information and contacted about planning?

	Name	Address	Tel. #
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

APPENDIX B

COVER LETTER AND QUESTIONNAIRE TO EGYPTIAN HOTEL MANAGERS



NUTRITION
AND FOOD
SCIENCES

February 15, 1982

Dear Sir:

Mostafa El Zaghl, a doctoral student in Food Systems Administration in The University of Tennessee, Knoxville, is conducting a research to design an International Educational Cooperative Program in Tourism, Food and Lodging between Egypt and the U. S. A. Mr. El Zaghl is a faculty member in the College of Tourism and Hotel Management at the University of Helwan, in Cairo, Egypt. He holds a Master of Science in Hotel and Restaurant Management from Florida International University.

We appreciate your checking the appropriate answers in the enclosed questionnaire, and return only the answered questionnaire in the satamped, self-addressed envelope enclosed by March 19, 1982.

This questionnaire has been translated into Arabic on the back of the forms for your convenience. Please answer only the English or the Arabic version questionnaire.

We would like to inform you that your reply will be kept confidential and you are assured that the published results will be identified on a group basis and not as an individual.

It would be highly appreciated if you take a few moments to help with this project. Thank you in advance.

Sincerely,

/S/ Dr. M. J. Hitchcock
Major Professor

THE UNIVERSITY
OF TENNESSEE
COLLEGE OF
HOME ECONOMICS
KNOXVILLE 37996-1900
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ARABIC TRANSLATION OF PRECEDING LETTER

السيد/ مديـــــر فندق

تحية طيبة واحتراما ـــــــ

يشرفني أن أقدم لسيادتكم السيد/ مصطفى الزغل الذى يقوم بدراسة الدكتوراة فى ادارة نظم الاغذية بجامعة تنســـى بالولايات المتحدة الامريكية . وهو عضـــو هيئة تدريس بكلية السياحة وادارة الفنادق بجامعة حلوان بالقاهرة والحاصـــل على درجة الماجستير فى ادارة الفنادق والمطاعم من جامعة فلوريدا الدوليـــة بالولايات المتحدة .

تتضمن رسالة الدكتوراة للسيد/ مصطفى الزغل عمل بحث الغرض منه دعم التعاون الثقافى بين مصر والولايات المتحدة الامريكية بانشاء كلية دولية للسياحة والفنادق بجمهورية مصر العربية.

برجـــاء وضع علامة (✓) كلما لزم الامر عند الـــرد على الاسئلة المرفقـة بهذا الخطاب ، وايداع الاستمارات التى أجبتم عليها فى الظرف المرفق الملصق عليه طابع بريد جوى والذى كتب عليه عنوان المرسل اليه لتسهيل الامر عليكم فى موعـد أقصاه ١٩ مارس ١٩٨٢ .

هـذا وقد ترجمت الاسئلة المرفقة الى الانجليزية على الوجه الآخـــر مـــن الاسئلة العربية . رجاء الاجابة بأحد اللغتين العربية أو الانجليزية فقط .

ونود أن نشير اليكم بأن ردكم سوف يكون له الطابع السرى كما أود أن أؤكد لسيادتكم بأنه عنـــد نشر نتائج البحث سوف يكون التحليل ذات طابع اجمالـــى وليس الطابع الفردى .

اننى أتقدم بالشكر لتعاونكم راجية أن تعيروا هذا البحث بعض من وقتكـــم واهتمامكم . أشكركم ثانية وتفضلوا سيادتكم بقبول فائق الاحترام ،،،

تحريرا فى ١٥/ ٢/ ١٩٨٢

د. ميرى جـــو هتشكوك
Mary Jo Hitchcock
المشرفة على الرسالة

QUESTIONNAIRE

PLEASE CHECK ALL THE APPROPRIATE ANSWERS TO THE FOLLOWING STATEMENTS:

1. What do you look for when hiring management personnel with a hotel degree?

   __ A) Type of program in which this person was involved
   __ B) College issuing the degree
   __ C) Personality
   __ D) Experience
   __ E) All of the above
   __ F) Other: _____

2. Do you think that the current hotel schools in Egypt are preparing enough management personnel to meet the needs of the hospitality industry?

   __ A) Yes
   __ B) No

3. In order to solve the shortage problem of qualified first level and middle management* personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt? Check all appropriate categories:

   __ A) Inservice seminars (1 day - 1 week)
   __ B) Intensive training programs (more than a week & less than 1 month)
   __ C) Short-term training programs (1 month - 3 months)
   __ D) Intermediate training programs (more than 3 months - 1 year)
   __ E) Long-term training programs (2 year and 4 year programs)
   __ F) Graduate Programs (Master and Doctoral programs)

4. Do you think that the current hotel schools in Egypt are preparing qualified management personnel for the hospitality industry?

   __ A) Yes
   __ B) No

---

* First level Management: will be addressed to supervisors as Cafeteria Manager, Bar Manager or a Restaurant Manager.

  Middle Management : will be addressed to department heads such as Food and Beverage Manager or a Front Office Manager.

5. In what areas, do current Egyptian educational, and training programs in the hospitality industry need major improvement?

__ A) Manpower Development
__ B) Hotel Marketing
__ C) Accounting for the Hospitality Industry
__ D) Hotel and Restaurant Management
__ E) Operations Analysis
__ F) Hotel and Restaurant Layout and Design
__ G) Financial Management
__ H) Data Processing in the Hospitality Industry
__ I) Other: _____

6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements. Check appropriate level of training.

__ A) A recent high school graduate
__ B) A former high school graduate
__ C) A vocational school graduate (hotel major)
__ D) A graduate of an equivalent high school diploma
__ E) A graduate of a preparatory school with 5 year experience in hotels
__ F) All of the above
__ G) Other: _____

7. What nationalities do you seek when employing graduates for management positions?

__ A) Egyptians only
__ B) Persons from Middle-Eastern Arab nations
__ C) Americans
__ D) Various nationalities
__ E) Other: _____

8. Students from the proposed international hotel school in Egypt should be exposed to international training abroad

__ A) Yes
__ B) No

9. What official language(s) should be used in the proposed international hotel school in Egypt?

__ A) English
__ B) Arabic
__ C) Both of them
__ D) Other: _____

10. In your estimation which of the the following types of hotels will be most needed in Egypt in the next five years?

__ A) Deluxe class hotels (5 stars)
__ B) First class A hotels (4 stars)
__ C) First class B hotels (3 stars)
__ D) Second class A hotels (2 stars)
__ E) Second class B hotels (1 star)

11. If an International Educational Cooperative Program is established between Egypt and the United States, what students should receive priority in admission?

__ A) Egyptian students
__ B) Equal priority to Egyptian and American students
__ C) Students from Arab countries
__ D) Any qualified student applying should have equal opportunities for admission

12. What is the percentage of Egyptian personnel occupying first and middle management* positions that your hotel currently employs? What percentage do you project 5 years from now?

	FIRST LEVEL MANAGEMENT		MIDDLE MANAGEMENT	
	Now	5 years from now	Now	5 years from now
A) Less than 10%	_____	_____	_____	_____
B) 11 - 25%	_____	_____	_____	_____
C) 26 - 50%	_____	_____	_____	_____
D) 51 - 75%	_____	_____	_____	_____
E) More than 75%	_____	_____	_____	_____

13. Does your hotel currently operate a training center for your employees?

__ A) Yes
__ B) No

14. Is a training center or program being planned for your hotel in the next five years?

__ A) Yes
__ B) No

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* First Level Management: will be addressed to supervisors as Cafeteria Manager, Bar Manager or a Restaurant Manager.

Middle Management : will be addressed to department heads such as Food and Beverage Manager or a Front Office Manager

15. Are you interested in developing a cooperative program between your hotel and the proposed international hotel school in Egypt?

__ A) Yes
__ B) No

16. In which of the following programs would you prefer trainees to receive instruction?

__ A) A program conducted through our proposed international hotel school in campus and hotel facilities which we select?
__ B) A program conducted through our proposed international hotel school in campus facilities and on the premises of your hotel
__ C) A program conducted solely on the premises of your hotel
__ D) Any of the above

17. Would you be willing to serve as an advisory board to the proposed international hotel school in Egypt?

__ A) Yes
__ B) No

18. Who should bear the costs of educating personnel for the hospitality industry in Egypt?

__ A) The Egyptian government
__ B) The hotels in Egypt
__ C) Students (through tuition and fees)
__ D) Large Corporations in Egypt
__ E) All of the above
__ F) Other: _____

19. To start the proposed international hotel school in Egypt, would you consider contributing a scholarship in the name of your hotel when the school starts?

