

 **MYANMAR-LUXEMBOURG** 
DEVELOPMENT COOPERATION

**A REVIEW OF THE INSTITUTIONAL CAPACITY OF
THE MINISTRY OF HOTELS & TOURISM
(RESEARCH STRAND 8)**

**Myanmar Tourism Human Resource Development
Strategy & Action Plan
2017-2020**



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Strategy and Action Plan (2017-2020)

Ministry of Hotels & Tourism
2017

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Myanmar Ministry of Hotels and Tourism (MOHT),

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FOREWORD

This Human Resource Development Strategy and Action Plan (HRDSAP) is the outcome of wide-ranging national research on the capacity of Myanmar's tourism stakeholders, undertaken in 2015 and 2016. The study was conducted by the Ministry of Hotels and Tourism (MOHT), with valuable support Project MYA/001 – "Development of Human Resources in the Hotel and Tourism Sector and Capacity Development of the Ministry of Hotels and Tourism" implemented by LuxDev, the Luxembourg Development Cooperation Agency.

The strategy guides and informs future work programmes of Myanmar's tourism and hospitality industry in a wide range of areas. It identifies policy actions and emphasises the urgent need for effective capacity building across three important areas namely, public sector governance, education and training, and the private sector.

I want to thank all those individuals, companies and organizations from the private and public sectors, non-governmental organisations (NGOs) and development partners who contributed their time, energies and ideas to the Strategy. I also acknowledge the strong role of MOHT's Training and Education Department and our counterparts from LuxDev who carried out all field work in a professional and timely manner. I would also like to thank the Myanmar Tourism Federation (MTF) and industry associations for supporting and joining the many consultation workshops and meetings.

Tourism is a labour intensive activity that will likely provide more jobs in Myanmar than any other sector. The sector's diverse activities offer a wide range of employment embracing, for example, airport services, taxi drivers, hotel staff, tour guides, tour operators, travel agencies and transport services, restaurants, handicraft producers and suppliers, as well as government staff. People employed in each of these areas need training, and it is fundamentally important for the government and private sector to work closely together to develop quality training and education facilities, and deliver tourism and hospitality skills training. As part of this process, coordination and cooperation between the government, private sector and development partners is essential to build synergy and strengthen human resource planning and management across the sector.

It is with the intention of meeting these training, education and capacity building needs that the HRDSAP has been prepared, and it is my view that the Strategy is a major contribution to the human resource development of Myanmar's Tourism Industry.

Please continue to share your thoughts and ideas on tourism human resource development in Myanmar with my colleagues and myself at the MOHT. You can contact me through email at mo.moht@mptmail.net.mm

H.E. U Ohn Maung

Union Minister

Ministry of Hotels and Tourism

Republic of the Union of Myanmar

Nay Pyi Taw

Tourism is one of the most important economic activities in the world today. It directly generates services, products, employment and investments. In countries like Myanmar, where tourism is becoming a more and more flourishing service industry, the sector bears an important potential for gainful employment across the society and the country, but especially for young people.

Myanmar possesses great tourist potential and many attractions to be made further accessible in the future. In order for the possibly far-reaching economic and social impact on national development to materialize, human resources for the tourism and hospitality sector are essential.

Luxembourg's Development Cooperation has a solid track record in promoting skills development for tourism globally and in South East Asia, notably in Vietnam and in Lao PDR. We are proud to put the expertise acquired at the disposal of Myanmar.

The Government of the Grand Duchy of Luxembourg, through its Luxembourg Ministry of Foreign and European Affairs is therefore very pleased to support the Government of the Republic of the Union of Myanmar in the development and publication of the strategic plan for human resource development for tourism in Myanmar through its first bilateral project, entitled Development of Human Resources in the Hotel and Tourism Sector and Capacity Development of the Ministry of Hotels and Tourism, or MYA/001.

The Myanmar-Luxembourg cooperation will continue to expand its range of training and capacity development at all levels of the tourism and hospitality sector. On behalf of the Luxembourg Ministry of Foreign and European Affairs I wish to thank all those who participated in the data collection, focus groups and meetings, as well as the Ministry of Hotels and Tourism and the Myanmar Tourism Federation associations who contributed their time and expertise to coordinating and supporting the research which enabled the drafting of the present HRD Strategy and Action Plan.