__ A) Yes
__ B) No

ARABIC TRANSLATION OF QUESTIONNAIRE

ضع علامة (✓) على الاجابات المناسبة كلما لزم الأمر عند الرد على الاسئلة الآتية:

١ ـ ما هي الاعتبارات التي تأخذونها في الحسبان عندما ترشحون شخصا للعمل في وظيفة ادارية بفندقكم وحاصل على مؤهل فندقي

ـــ (١) نوع الدراسة التي كان يدرسها هذا الشخص
ـــ (٢) الكلية أو المعهد الذي تخرج منه الشخص
ـــ (٣) شخصيته
ـــ (٤) خبرته العملية في المجال الفندقي
ـــ (٥) كل ما سبق ذكره
ـــ (٦) اعتبارات أخرى كالآتي: ـــــــ

٢ ـ هل تعتقدون أن المعاهد الفندقية العالية بجمهورية مصر العربية تفي باحتياجات الصناعة الفندقية من اداريين فندقيين

ـــ (١) نعم
ـــ (٢) لا

٣ ـ ماهي أنسب البرامج التي ترغبون ادخالها في الكلية الدولية للسياحة والفنادق المقترحة للعمل على حل مشكلة نقص الكوادر الفنية المتخصصة (كرؤساء الاقسام ومديري الادارات) للايفاء باحتياجات الصناعة الفندقية بجمهورية مصر العربية.

ـــ (١) حلقات دراسية بالفنادق أو داخل الكلية (المدة من يوم واحد ـ اسبوع)
ـــ (٢) برامج تدريبية مركزة (المدة اكثر من اسبوع واقل من شهر)
ـــ (٣) برامج تدريبية قصيرة المدى (المدة من شهر واحد ـ ٣ أشهر)
ـــ (٤) برامج تدريبية متوسطة المدى (اكثر من ٣ أشهر ـ مدة عام)
ـــ (٥) برامج تدريبية طويلة المدى (من سنتين ـ ٤ سنوات)
ـــ (٦) برامج دراسات عليا (برامج للماجستير والدكتوراه)

٤ ـ هل تعتقدون أن المعاهد الفندقية العالية في جمهورية مصر العربية تقوم باعداد كوادر فنية متخصصة للصناعة الفندقية

ـــ (١) نعم
ـــ (٢) لا

٥ ـ ينبغى على المعاهد الفندقية لرفع مستوى خريجها التركيز على المجـالات الاتيـة :

ـــ (١) تنمية الموارد البشرية
ـــ (٢) تسـويق فندقـــــى
ـــ (٣) محاسبة فندقـــــية
ـــ (٤) ادارة المطاعم والفنادق
ـــ (٥) تحليل انتاجية العمليات بالفنادق
ـــ (٦) تصميم هندسة المطاعم والفنادق
ـــ (٧) ادارة مالية وعمليات فندقـــية
ـــ (٨) استخدام الحاسبات الآلية (الكمبيوتر) فى عمليات التشغيل الفندقى
ـــ (٩) أقترح الآتـــى :

٦ ـ أحد الشروط الاساسية للقبول بالكلية الدولية للسياحة والفنادق المقترح اقامتها بجمهورية مصر العربية أن يكون الطالب حاصلا علـــى :

ـــ (١) ثانوية عامـــة حديثة
ـــ (٢) ثانوية عامـــة قديمة
ـــ (٣) مؤهل من مدرسة أو معهد فندقى بالاضافة الى سنتين خبرة فى المجال الفندقى
ـــ (٤) الاعدادية أو ما يوازيها بالاضافة الى خمس سنوات خبرة فى المجال الفندقى
ـــ (٥) مؤهل يوازى الثانوية العامة
ـــ (٦) كل ما سبق ذكره
ـــ (٧) أقترح الآتـــى : ـــــــــ

٧ ـ فى حالة تعيين خريجى المعاهد الفندقية بفندقكم ككوادر فنية متخصصة (رئيس قسم أو مدير ادارة) أى الجنسيات تفضلون تعيينهـــا :

ـــ (١) مصـــريـــة فقط
ـــ (٢) عـــربية
ـــ (٣) أمريـــكية
ـــ (٤) جنسيات مختلفة
ـــ (٥) أفضل تعيين: ـــــــــ

٨ ـ على طلبة الكلية الدولية للسياحة والفنادق المقترح اقامتها بجمهورية مصـــر العربية ان يتم تدريبهم على مستوى دولى بالخارج .

ـــ (١) أوافق
ـــ (٢) لا أوافق

٩ ـ أى اللغات الرسمية فى رأيكم يفضل تداولها فى الكلية الدولية للسياحة والفنادق المقترح اقامتها بجمهورية مصر العربية ٠

ـــ (١) اللغة الانجليزية
ـــ (٢) اللغة العربيـــة
ـــ (٣) اللغتين الانجليزية و العربية
ـــ (٤) أقترح الآتـــى: ـــــــــ

١٠ ـ فى تقديركم ما هى درجات الفنادق التى سوف تحتاج اليها جمهورية مصر العربيـــة فى الخمس سنوات المقبلة ٠

ـــ (١) فنادق ممتـــــــــازة (٥ نجوم)
ـــ (٢) فنادق درجة أولـــــى أ (٤ نجوم)
ـــ (٣) فنادق درجة اولـــــى ب (٣ نجوم)
ـــ (٤) فنادق درجة ثانيـــة أ (نجمتين)
ـــ (٥) فنادق درجة ثانيـــة ب (١ نجمة)

١١ ـ الكلية الدولية للسياحة والفنادق المقترح اقامتها فى جمهورية مصر العربيـــة هى نوع من التعاون الثقافى بين مصر والولايات المتحدة الامريكية ـ فى رايكـــم من يكون له اولوية القبول بالكلية ٠

ـــ (١) الطلبة المصريين
ـــ (٢) الطلبة المصريين والامريكان على حد سواء
ـــ (٣) طلبة البلاد العربية
ـــ (٤) أى طالب يفى بشروط القبول من أى جنسية

١٢ ـ ما هى نسبة تشغيل الكوادر الفنية المتخصصة (رؤساء الاقسام ومديرى الادارات) من المصريين بفندقكم ٠ ماهى نسبة التشغيل المتوقعة من نفس الفئة خـــلال الخمس سنوات المقبلة

	رؤساء الاقســـام		مديـــرى الادارات	
	حاليـا	٥ سنوات المقبلة	حاليـا	٥ سنوات المقبلة
(١) أقل من ١٠٪	ـــــ	ـــــ	ـــــ	ـــــ
(٢) ١١ ـ ٢٥٪	ـــــ	ـــــ	ـــــ	ـــــ
(٣) ٢٦ ـ ٥٠٪	ـــــ	ـــــ	ـــــ	ـــــ
(٤) ٥١ ـ ٧٥٪	ـــــ	ـــــ	ـــــ	ـــــ
(٥) أكثر من ٧٥٪	ـــــ	ـــــ	ـــــ	ـــــ

١٣ ـ هل لديكم حاليا مركز لتدريب العاملين بفندقكم

ـــ (١) نعم
ـــ (٢) لا

١٤ ـ هل لديكم خطة لانشاء مركز تدريب للعاملين بفندقكم خلال الخمس سنوات التالية

ـــ (١) نعم
ـــ (٢) لا

١٥ ـ هل ترغبون التعاون بين فندقكم والكلية الدولية للسياحة والفنادق المقترح اقامتها فى جمهورية مصر العربية ٠

ـــ (١) نعم
ـــ (٢) لا

١٦ ـ أى البرامج ترغبون أن يلتحق بها العاملين بفندقكم للتدريب

ـــ (١) برنامج يقوم باعداده داخل الكلية الدولية للسياحة والفنادق المقترحة ويتم التدريب تحت اشرافنا وفى الفنادق التى نحددها ٠
ـــ (٢) برنامج تقوم الكلية الدولية للفنادق والسياحة المقترحة باعداده داخل الكلية ويتم التدريب تحت اشرافكم بفندقكم ٠
ـــ (٣) اعدادكم للبرنامج بفندقكم ويتم التدريب تحت اشرافكم
ـــ (٤) أقترح الآتـــى : ـــــــــ