We look forward to an on-going partnership with the Ministry of Hotels and Tourism and others to enable Myanmar to develop a professional and high quality tourism industry, and we believe that this strategy will lay strong foundations and directions for the future development of the sector, which will greatly contribute to Myanmar's striving economy. However, most importantly it will allow the next generations to fulfil their potential and to seek decent work and gainful employment.

Mr. Claude Jentgen

Chargé d'affaires a.i.,

Head of Development Cooperation Office in Vientiane, Laos

Ministry of Foreign and European Affairs

Luxembourg

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Executive summary

This report presents the results of the training and learning needs analysis captured between January and March 2016. A seven-step process was adopted, over three main phases:

Phase 1:

- Questionnaire surveys for three target groups: all staff, managers and departments.
- In-depth face-to-face interviews with the Minister, Deputy Ministers, Permanent Secretary, Deputy Permanent Secretary, Director Generals, Deputy Director Generals, and the Directors of each department.

Outcomes from phase 1: initial findings used as a basis to support the next phase.

Phase 2:

- Validation of the initial findings and recommendations through roundtable discussions, bringing together the Permanent Secretary, Deputy Permanent Secretary, Director Generals, and Deputy Director Generals, Directors, Assistant Directors and Deputy Directors (Senior Management Team).
- Preliminary work-plan formulation to address staff training leading to institutional strengthening.

Phase 3:

- Documentation and reporting of the findings and recommendations.

The report summarises the main findings of the survey, together with those from a series of interviews held with the senior management team and also an analysis of the job descriptions.

These sources have been combined to ensure an extensive and complete view on the training needs and priorities of the Ministry. The questionnaires provided quantitative data regarding the relevance of training provision, needs and employment conditions, while detailed and personal views were captured during the interviews to provide a qualitative means of analysis. Finally, the roundtable discussions served as a mechanism for the senior management team to validate the results.

This report represents the views and insights of the 728 members of staff, managers and senior management team who responded. The final report has been produced to identify opportunities for growth and influence both human resource development decision-making and strategic policy. The ultimate goal of the study is to help achieve the systematic and holistic development of all MOHT employees and create a working environment that continues to stimulate growth and challenge.

Recommendations:

- The provision of all levels of English language, ICT, and tourism knowledge training to meet individual and departmental needs.
- The establishment of team-building and leadership development programmes.
- Training should be more in-depth for staff at all regional/state offices.
- Review existing human resource management policies and procedures as part of the ongoing organisational development activities to create a learning organisation.
- Staff knowledge and skills need to be refreshed and updated frequently. As such, the training and education department should have annual budgets for continuous and comprehensive training programmes for existing staff, and also a training plan for new and relocated staff when necessary.

1.Introduction

The Republic of the Union of Myanmar is undergoing political, economic and social change, and the tourism industry has been identified by the Government of Myanmar (GOM) as one of seven economic pillars to support reform processes, create jobs and stimulate the expansion of the wider economy. The 2013–18 Myanmar Tourism Master Plan (MTMP), produced by the Ministry of Hotels and Tourism (MOHT), sets out a framework for sector expansion, and calls for the design of a tourism human resource development strategy to facilitate its implementation.

Tourism is a labour-intensive industry, forecast in the MTMP’s high-growth rate scenario to generate over a million new jobs by 2020. Most of these jobs are direct employment in the food and beverage, transport services and accommodation sectors. The industry also generates indirect employment through a wide variety of supply chain activity: in comparable economies this is roughly equal to the direct employment generated, meaning Myanmar’s tourism industry could generate roughly two million new jobs by 2020.

This report, focusing on the human resource and capacity-building of the MOHT, is one of ten research and training needs assessments underpinning the design of a tourism Human Resource Development Strategy and Action Plan (HRDSAP). The study is needed to strengthen the MOHT’s ability to oversee the development of tourism in Myanmar, and serves as a focal point to guide and advise on tourism-related training and workforce issues.