١٧ ـ هل لديكم الاستعداد للمساهمة فى خدمة الكلية الدولية للسياحة والفنادق المقترحة بانضمامكم فى عضوية مجلسها الاستشارى

ـــ (١) نعم
ـــ (٢) لا

١٨ ـ فى رأيكم من المسئول عن تحمل نفقات البرامج التعليمية لاعداد وتدريب العاملين فى صناعة الفنادق بجمهورية مصر العربية

ـــ (١) الوزارات المختصة فى الحكومة المصرية
ـــ (٢) الفنادق فى جمهورية مصر العربية
ـــ (٣) مصروفات الطلبة الملتحقين بالدراسة بالكلية
ـــ (٤) كل ما سبق ذكـــره
ـــ (٥) أقترح الاتـــــى: ـــــــــ

١٩ ـ من أجل تدعيم الكلية الدولية للسياحة والفنادق المقترحة ومساعدة فى انجـــاح برامجها ـ هل ترغبون أن يساهم فندقكم فى دفع مصروفات بعض من طلاب هذه الكليـة عند افتتاحها ٠

ـــ (١) نعم
ـــ (٢) لا

APPENDIX C

ITEMIZED RESPONSES BY AMERICAN HOSPITALITY EDUCATORS

Table 1. Additional Steps to the Model: Cross Tabulation, Question 1 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
2 YR PROG	5	2	7
	21.74	8.70	30.43
	71.43	28.57	
	50.00	15.38	
4 YR PROG	5	11	16
	21.74	47.83	69.57
	31.25	68.75	
	50.00	84.62	
TOTAL	10	13	23
	43.48	56.52	100.00

Question 1. Are there any other areas (steps) which have not been included in the planning model?

Table 2. Removing Steps from the Model: Cross Tabulation, Question 2 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	UNDECIDED	TOTAL
2 YR PROG	6	0	1	7
	26.09	0.00	4.35	30.43
	85.71	0.00	14.29	
	31.58	0.00	50.00	
4 YR PROG	13	2	1	16
	56.52	8.70	4.35	69.57
	81.25	12.50	6.25	
	68.42	100.00	50.00	
TOTAL	19	2	2	23
	82.61	8.70	8.70	100.00

Question 2. Are there areas (steps) included in the planning model which are unimportant and should be removed?

Table 3. Logical Sequence of the Steps in the Model: Cross Tabulation, Question 3 by U. S. Program Categories

RANK			
FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
2 YR PROG	5 21.74 71.43 33.33	2 8.70 28.57 25.00	7 30.43
4 YR PROG	10 43.48 62.50 66.67	6 26.09 37.50 75.00	16 69.57
TOTAL	15 65.22	8 34.78	23 100.00

Question 3. Are the areas (steps) included in the model sequenced logically?

Table 4. Simplicity of the Model: Cross Tabulation, Question 4 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	YES	NO	TOTAL
2 YR PROG	6	1	7
	26.09	4.35	30.43
	85.71	14.29	
	28.57	50.00	
4 YR PROG	15	1	16
	65.22	4.35	69.57
	93.75	6.25	
	71.43	50.00	
TOTAL	21	2	23
	91.30	8.70	100.00

Question 4. Is the model simple enough to be used as a guide in developing a program such as the one proposed?

Table 5. Additional Information: Cross Tabulation, Question 5 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	UNDECIDED	TOTAL
2 YR PROG	5	2	0	7
	21.74	8.70	0.00	30.43
	71.43	28.57	0.00	
	55.56	16.67	0.00	
4 YR PROG	4	10	2	16
	17.39	43.48	8.70	69.57
	25.00	62.50	12.50	
	44.44	83.33	100.00	
TOTAL	9	12	2	23
	39.13	52.17	8.70	100.00

Question 5. In introducing a planning model such as this one to persons interested in program development, is there additional information needed?

Table 6. Realistic Program: Cross Tabulation, Question 6 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	UNDECIDED	TOTAL
2 YR PROG	2	5	0	7
	8.70	21.74	0.00	30.43
	28.57	71.43	0.00	
	28.57	33.33	0.00	
4 YR PROG	5	10	1	16
	21.74	43.48	4.35	69.57
	31.25	62.50	6.25	
	71.43	66.67	100.00	
TOTAL	7	15	1	23
	30.43	65.22	4.35	100.00

Question 6. Is the proposed international program realistic in your estimation?

Table 7. Feasibility in Three Years: Cross Tabulation, Question 7 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	UNDECIDED	TOTAL
2 YR PROG	2	5	0	7
	8.70	21.74	0.00	30.43
	28.57	71.43	0.00	
	28.57	33.33	0.00	
4 YR PROG	5	10	1	16
	21.74	43.48	4.35	69.57
	31.25	62.50	6.25	
	71.43	66.67	100.00	
TOTAL	7	15	1	23
	30.43	65.22	4.35	100.00

Question 7. Would it be feasible to initiate such a program in three years or less?

Table 8. Appropriateness of Program to Meet the Goals Required: Cross Tabulation, Question 8 by U. S. Program Categories

RANK	NO	YES	UNDECIDED	TOTAL
2 YR PROG	2	4	1	7
	8.70	17.39	4.35	30.43
	28.57	57.14	14.29	
	50.00	22.22	100.00	
4 YR PROG	2	14	0	16
	8.70	60.87	0.00	69.57
	12.50	87.50	0.00	
	50.00	77.78	0.00	
TOTAL	4	18	1	23
	17.39	78.26	4.35	100.00

Question 8. The proposed program depends on the number of kinds of programs ranging from seminars and workshops to multi-year, graduate level programs to meet short and long-term industry needs. In your estimation, are these various types of programs appropriate to the intent and goals of the program?

Table 9. Additional Resources Needed: Cross Tabulation, Question 9 by U. S. Program Categories

RANK

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	4	3	7
	17.39	13.04	30.43
	57.14	42.86	
	25.00	42.86	
4 YR PROG	12	4	16
	52.17	17.39	69.57
	75.00	25.00	
	75.00	57.14	
TOTAL	16	7	23
	69.57	30.43	100.00

Question 9. The planning model identifies four types of resources considered essential to the implementation of the program: capital, appropriate space and facilities, appropriate materials and equipment and sufficient numbers of qualified staff and support personnel. Are there additional resources needed which have been overlooked?

Table 10. Number of Schools that Should be Involved: Cross Tabulation, Question 10A by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	UNDECIDED	NO	TOTAL
2 YR PROG	2 8.70 28.57 100.00	5 21.74 71.43 23.81	7 30.43
4 YR PROG	0 0.00 0.00 0.00	16 69.57 100.00 76.19	16 69.57
TOTAL	2 8.70	21 91.30	23 100.00

Question 10. To create a successful international cooperative program of quality, how many schools should be actively involved?

A. Two

Table 11. Number of Schools that Should be Involved: Cross Tabulation, Question 10B by U. S. Program Categories

RANK				
FREQUENCY / PERCENT / ROW PCT / COL PCT	UNDECIDED	NO	YES	TOTAL
2 YR PROG	2	2	3	7
	8.70	8.70	13.04	30.43
	28.57	28.57	42.86	
	100.00	22.22	25.00	
4 YR PROG	0	7	9	16
	0.00	30.43	39.13	69.57
	0.00	43.75	56.25	
	0.00	77.78	75.00	
TOTAL	2	9	12	23
	8.70	39.13	52.17	100.00

Question 10. To create a successful international cooperative program of quality, how many schools should be actively involved?
B. 3-5

Table 12. Number of Schools that Should be Involved: Cross Tabulation, Question 10C by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	UNDECIDED	NO	YES	TOTAL
2 YR PROG	2	5	0	7
	8.70	21.74	0.00	30.43
	28.57	71.43	0.00	
	100.00	27.78	0.00	
4 YR PROG	0	13	3	16
	0.00	56.52	13.04	69.57
	0.00	81.25	18.75	
	0.00	72.22	100.00	
TOTAL	2	18	3	23
	8.70	78.26	13.04	100.00

Question 10. To create a successful international cooperative program of quality, how many schools should be actively involved?

C. 6 or more

Table 13. Participant Countries: Cross Tabulation, Question 11A by U. S. Program Categories

RANK			
FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	2	5	7
	8.70	21.74	30.43
	28.57	71.43	
	22.22	35.71	
4 YR PROG	7	9	16
	30.43	39.13	69.57
	43.75	56.25	
	77.78	64.29	
TOTAL	9	14	23
	39.13	60.87	100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

A. Egypt

Table 14. Participant Countries: Cross Tabulation, Question 11B by U. S. Program Categories

RANK			
FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	4	3	7
	17.39	13.04	30.43
	57.14	42.86	
	25.00	42.86	
4 YR PROG	12	4	16
	52.17	17.39	69.57
	75.00	25.00	
	75.00	57.14	
TOTAL	16	7	23
	69.57	30.43	100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

B. France

Table 15. Participant Countries: Cross Tabulation, Question 11C by U. S. Program Categories

RANK			
FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	5	2	7
	21.74	8.70	30.43
	71.43	28.57	
	38.46	20.00	
4 YR PROG	8	8	16
	34.78	34.78	69.57
	50.00	50.00	
	61.54	80.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

C. Switzerland

Table 16. Participant Countries: Cross Tabulation, Question 11D by U. S. Program Categories

RANK			
FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
2 YR PROG	5 21.74 71.43 31.25	2 8.70 28.57 28.57	7 30.43
4 YR PROG	11 47.83 68.75 68.75	5 21.74 31.25 71.43	16 69.57
TOTAL	16 69.57	7 30.43	23 100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

D. United Kingdom

Table 17. Participant Countries: Cross Tabulation, Question 11E by U. S. Program Categories

RANK

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	2	5	7
	8.70	21.74	30.43
	28.57	71.43	
	40.00	27.78	
4 YR PROG	3	13	16
	13.04	56.52	69.57
	18.75	81.25	
	60.00	72.22	
TOTAL	5	18	23
	21.74	78.26	100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

E. United States

Table 18. Participant Countries: Cross Tabulation, Question 11F by U. S. Program Categories

RANK

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	4	3	7
	17.39	13.04	30.43
	57.14	42.86	
	23.53	50.00	
4 YR PROG	13	3	16
	56.52	13.04	69.57
	81.25	18.75	
	76.47	50.00	
TOTAL	17	6	23
	73.91	26.09	100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

F. West Germany

Table 19. Participant Countries: Cross Tabulation, Question 11G by U. S. Program Categories

RANK			
FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
2 YR PROG	4	3	7
	17.39	13.04	30.43
	57.14	42.86	
	21.05	75.00	
4 YR PROG	15	1	16
	65.22	4.35	69.57
	93.75	6.25	
	78.95	25.00	
TOTAL	19	4	23
	82.61	17.39	100.00

Question 11. If you were trying to develop a program like the one proposed, from what countries would you want to draw participant schools? Check all those which you feel are necessary to the success of the program?

G. Other

Table 20. Interest in Participating in the Proposed Program: Question 12 by U. S. Program Categories

RANK FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	UNDECIDED	TOTAL
2 YR PROG	2	4	1	7
	8.70	17.39	4.35	30.43
	28.57	57.14	14.29	
	40.00	23.53	100.00	
4 YR PROG	3	13	0	16
	13.04	56.52	0.00	69.57
	18.75	81.25	0.00	
	60.00	76.47	0.00	
TOTAL	5	17	1	23
	21.74	73.91	4.35	100.00

Question 12. Would your school be interested in participating in the proposed international cooperative program?

Table 21. Cost Contribution: Cross Tabulation, Question 13 by U. S. Program Categories

RANK				
FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	UNDECIDED	TOTAL
2 YR PROG	5 21.74 71.43 29.41	1 4.35 14.29 25.00	1 4.35 14.29 50.00	7 30.43
4 YR PROG	12 52.17 75.00 70.59	3 13.04 18.75 75.00	1 4.35 6.25 50.00	16 69.57
TOTAL	17 73.91	4 17.39	2 8.70	23 100.00

Question 13. Would your school be willing to contribute some part of the costs involved in operating a cooperative program?

APPENDIX C

ITEMIZED RESPONSES BY EGYPTIAN HOTEL MANAGERS

Table 22. Characteristics Needed in Hiring Personnel Management: Cross Tabulation, Question 1A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	37.50	40.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	25.00	6.67	
***	2	4	6
	8.70	17.39	26.09
	33.33	66.67	
	25.00	26.67	
**	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	26.67	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	12.50	0.00	
TOTAL	8	15	23
	34.78	65.22	100.00

Question 1. What do you look for when hiring personnel with a hotel degree?

A. Type of program in which this person was involved.

Table 23. Characteristics Needed in Hiring Personnel Management: Cross Tabulation, Question 1B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	30.77	50.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	15.38	10.00	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	30.77	20.00	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	15.38	20.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.69	0.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 1. What do you look for when hiring personnel with a hotel degree?

B. College issuing the degree.

Table 24. Characteristics Needed in Hiring Personnel Management: Cross Tabulation, Question 1C by Type of Hotels

TYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
*****	0	9	9
	0.00	39.13	39.13
	0.00	100.00	
	0.00	40.91	
****	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	13.64	
***	0	6	6
	0.00	26.09	26.09
	0.00	100.00	
	0.00	27.27	
**	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	18.18	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	100.00	0.00	
TOTAL	1	22	23
	4.35	95.65	100.00

Question 1. What do you look for when hiring personnel with a hotel degree?

C. Personality

Table 25. Characteristics Needed in Hiring Personnel Management: Cross Tabulation, Question 1D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	0 0.00 0.00 0.00	9 39.13 100.00 45.00	9 39.13
****	0 0.00 0.00 0.00	3 13.04 100.00 15.00	3 13.04
***	1 4.35 16.67 33.33	5 21.74 83.33 25.00	6 26.09
**	1 4.35 25.00 33.33	3 13.04 75.00 15.00	4 17.39
*	1 4.35 100.00 33.33	0 0.00 0.00 0.00	1 4.35
TOTAL	3 13.04	20 86.96	23 100.00

Question 1. What do you look for when hiring personnel with a hotel degree?

D. Experience

Table 26. Characteristics Needed in Hiring Personnel Management: Cross Tabulation, Question 1E by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	38.10	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	14.29	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	23.81	50.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	19.05	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	4.76	0.00	
TOTAL	21	2	23
	91.30	8.70	100.00

Question 1. What do you look for when hiring personnel with a hotel degree?

E. Other

Table 27. Actual Volume of Management Personnel: Cross Tabulation, Question 2 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	40.00	33.33	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	15.00	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	25.00	33.33	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	15.00	33.33	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.00	0.00	
TOTAL	20	3	23
	86.96	13.04	100.00

Question 2. Do you think that the current hotel schools in Egypt are preparing enough management personnel to meet the needs of the hospitality industry?

Table 28. Actual Volume of Management Personnel: Cross Tabulation, Question 2 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	20.00	0.00	
B&A	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.00	0.00	
EGY	12	3	15
	52.17	13.04	65.22
	80.00	20.00	
	60.00	100.00	
FRE	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	15.00	0.00	
TOTAL	20	3	23
	86.96	13.04	100.00

Question 2. Do you think that current hotel schools in Egypt are preparing enough management personnel to meet the needs of the hospital industry?

Table 29. Types of Programs Needed: Cross Tabulation, Question 3A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	7	2	9
	30.43	8.70	39.13
	77.78	22.22	
	36.84	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	15.79	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	26.32	25.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	15.79	25.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.26	0.00	
TOTAL	19	4	23
	82.61	17.39	100.00

Question 3. In order to solve the shortage of qualified first level and middle management personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt?

A. Inservice seminars (1 day-1 week)

Table 30. Types of Programs Needed: Cross Tabulation, Question 3B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	6 26.09 66.67 33.33	3 13.04 33.33 60.00	9 39.13
****	3 13.04 100.00 16.67	0 0.00 0.00 0.00	3 13.04
***	4 17.39 66.67 22.22	2 8.70 33.33 40.00	6 26.09
**	4 17.39 100.00 22.22	0 0.00 0.00 0.00	4 17.39
*	1 4.35 100.00 5.56	0 0.00 0.00 0.00	1 4.35
TOTAL	18 78.26	5 21.74	23 100.00

Question 3. In order to solve the shortage of qualified first level and middle management personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt?

B. Intensive training programs (more than a week and less than a month)

Table 31. Types of Programs Needed: Cross Tabulation, Question 3C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	33.33	50.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	13.33	12.50	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	26.67	25.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	20.00	12.50	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	6.67	0.00	
TOTAL	15	8	23
	65.22	34.78	100.00

Question 3. In order to solve the shortage of qualified first level and middle management personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt?