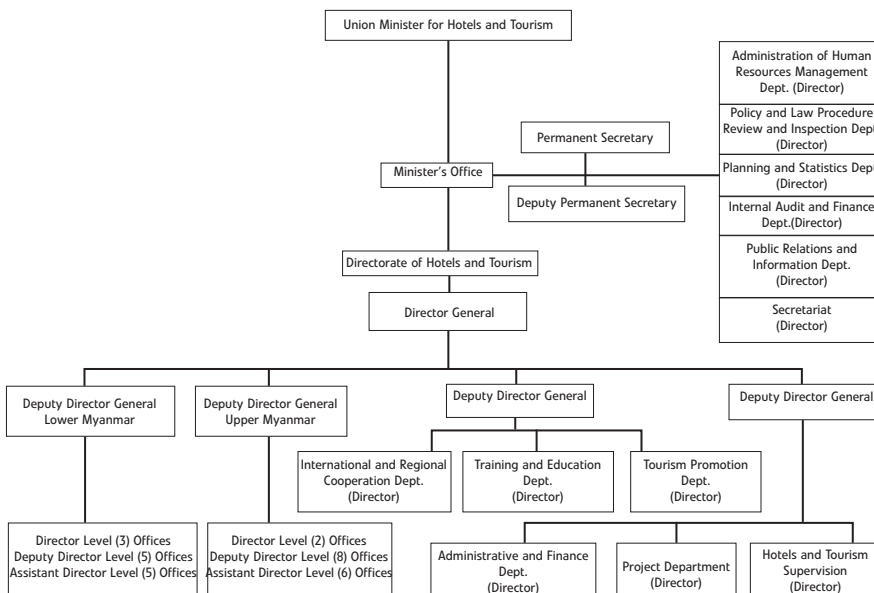
1.1. Ministry of Hotels and Tourism

The MOHT is the primary government agency responsible for the systematic delivery of Myanmar’s hotel and tourism industry. Its key objectives and functions are to:

- (1) Implement systematic development of Myanmar’s tourism industry
- (2) Encourage national and international investment in the tourism industry
- (3) Develop opportunities for wide participation of private entrepreneurs in tourism
- (4) Promote Myanmar as a world-renowned tourist destination
- (5) Determine hotel and tourism zones
- (6) Coordinate with relevant government departments and organisations to define the functions of tourism and hotel supervisory bodies in states, regions, districts and towns
- (7) Improve the quality, standards and technical skills of the tourism industry
- (8) Create jobs and raise standards of living through tourism development; and,
- (9) Cooperate with ASEAN and other countries in tourism

The MOHT’s workforce comprises 201 management officers and 1,100 administrative staff from across the states and regions, the majority of whom lack industry-specific knowledge. Having recently undergone two restructuring exercises in 2012 and 2015, the MOHT now contains both the Directorate of Hotels and Tourism (DHT), which is responsible for planning, training, promotion, regional cooperation and regulation, and the Minister’s Office, which is responsible for policy and law procedures, planning and statistics, audit and finance, and public relations (Figure 1). Further modifications have been made to this organisational framework following changes to the government in April 2016.

Figure 1: Organisational framework of MOHT



While some senior staff benefit from a variety of short courses abroad, there is a critical need for a comprehensive assessment of training needs to support the Ministry in delivering its technical and administrative mandate. This detailed analysis is therefore an important basis for ongoing development arrangements to maximise the impact of tourism development in order to achieve the GOM's vision.

This report presents the training and learning needs results of MOHT.

1.2. Training and learning needs analysis

There is a considerable and growing body of evidence demonstrating the positive impact that training activities have on the performance of individuals and teams. This includes activities that relate to performance both directly (technical skills, self-management skills) and indirectly (empowerment, communication, planning). Extant research has also gathered proof of the benefits of training activities for societal development, showing the improvements in the quality of the labour force; this in turn is one of the most important contributors to national economic growth and prosperity.