C. Short-term training programs (1 month-3 months)

Table 32. Types of Programs Needed: Cross Tabulation, Question 3D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	50.00	30.77	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	10.00	15.38	
***	2	4	6
	8.70	17.39	26.09
	33.33	66.67	
	20.00	30.77	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	20.00	15.38	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	7.69	
TOTAL	10	13	23
	43.48	56.52	100.00

Question 3. In order to solve the shortage of qualified first level and middle management personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt?

D. Intermediate training programs (more than 3 months-1 year).

Table 33. Types of Programs Needed: Cross Tabulation, Question 3E by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	27.78	80.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	16.67	0.00	
***	6	0	6
	26.09	0.00	26.09
	100.00	0.00	
	33.33	0.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	16.67	20.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.56	0.00	
TOTAL	18	5	23
	78.26	21.74	100.00

Question 3. In order to solve the shortage of qualified first level and middle management personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt?

E. Long-term training programs (2-year and 4-year programs).

Table 34. Types of Programs Needed: Cross Tabulation, Question 3F by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	7	2	9
	30.43	8.70	39.13
	77.78	22.22	
	36.84	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	15.79	0.00	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	21.05	50.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	21.05	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.26	0.00	
TOTAL	19	4	23
	82.61	17.39	100.00

Question 3. In order to solve the shortage of qualified first level and middle management personnel, which of the following programs would you like to be introduced in the proposed international hotel school in Egypt?

F. Graduate programs (Master and Doctoral programs).

Table 35. Quality of Graduates of Current Hotel Schools in Egypt: Cross Tabulation, Question 4 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	28.57	55.56	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	21.43	0.00	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	28.57	22.22	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	14.29	22.22	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.14	0.00	
TOTAL	14	9	23
	60.87	39.13	100.00

Question 4. Do you think that the current hotel schools in Egypt are preparing qualified management personnel for the hospitality industry?

Table 36. Quality of Graduates of Current Hotel Schools in Egypt: Cross Tabulation, Question 4 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	2 8.70 50.00 14.29	2 8.70 50.00 22.22	4 17.39
B&A	1 4.35 100.00 7.14	0 0.00 0.00 0.00	1 4.35
EGY	10 43.48 66.67 71.43	5 21.74 33.33 55.56	15 65.22
FRE	1 4.35 33.33 7.14	2 8.70 66.67 22.22	3 13.04
TOTAL	14 60.87	9 39.13	23 100.00

Question 4. Do you think that the current hotel schools in Egypt are preparing qualified management personnel for the hospitality industry?

Table 37. Courses that Need Major Improvement: Cross Tabulation, Question 5A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	1	8	9
	4.35	34.78	39.13
	11.11	88.89	
	20.00	44.44	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	20.00	11.11	
***	1	5	6
	4.35	21.74	26.09
	16.67	83.33	
	20.00	27.78	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	40.00	11.11	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.56	
TOTAL	5	18	23
	21.74	78.26	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

A. Manpower development.

Table 38. Courses that Need Major Improvement: Cross Tabulation, Question 5B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	33.33	42.86	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	22.22	7.14	
***	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	33.33	21.43	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	11.11	21.43	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	7.14	
TOTAL	9	14	23
	39.13	60.87	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

B. Hotel marketing.

Table 39. Courses that Need Major Improvement: Cross Tabulation, Question 5C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	6	3	9
	26.09	13.04	39.13
	66.67	33.33	
	35.29	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	17.65	0.00	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	23.53	33.33	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	17.65	16.67	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.88	0.00	
TOTAL	17	6	23
	73.91	26.09	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

C. Accounting for the hospitality industry.

Table 40. Courses that Need Major Improvement: Cross Tabulation, Question 5D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	1	8	9
	4.35	34.78	39.13
	11.11	88.89	
	25.00	42.11	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	25.00	10.53	
***	1	5	6
	4.35	21.74	26.09
	16.67	83.33	
	25.00	26.32	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	25.00	15.79	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.26	
TOTAL	4	19	23
	17.39	82.61	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?
D. Hotel and restaurant management.

Table 41. Courses that Need Major Improvement: Cross Tabulation, Question 5E by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	21.43	66.67	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	21.43	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	35.71	11.11	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	14.29	22.22	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.14	0.00	
TOTAL	14	9	23
	60.87	39.13	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

E. Operations analysis.

Table 42. Courses that Need Major Improvement: Cross Tabulation, Question 5F by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3 13.04 33.33 30.00	6 26.09 66.67 46.15	9 39.13
****	3 13.04 100.00 30.00	0 0.00 0.00 0.00	3 13.04
***	2 8.70 33.33 20.00	4 17.39 66.67 30.77	6 26.09
**	2 8.70 50.00 20.00	2 8.70 50.00 15.38	4 17.39
*	0 0.00 0.00 0.00	1 4.35 100.00 7.69	1 4.35
TOTAL	10 43.48	13 56.52	23 100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

F. Hotel and restaurant layout and design.

Table 43. Courses that Need Major Improvement: Cross Tabulation, Question 5G by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	6	3	9
	26.09	13.04	39.13
	66.67	33.33	
	37.50	42.86	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	18.75	0.00	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	25.00	28.57	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	12.50	28.57	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	6.25	0.00	
TOTAL	16	7	23
	69.57	30.43	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

G. Financial management.

Table 44. Courses that Need Major Improvement: Cross Tabulation, Question 5H by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	47.06	16.67	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	11.76	16.67	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	23.53	33.33	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	11.76	33.33	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.88	0.00	
TOTAL	17	6	23
	73.91	26.09	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?
H. Data processing in the hospitality industry.

Table 45. Courses that Need Major Improvement: Cross Tabulation, Question 5I by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	38.10	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	14.29	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	23.81	50.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	19.05	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	4.76	0.00	
TOTAL	21	2	23
	91.30	8.70	100.00

Question 5. In what areas, do current Egyptian educational and training programs in the hospitality industry need major improvement?

I. Other.

Table 46. Type of Students Needed: Cross Tabulation, Question 6A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	2	7	9
	8.70	30.43	39.13
	22.22	77.78	
	25.00	46.67	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	12.50	13.33	
***	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	37.50	20.00	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	12.50	20.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	12.50	0.00	
TOTAL	8	15	23
	34.78	65.22	100.00

Question 6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements.

A. A recent high school graduate.

Table 47. Type of Students Needed: Cross Tabulation, Question 6B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	30.77	50.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	15.38	10.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	38.46	10.00	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	15.38	20.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	10.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements.

B. A former high school graduate.

Table 48. Type of Students Needed: Cross Tabulation, Question 6C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	3	6	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	50.00	35.29	
****	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	17.65	
***	2	4	6
	8.70	17.39	26.09
	33.33	66.67	
	33.33	23.53	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	16.67	17.65	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.88	
TOTAL	6	17	23
	26.09	73.91	100.00

Question 6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements.

C. A vocational school graduate (hotel major).

Table 49. Type of Students Needed: Cross Tabulation, Question 6D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	25.00	54.55	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	16.67	9.09	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	41.67	9.09	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	16.67	18.18	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	9.09	
TOTAL	12	11	23
	52.17	47.83	100.00

Question 6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements.

D. A graduate of an equivalent high school diploma.

Table 50. Type of Students Needed: Cross Tabulation, Question 6E by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	27.27	50.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	18.18	8.33	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	36.36	16.67	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	9.09	25.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	9.09	0.00	
TOTAL	11	12	23
	47.83	52.17	100.00

Question 6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements.

E. A graduate of a preparatory school with 5 years experience in hotels.

Table 51. Type of Students Needed: Cross Tabulation, Question 6F by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	TOTAL
*****	9 39.13 100.00 39.13	9 39.13
****	3 13.04 100.00 13.04	3 13.04
***	6 26.09 100.00 26.09	6 26.09
**	4 17.39 100.00 17.39	4 17.39
*	1 4.35 100.00 4.35	1 4.35
TOTAL	23 100.00	23 100.00

Question 6. Students accepted in the proposed international hotel school in Egypt should at least meet one of the following requirements.

F. Other.

Table 52. Nationalities Needed in Hotels: Cross Tabulation, Question 7A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	66.67	29.41	
****	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	17.65	
***	1	5	6
	4.35	21.74	26.09
	16.67	83.33	
	16.67	29.41	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	16.67	17.65	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.88	
TOTAL	6	17	23
	26.09	73.91	100.00

Question 7. What nationalities do you seek when employing graduates for management positions?

A. Egyptians only.

Table 53. Nationalities Needed in Hotels: Cross Tabulation, Question 7B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	9	0	9
	39.13	0.00	39.13
	100.00	0.00	
	40.91	0.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	13.64	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	22.73	100.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	18.18	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	4.55	0.00	
TOTAL	22	1	23
	95.65	4.35	100.00

Question 7. What nationalities do you seek when employing graduates for management positions?

B. Persons from Middle-Eastern Arab nations.

Table 54. Nationalities Needed in Hotels: Cross Tabulation, Question 7C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	38.10	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	14.29	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	23.81	50.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	19.05	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	4.76	0.00	
TOTAL	21	2	23
	91.30	8.70	100.00

Question 7. What nationalities do you seek when employing graduates for management positions?

C. Americans.

Table 55. Nationalities Needed in Hotels: Cross Tabulation, Question 7D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
1	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	35.71	44.44	
2	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	14.29	11.11	
3	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	21.43	33.33	
4	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	21.43	11.11	
5	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.14	0.00	
TOTAL	14	9	23
	60.87	39.13	100.00

Question 7. What nationalities do you seek when employing graduates for management positions?

D. Various nationalities.

Table 56. Nationalities Needed in Hotels: Cross Tabulation, Question 7E by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	9	0	9
	39.13	0.00	39.13
	100.00	0.00	
	40.91	0.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	13.64	0.00	
***	6	0	6
	26.09	0.00	26.09
	100.00	0.00	
	27.27	0.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	18.18	0.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	100.00	
TOTAL	22	1	23
	95.65	4.35	100.00

Question 7. What nationalities do you seek when employing graduates for management positions?

E. Other.

Table 57. Training Abroad: Cross Tabulation, Question 8 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	0	9	9
	0.00	39.13	39.13
	0.00	100.00	
	0.00	47.37	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	25.00	10.53	
***	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	75.00	15.79	
**	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	21.05	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.26	
TOTAL	4	19	23
	17.39	82.61	100.00

Question 8. Students from the proposed international hotel school in Egypt should be exposed to international training abroad.

Table 58. Training Abroad: Cross Tabulation, Question 8 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	21.05	
B&A	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.26	
EGY	4	11	15
	17.39	47.83	65.22
	26.67	73.33	
	100.00	57.89	
FRE	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	15.79	
TOTAL	4	19	23
	17.39	82.61	100.00

Question 8. Students from the proposed international hotel school in Egypt should be exposed to international training abroad.

Table 59. Official Languages Used: Cross Tabulation, Question 9A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	YES	TOTAL
*****	9 39.13 100.00 39.13	9 39.13
****	3 13.04 100.00 13.04	3 13.04
***	6 26.09 100.00 26.09	6 26.09
**	4 17.39 100.00 17.39	4 17.39
*	1 4.35 100.00 4.35	1 4.35
TOTAL	23 100.00	23 100.00

Question 9. What official language(s) should be used in the proposed international hotel school in Egypt?

A. English

Table 60. Official Languages Used: Cross Tabulation, Question 9B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	62.50	26.67	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	12.50	13.33	
***	1	5	6
	4.35	21.74	26.09
	16.67	83.33	
	12.50	33.33	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	12.50	20.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	6.67	
TOTAL	8	15	23
	34.78	65.22	100.00

Question 9. What official language(s) should be used in the proposed international hotel school in Egypt?

B. Arabic

Table 61. Official Languages Used: Cross Tabulation, Question 9C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	6	3	9
	26.09	13.04	39.13
	66.67	33.33	
	46.15	30.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	23.08	0.00	
***	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	23.08	30.00	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	7.69	30.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	10.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 9. What official language(s) should be used in the proposed international hotel school in Egypt?

C. Other

Table 62. Types of Hotels Needed: Cross Tabulation, Question 10A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	9	0	9
	39.13	0.00	39.13
	100.00	0.00	
	52.94	0.00	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	5.88	33.33	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	29.41	16.67	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	5.88	50.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.88	0.00	
TOTAL	17	6	23
	73.91	26.09	100.00

Question 10. In your estimation which of the following types of hotels will be most needed in Egypt in the next five years?

A. Deluxe class hotels (5 star)

Table 63. Types of Hotels Needed: Cross Tabulation, Question 10B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	3	5	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	25.00	54.55	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	16.67	9.09	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	33.33	18.18	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	16.67	18.18	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	8.33	0.00	
TOTAL	12	11	23
	52.17	47.83	100.00

Question 10. In your estimation which of the following types types of hotels will be most needed in Egypt in the next five years?
B. First class A hotels (4 star)

Table 64. Types of Hotels Needed: Cross Tabulation, Question 10C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	100.00	30.00	
****	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	15.00	
***	0	6	6
	0.00	26.09	26.09
	0.00	100.00	
	0.00	30.00	
**	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	20.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	5.00	
TOTAL	3	20	23
	13.04	86.96	100.00

Question 10. In your estimation which of the following types of hotels will be most needed in Egypt in the next five years?

C. First class B hotels (3 star)

Table 65. Types of Hotels Needed: Cross Tabulation, Question 10D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	7	2	9
	30.43	8.70	39.13
	77.78	22.22	
	38.89	40.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	11.11	20.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	27.78	20.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	22.22	0.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	20.00	
TOTAL	18	5	23
	78.26	21.74	100.00

Question 10. In your estimation which of the following types of hotels will be most needed in Egypt in the next five years?

D. Second class A hotels (2 star)

Table 66. Types of Hotels Needed: Cross Tabulation, Question 10E by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	9	0	9
	39.13	0.00	39.13
	100.00	0.00	
	42.86	0.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	14.29	0.00	
***	6	0	6
	26.09	0.00	26.09
	100.00	0.00	
	28.57	0.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	14.29	50.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	50.00	
TOTAL	21	2	23
	91.30	8.70	100.00

Question 10. In your estimation which of the following types of hotels will be most needed in the next five years?

E. Second class B hotels (1 star)

Table 67. Priority in Receiving Students: Cross Tabulation, Question 11A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	3	4	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	33.33	42.86	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	22.22	7.14	
***	2	4	6
	8.70	17.39	26.09
	33.33	66.67	
	22.22	28.57	
**	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	11.11	21.43	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	11.11	0.00	
TOTAL	9	14	23
	39.13	60.87	100.00

Question 11. If an International Educational Cooperative Program is established between Egypt and the United States, what students should receive priority in admission?

A. Egyptian students

Table 68. Priority in Receiving Students: Cross Tabulation, Question 11B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	35.71	44.44	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	14.29	11.11	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	28.57	22.22	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	21.43	11.11	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	11.11	
TOTAL	14	9	23
	60.87	39.13	100.00

Question 11. If an International Educational Cooperative Program is established between Egypt and the United States, what students should receive priority in admissions?

B. Equal priority to Egyptian and American students

Table 69. Priority in Receiving Students: Cross Tabulation, Question 11C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	3	6	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	40.00	33.33	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	10.00	33.33	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	25.00	33.33	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	20.00	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.00	0.00	
TOTAL	20	3	23
	86.96	13.04	100.00

Question 11. If an International Educational Cooperative Program is established between Egypt and the United States, what students should receive priority in admission?

C. Students from Arab countries

Table 70. Priority in Receiving Students: Cross Tabulation, Question 11D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	9	0	9
	39.13	0.00	39.13
	100.00	0.00	
	50.00	0.00	
****	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	60.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	27.78	20.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	16.67	20.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.56	0.00	
TOTAL	18	5	23
	78.26	21.74	100.00

Question 11. If an International Educational Cooperative Program is established between Egypt and the United States, what students should receive priority in admission?