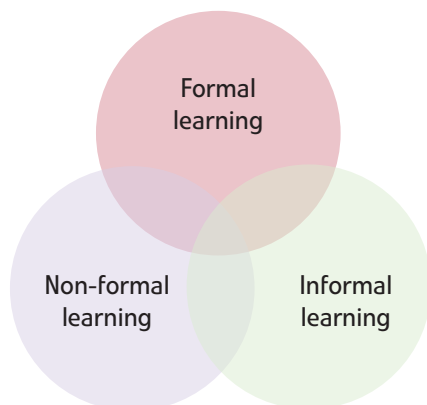
Workplace training and associated systems play an important role when discussing the need to improve skills, but work environments increasingly require different approaches to training (Table 1).

Table 1: Role of training

Training can	Training cannot
Increase knowledge	Overcome a lack of appropriate equipment or facilities
Improve skills	Improve problems caused by inappropriate policies or procedures
Motivate individuals to develop their attitudes and behaviours	

A system-wide approach, which considers all the processes by which people learn in order to understand and improve all the means of training workers to increase productivity, innovation and quality, is required. As a consequence the concept of learning has been adopted (Figure 2): it is here defined as a holistic approach that embraces education and training (formal), other processes on the job (informal), and free time where people are learning (non-formal).

Figure 2: Conceptualisation of learning



Training and learning needs analysis (TLNA) refers to the systematic review of learning and development requirements designed to support individual, team and organisational development. It is a recognised development tool that evaluates an employee's skills, knowledge and behaviours to meet operational demands, together with an assessment of current or anticipated gaps in learning. The aim is to bridge any observed gaps by adopting various methods of learning and development.

A fundamental benefit of a TLNA is that training programmes stem from the identification of actual skills needs. Any programme delivered from an observed performance need is better positioned to achieve outstanding results.

This report presents the inaugural TLNA that will help to both strengthen the capability and capacity of MOHT employees at various levels, and upgrade the professional skills of regional/state managers, officers and administrative staff.

1.3. Methodology

The aim of the TLNA was to identify the top-priority training needs of ministry employees at different occupational levels and in different departments, as well as to gather information and data for implementation and evaluation purposes. More specifically, it reviewed the following characteristics:

- Status of employees: Assessment of qualifications, gender and age
- Training and learning needs of staff and managers: Assessment of specific training needs across seven general and one technical skills areas
- Department training needs: Turnover and succession, and assessment of general and destination management skills needs
- Training needs reflections: From the senior management team.

To conclude the training needs analysis, a seven-step methodology was applied:

- (1) An initial meeting with managerial staff from the ministerial down to the directorial level to present and discuss:
 - (a) Annual planning and the priority work programmes of the MOHT
 - (b) Identifying the customers (users) of MOHT services
- (2) One-to-one 30-minute meetings with the Minister, Deputy Ministers, Permanent Secretary, Deputy Permanent Secretary, Director Generals (DG) and Deputy DGs to discuss:
 - (a) Annual planning and the priority work programmes of the MOHT
 - (b) Organisational efficiency
 - (c) Staff training and development issues
- (3) One-to-one 30–60-minute interviews with the directors of each department to complete a departmental questionnaire and discuss:
 - (a) Role and remit of the department
 - (b) Issues related the perception of customer service delivery
 - (c) Staff employed to deliver the remit
 - (d) Current staff training opportunities
 - (e) Staff training needs
 - (f) Suggestions and needs to improve departmental efficiency
- (4) Distribution of two separate questionnaires, one to management staff and the other to the remaining staff.
- (5) Two roundtable focus group discussions with managerial staff: one with ministerial to directorial-level managers, and one with deputy and assistant directors. These FGDs existed to:
 - (a) Present and discuss the findings of steps 2 to 4
 - (b) Discuss managing customer and service delivery expectations
 - (c) Discuss a preliminary work plan to address staff training and the strengthening of the institution
- (6) One-to-one meetings with directors and managers in three selected regional/state offices to complete a questionnaire and discuss:
 - (a) Annual planning and the priority programmes of the office
 - (b) Issues related the perception of customer service delivery
 - (c) Staff employed to deliver the remit
 - (d) Current staff training opportunities
 - (e) Staff training needs
 - (f) Suggestions and needs to improve departmental efficiency
- (7) Produce a draft study report, circulate among MOHT managers for feedback, and finalise.