D. Any qualified student applying should have equal opportunities for admission

Table 71. Percentage of Current and Projected First Level and Middle Management Personnel: Cross Tabulation, Question 12A by Type of Hotels

TYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	DID NOT ANSWER	< 10%	51 - 75%	> 75%	TOTAL
*****	2	1	1	5	9
	8.70	4.35	4.35	21.74	39.13
	22.22	11.11	11.11	55.56	
	40.00	100.00	50.00	33.33	
****	1	0	0	2	3
	4.35	0.00	0.00	8.70	13.04
	33.33	0.00	0.00	66.67	
	20.00	0.00	0.00	13.33	
***	0	0	1	5	6
	0.00	0.00	4.35	21.74	26.09
	0.00	0.00	16.67	83.33	
	0.00	0.00	50.00	33.33	
**	1	0	0	3	4
	4.35	0.00	0.00	13.04	17.39
	25.00	0.00	0.00	75.00	
	20.00	0.00	0.00	20.00	
*	1	0	0	0	1
	4.35	0.00	0.00	0.00	4.35
	100.00	0.00	0.00	0.00	
	20.00	0.00	0.00	0.00	
TOTAL	5	1	2	15	23
	21.74	4.35	8.70	65.22	100.00

Question 12. What is the percentage of Egyptian personnel occupying first and middle management positions that your hotel currently employs? What percentage do you project five years from now?

A. First level management: now

Table 72. Percentage of Current and Projected First Level and Middle Management Personnel: Cross Tabulation, Question 12B by Type of Hotels

TYPE / FREQUENCY / PERCENT / ROW PCT / COL PCT	DID NOT ANSWER	< 10%	26 - 50%	51 - 75%	> 75%	TOTAL
*****	2	1	0	0	6	9
	8.70	4.35	0.00	0.00	26.09	39.13
	22.22	11.11	0.00	0.00	66.67	
	40.00	100.00	0.00	0.00	40.00	
****	1	0	0	0	2	3
	4.35	0.00	0.00	0.00	8.70	13.04
	33.33	0.00	0.00	0.00	66.67	
	20.00	0.00	0.00	0.00	13.33	
***	1	0	0	1	4	6
	4.35	0.00	0.00	4.35	17.39	26.09
	16.67	0.00	0.00	16.67	66.67	
	20.00	0.00	0.00	100.00	26.67	
**	1	0	0	0	3	4
	4.35	0.00	0.00	0.00	13.04	17.39
	25.00	0.00	0.00	0.00	75.00	
	20.00	0.00	0.00	0.00	20.00	
*	0	0	1	0	0	1
	0.00	0.00	4.35	0.00	0.00	4.35
	0.00	0.00	100.00	0.00	0.00	
	0.00	0.00	100.00	0.00	0.00	
TOTAL	5	1	1	1	15	23
	21.74	4.35	4.35	4.35	65.22	100.00

Question 12. What is the percentage of Egyptian personnel occupying first and middle management positions that your hotel currently employs? What percentage do you project five years from now?

B. First level management: five years from now

Figure 73. Percentage of Current and Projected First Level and Middle Management Personnel: Cross Tabulation, Question 12C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	3	4	5	7	8	TOTAL
*****	1	2	0	1	5	9
	4.35	8.70	0.00	4.35	21.74	39.13
	11.11	22.22	0.00	11.11	55.56	
	25.00	100.00	0.00	50.00	35.71	
****	1	0	0	0	2	3
	4.35	0.00	0.00	0.00	8.70	13.04
	33.33	0.00	0.00	0.00	66.67	
	25.00	0.00	0.00	0.00	14.29	
***	0	0	1	1	4	6
	0.00	0.00	4.35	4.35	17.39	26.09
	0.00	0.00	16.67	16.67	66.67	
	0.00	0.00	100.00	50.00	28.57	
**	1	0	0	0	3	4
	4.35	0.00	0.00	0.00	13.04	17.39
	25.00	0.00	0.00	0.00	75.00	
	25.00	0.00	0.00	0.00	21.43	
*	1	0	0	0	0	1
	4.35	0.00	0.00	0.00	0.00	4.35
	100.00	0.00	0.00	0.00	0.00	
	25.00	0.00	0.00	0.00	0.00	
TOTAL	4	2	1	2	14	23
	17.39	8.70	4.35	8.70	60.87	100.00

Question 12. What is the percentage of Egyptian personnel occupying first and middle management positions that your hotel currently employs? What percentage do you project five years from now?

C. Middle management: now

Table 74. Percentage of Current and Projected First Level and Middle Management Personnel: Cross Tabulation, Question 12D by Type of Hotels

TYPE

FREQUENCY / PERCENT / ROW PCT / COL PCT	DID NOT ANSWER	< 10%	51 - 75%	> 75%	TOTAL
*****	2	1	1	5	9
	8.70	4.35	4.35	21.74	39.13
	22.22	11.11	11.11	55.56	
	33.33	100.00	50.00	35.71	
****	1	0	0	2	3
	4.35	0.00	0.00	8.70	13.04
	33.33	0.00	0.00	66.67	
	16.67	0.00	0.00	14.29	
***	1	0	1	4	6
	4.35	0.00	4.35	17.39	26.09
	16.67	0.00	16.67	66.67	
	16.67	0.00	50.00	28.57	
**	1	0	0	3	4
	4.35	0.00	0.00	13.04	17.39
	25.00	0.00	0.00	75.00	
	16.67	0.00	0.00	21.43	
*	1	0	0	0	1
	4.35	0.00	0.00	0.00	4.35
	100.00	0.00	0.00	0.00	
	16.67	0.00	0.00	0.00	
TOTAL	6	1	2	14	23
	26.09	4.35	8.70	60.87	100.00

Question 12. What is the percentage of Egyptian personnel occupying first and middle management positions that your hotel currently employs? What percentage do you project five years from now?

D. Middle management: five years from now

Table 75. Actual Training Centers: Cross Tabulation, Question 13 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	2	7	9
	8.70	30.43	39.13
	22.22	77.78	
	15.38	70.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	15.38	10.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	38.46	10.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	23.08	10.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.69	0.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 13. Does your hotel currently operate a training center for your employees?

Table 76. Actual Training Centers: Cross Tabulation, Question 13 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	0 0.00 0.00 0.00	4 17.39 100.00 40.00	4 17.39
B&A	0 0.00 0.00 0.00	1 4.35 100.00 10.00	1 4.35
EGY	11 47.83 73.33 84.62	4 17.39 26.67 40.00	15 65.22
FRE	2 8.70 66.67 15.38	1 4.35 33.33 10.00	3 13.04
TOTAL	13 56.52	10 43.48	23 100.00

Question 13. Does your hotel currently operate a training center for your employees?

Table 77. Projected Training Centers in Egypt: Cross Tabulation, Question 14 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	30.77	50.00	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	15.38	10.00	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	30.77	20.00	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	15.38	20.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.69	0.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 14. Is a training center or program being planned for your hotel in the next five years?

Table 78. Projected Training Centers in Egypt: Cross Tabulation, Question 14 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	1	3	4
	4.35	13.04	17.39
	25.00	75.00	
	7.69	30.00	
B&A	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.69	0.00	
EGY	9	6	15
	39.13	26.09	65.22
	60.00	40.00	
	69.23	60.00	
FRE	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	15.38	10.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 14. Is a training center or program being planned for your hotel in the next five years?

Table 79. Cooperation with the International Program: Cross Tabulation, Question 15 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	0	9	9
	0.00	39.13	39.13
	0.00	100.00	
	0.00	45.00	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	33.33	10.00	
***	1	5	6
	4.35	21.74	26.09
	16.67	83.33	
	33.33	25.00	
**	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	20.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	33.33	0.00	
TOTAL	3	20	23
	13.04	86.96	100.00

Question 15. Are you interested in developing a cooperative program between your hotel and the proposed international hotel school in Egypt?

Table 80. Cooperation with the International Program: Cross Tabulation, Question 15 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	0 0.00 0.00 0.00	4 17.39 100.00 20.00	4 17.39
B&A	0 0.00 0.00 0.00	1 4.35 100.00 5.00	1 4.35
EGY	3 13.04 20.00 100.00	12 52.17 80.00 60.00	15 65.22
FRE	0 0.00 0.00 0.00	3 13.04 100.00 15.00	3 13.04
TOTAL	3 13.04	20 86.96	23 100.00

Question 15. Are you interested in developing a cooperative program between your hotel and the proposed international hotel school in Egypt?

Table 81. Types of Programs Needed: Cross Tabulation, Question 16A by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	35.71	44.44	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	21.43	0.00	
***	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	21.43	33.33	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	14.29	22.22	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.14	0.00	
TOTAL	14	9	23
	60.87	39.13	100.00

Question 16. In which of the following programs would you prefer trainees to receive instruction?

A. A program conducted through our proposed international hotel school on campus and in hotel facilities which we select.