1.4. Research limitations

Overall, the research methodology was considered appropriate for the time and resources available.

It is important to note that respondents were asked to include their name on the questionnaire to allow for follow-up and further exploration. However, feedback from respondents has indicated that this might have resulted in acquiescence bias.

There are small inconsistencies between the staff establishment reports and actual numbers of staff in post: for example, 207 managers completed the survey against a listed workforce of 201. These discrepancies might be a result of employee promotions within MOHT.

Although 50% of the MOHT's staff participated in the research, the findings cannot claim to represent the views of the entire workforce. The results can nonetheless be used to inform the national human resource development strategy.

2. Training and learning needs analysis results

2.1. All staff

A total of 562 respondents completed the survey. After 35 incomplete responses were removed, there were 527 responses for analysis, representing a 50% response rate from the overall administrative workforce of 1,100.

2.1.1. Profile

On average, female staff account for 72% of the sampled workforce (Table 2). The strong predominance of female staff, particularly in NPT, should be kept in mind when considering the implementation phase: for example, organisers should ensure that there are appropriate learning activities available which avoid school holidays and support the flexible working practices of primary carers.

Table 2: Status of staff

Location	Total	% Female	% Male	Qualifications (%)			Age (%)		
				University	College	High School	<35	36-55	>56
NPT	176	81	19	34	33	28	42	47	11
States/ regions	351	63	37	40	13	33	14	72	15

The quality of services provided may depend to some extent on the qualifications of staff. In NPT, 3% of respondents hold a master's degree, 34% hold university degrees, 33% have college qualifications, and 28% have high school qualifications. By comparison, 1% of respondents from state/regional offices hold a postgraduate qualification, 40% hold undergraduate degrees, 13% are college graduates, and 33% are high school graduates.

73 respondents in total, 20 based in NPT and 53 in regional/state offices, are over 56, putting them approximately four years away from the current official retirement age of 60.

The respondents represented 11 departments in NPT and 16 state/regional branch offices. The range of departments and provincial offices involved shows the diversity of tourism related activities performed by the MOHT, and is thereby indicative of the scope of knowledge and skills needed by the workforce to provide quality services that meet growing national and international expectations.

2.1.2. Development needs

The respondents were asked to pick their development needs across eight specific skills categories (Table 3). The top three skills identified in each area for strengthening their capacities, with accompanying response rates, are:

Table 3: Development needs

NPT Staff	State/regional staff
Communication Skills	
Business writing (32%) Listening skills (23%) Presentation skills (10%)	Business writing (37%) Personal communication (26%) Listening skills (18%)
Business Skills	
Accounting/financial management (34%) ICT (inc. Microsoft Office) (18%) Customer service (13%)	Accounting/financial management (40%) ICT (inc. Microsoft Office) (24%) Customer service (23%)
Language skills	
English (76%) Korean (2%) Chinese (2%)	English (49%) Japanese (3%) Korean (3%)
Tourism skills	
Tourism knowledge (47%) Sustainable tourism (15%) Cultural awareness (10%)	Tourism knowledge (43%) Sustainable tourism (20%) Health and safety (17%)

Employability skills	
Team-working (56%) Self-management (11%) Learning skills (9%)	Team-working (48%) Self-management (16%) Enterprise skills (15%)
Management	
Management development (27%) Supervision and Team-leading (18%) Organisational development (16%)	Organisational development (27%) Ethics in government (17%) Management development (15%)
Personal skills	
Time management (32%) Organisational skills (27%) Interpersonal skills (18%)	Interpersonal skills (28%) Time management (28%) Organisational skills (21%)
People management	
Disciplinary process (28%) Performance appraisals (20%) Train the trainer (11%)	Disciplinary process (25%) Performance appraisals (15%) Train the trainer (13%)

The results identify four main differences in the skills needs between NPT and state/regional staff:

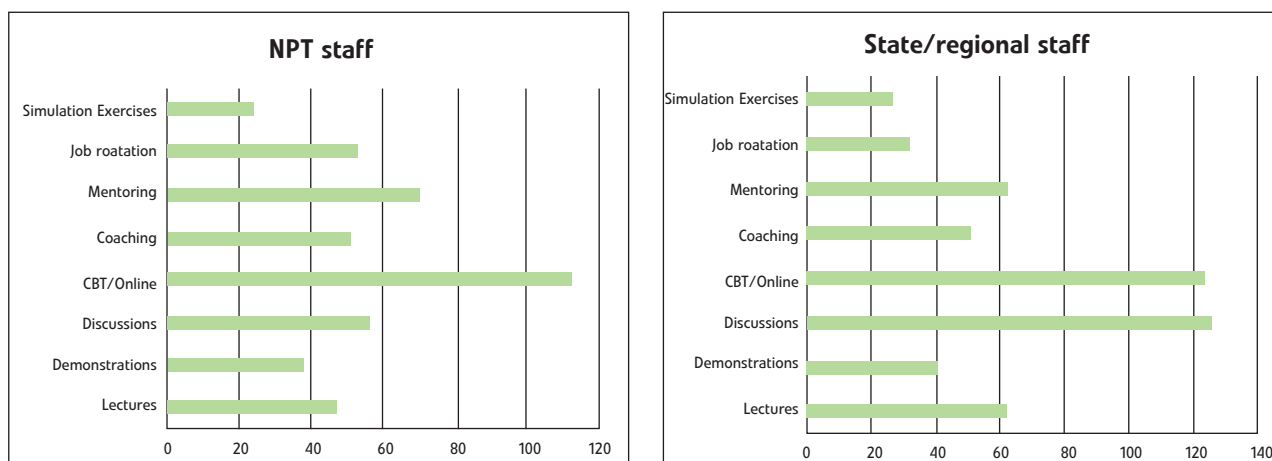
- Personal communication (letters, memos, emails etc.)
- Health and safety
- Ethics in government
- Enterprise skills (creativity, innovation, persuasiveness etc.)

2.1.3. Learning preferences

Together with the training needs detailed above, respondents were asked to indicate their preferred methods of learning (Figure 3).

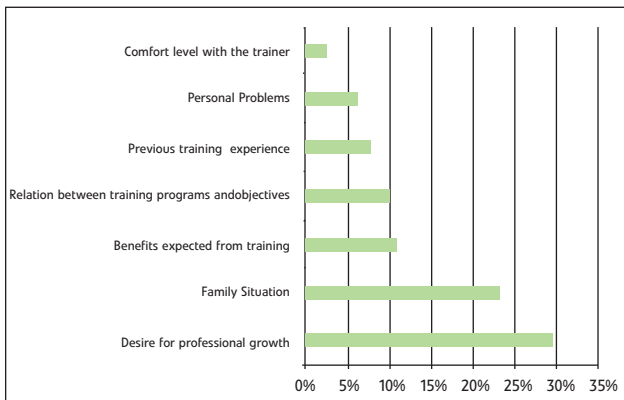
The wide range of suggested learning methods beyond conventional training programmes, like lectures, indicates that staff are likely to be open to alternative options such as workplace mentoring, coaching, job rotation, or reflective practice opportunities. The preferred method of computer-based training (CBT/online) across all staff is an interesting result, given the general feedback concerning the lack of ICT infrastructure and computer terminals for staff to use.

Figure 3: Learning preferences



Understanding which personal factors affect learning during the course of training is an important consideration when designing learning programmes to improve both delivery and the motivation of staff to learn. Staff ranked the desire for professional growth (30%) as the most important personal factor affecting learning during training (Figure 4).

Figure 4: Personal factors affecting learning



2.1.4. People and performance management

(1) Learning transfer

The transfer of learning refers to the extent to which the trainee applies their new knowledge and skills to their job and adapts their training to meet the individual specific needs of their job, in contrast to leaving the newly-acquired knowledge in the classroom. Contemporary research into learning transfer highlights the importance of the work environment in enabling it, particularly supervisory and peer support and the opportunity to practice new skills and knowledge.