Table 82. Types of Programs Needed: Cross Tabulation, Question 16B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	5	4	9
	21.74	17.39	39.13
	55.56	44.44	
	35.71	44.44	
****	2	1	3
	8.70	4.35	13.04
	66.67	33.33	
	14.29	11.11	
***	4	2	6
	17.39	8.70	26.09
	66.67	33.33	
	28.57	22.22	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	14.29	22.22	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.14	0.00	
TOTAL	14	9	23
	60.87	39.13	100.00

Question 16. In which of the following programs would you prefer trainees to receive instruction?

B. A program conducted through our proposed international hotel school in campus facilities and on premises of your hotel.

Table 83. Types of Programs Needed: Cross Tabulation, Question 16C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	23.53	83.33	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	17.65	0.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	29.41	16.67	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	23.53	0.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	5.88	0.00	
TOTAL	17	6	23
	73.91	26.09	100.00

Question 16. In which of the following programs would you prefer trainees to receive instruction?

C. A program conducted solely on the premises of your hotel.

Table 84. Types of Programs Needed: Cross Tabulation, Question 16D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	8	1	9
	34.78	4.35	39.13
	88.89	11.11	
	38.10	50.00	
****	3	0	3
	13.04	0.00	13.04
	100.00	0.00	
	14.29	0.00	
***	6	0	6
	26.09	0.00	26.09
	100.00	0.00	
	28.57	0.00	
**	4	0	4
	17.39	0.00	17.39
	100.00	0.00	
	19.05	0.00	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	50.00	
TOTAL	21	2	23
	91.30	8.70	100.00

Question 16. In which of the following programs would you prefer trainees to receive instruction?

D. Any of the above.

Table 85. Interest in Serving as an Advisory Board: Cross Tabulation, Question 17 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	0	9	9
	0.00	39.13	39.13
	0.00	100.00	
	0.00	42.86	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	50.00	9.52	
***	0	6	6
	0.00	26.09	26.09
	0.00	100.00	
	0.00	28.57	
**	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	19.05	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	50.00	0.00	
TOTAL	2	21	23
	8.70	91.30	100.00

Question 17. Would you be willing to serve as an advisory board to the proposed international hotel school in Egypt?

Table 86. Interest in Serving as an Advisory Board: Cross Tabulation, Question 17 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	0 0.00 0.00 0.00	4 17.39 100.00 19.05	4 17.39
B&A	0 0.00 0.00 0.00	1 4.35 100.00 4.76	1 4.35
EGY	2 8.70 13.33 100.00	13 56.52 86.67 61.90	15 65.22
FRE	0 0.00 0.00 0.00	3 13.04 100.00 14.29	3 13.04
TOTAL	2 8.70	21 91.30	23 100.00

Question 17. Would you be willing to serve as an advisory board to the proposed international hotel school in Egypt?

Table 87. Projected Sponsors of the Hospitality Education in Egypt: Cross Tabulation, Question 18A by Type of Hotels

MGT

FREQUENCY / PERCENT / ROW PCT / COL PCT	NO	YES	TOTAL
AMR	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	22.22	14.29	
B&A	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	7.14	
EGY	7	8	15
	30.43	34.78	65.22
	46.67	53.33	
	77.78	57.14	
FRE	0	3	3
	0.00	13.04	13.04
	0.00	100.00	
	0.00	21.43	
TOTAL	9	14	23
	39.13	60.87	100.00

Question 18. Who should bear the costs of educating personnel for the hospitality industry in Egypt?

A. The Egyptian government

Table 88. Projected Sponsors of the Hospitality Education in Egypt: Cross Tabulation, Question 18B by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
1	2	7	9
	8.70	30.43	39.13
	22.22	77.78	
	33.33	41.18	
2	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	16.67	11.76	
3	2	4	6
	8.70	17.39	26.09
	33.33	66.67	
	33.33	23.53	
4	0	4	4
	0.00	17.39	17.39
	0.00	100.00	
	0.00	23.53	
5	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	16.67	0.00	
TOTAL	6	17	23
	26.09	73.91	100.00

Question 18. Who should bear the costs of educating personnel for the hospitality industry in Egypt?

B. The hotels in Egypt

Table 89. Projected Sponsors of the Hospitality Education in Egypt: Cross Tabulation, Question 18C by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	23.08	60.00	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	7.69	20.00	
***	5	1	6
	21.74	4.35	26.09
	83.33	16.67	
	38.46	10.00	
**	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	23.08	10.00	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	7.69	0.00	
TOTAL	13	10	23
	56.52	43.48	100.00

Question 18. Who should bear the costs of educating personnel for the hospitality industry in Egypt?

C. Students (through tuition and fees)

Table 90. Projected Sponsors of the Hospitality Education in Egypt: Cross Tabulation, Question 18D by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	3	6	9
	13.04	26.09	39.13
	33.33	66.67	
	37.50	40.00	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	12.50	13.33	
***	2	4	6
	8.70	17.39	26.09
	33.33	66.67	
	25.00	26.67	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	25.00	13.33	
*	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	6.67	
TOTAL	8	15	23
	34.78	65.22	100.00

Question 18. Who should bear the costs of educating personnel for the hospitality industry in Egypt?

D. Large corporations in Egypt

Table 91. Contribution of the Hotel Industry in Egypt: Cross Tabulation, Question 19 by Type of Hotels

TYPE FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
*****	4	5	9
	17.39	21.74	39.13
	44.44	55.56	
	36.36	41.67	
****	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	9.09	16.67	
***	3	3	6
	13.04	13.04	26.09
	50.00	50.00	
	27.27	25.00	
**	2	2	4
	8.70	8.70	17.39
	50.00	50.00	
	18.18	16.67	
*	1	0	1
	4.35	0.00	4.35
	100.00	0.00	
	9.09	0.00	
TOTAL	11	12	23
	47.83	52.17	100.00

Question 19. To start the proposed international school in Egypt, would you consider contributing a scholarship in the name of your hotel when the school starts?

Table 92. Contribution of the Hotel Industry in Egypt: Cross Tabulation, Question 19 by Type of Management

MGT FREQUENCY PERCENT ROW PCT COL PCT	NO	YES	TOTAL
AMR	3	1	4
	13.04	4.35	17.39
	75.00	25.00	
	27.27	8.33	
B&A	0	1	1
	0.00	4.35	4.35
	0.00	100.00	
	0.00	8.33	
EGY	7	8	15
	30.43	34.78	65.22
	46.67	53.33	
	63.64	66.67	
FRF	1	2	3
	4.35	8.70	13.04
	33.33	66.67	
	9.09	16.67	
TOTAL	11	12	23
	47.83	52.17	100.00

Question 19. To start the proposed international school in Egypt, would you consider contributing a scholarship in the name of your hotel when the school starts?

VITA

Mostafa El Zaghl was born in Cairo, Egypt on October 22, 1943. The first years of his education were in a private French school, College de la Salle, where he started to be exposed to other foreign cultures. Then he attended Khalil Agha Secondary School, public school, where he earned his certificate in 1961. He joined the Faculty of Languages, University of Ein Shams where he earned a B. A. in French Language and Translation in 1965. In learning the language, he became more influenced by other cultures and more exposed to the tourism and hospitality industry in Egypt. Hotels and restaurants became one of his major interests. He joined the Faculty of Tourism and Hotel Management in 1965 and received a Diploma in Tourism and Hotel Management in 1968. A one-year training period in the Continental Savoy Hotel was part of his requirements to earn the diploma.

He has worked in the Ministry of Scientific Research as a translator and public relations representative. He also has worked as a hotel inspector in the Ministry of Tourism in Egypt. In 1971, he received an offer to work as an instructor in the Faculty of Tourism and Hotel Management where he worked for a year. In 1972 he received an assistantship to work in the International Institute of Glion in Switzerland. He worked there for two years, where he was extensively exposed to international tourism to gourmet and production food services.

Back to Egypt in 1974 for one year after which he received a scholarship from the Egyptian government to pursue graduate studies in the United States. He came to the United States in 1975 where he

received a Master of Science in Food Service Management from the School of Hotel, Travel and Food Services from Florida International University in 1977.

He returned to Egypt for four months where he worked as a consultant for the Armed Forces in hotels and food service facilities, and assumed duties in the Faculty of Tourism and Hotel Management.

In September 1978 he returned to the United States to earn his Ph. D. degree in Food Systems Administration in the College of Home Economics at The University of Tennessee, Knoxville. The degree was awarded in August 1982.

Mostafa is married and has two children.