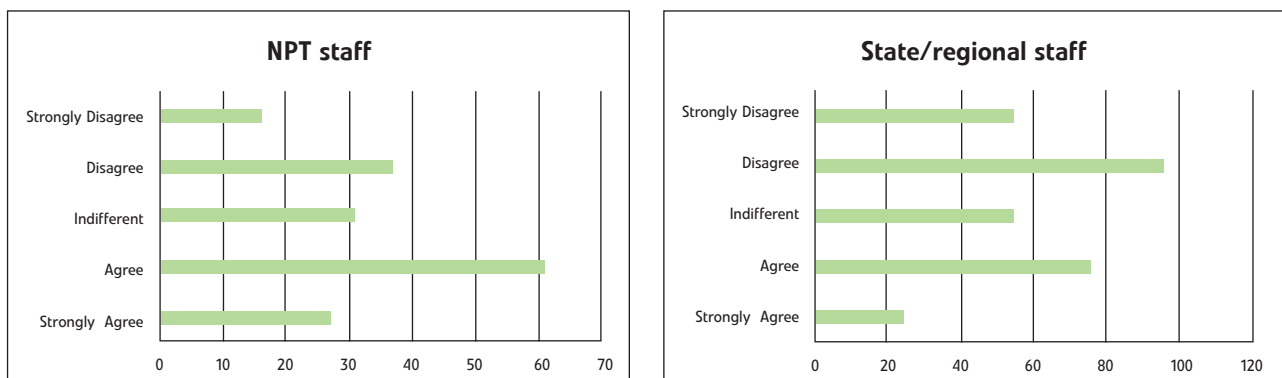
26% of all respondents reported that post-training support, such as coaching and on-the-job support, was provided back in the workplace. The data suggests that 75% of staff do not believe that post-training support for their newly-acquired knowledge and skills is currently provided across MOHT.

(2) Performance management

Performance management is a process by which managers and employees work together to plan, monitor and review an employee’s work objectives and overall contribution to the organisation. More than just an annual performance review, performance management is the continuous process of setting objectives, assessing and addressing employee performance problems. Frequent appraisals provide the opportunity for ongoing coaching and feedback to ensure that employees are achieving their required work standards, objectives and longer-term career goals. This wider approach to performance management has been found to significantly improve employee performance through enhanced motivation and engagement.

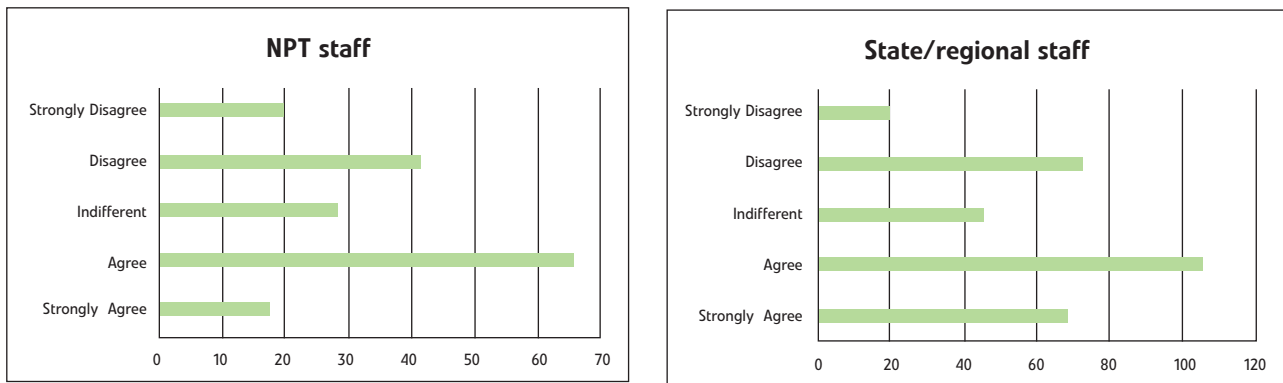
50% of NPT respondents agreed or strongly agreed that employee performance problems are ignored or handled poorly (Figure 5), compared to 28% of state/regional staff.

Figure 5: Employee performance problems



Almost 50% of all respondents agreed or strongly agreed that employees are held accountable for standards that are not communicated (Figure 6).

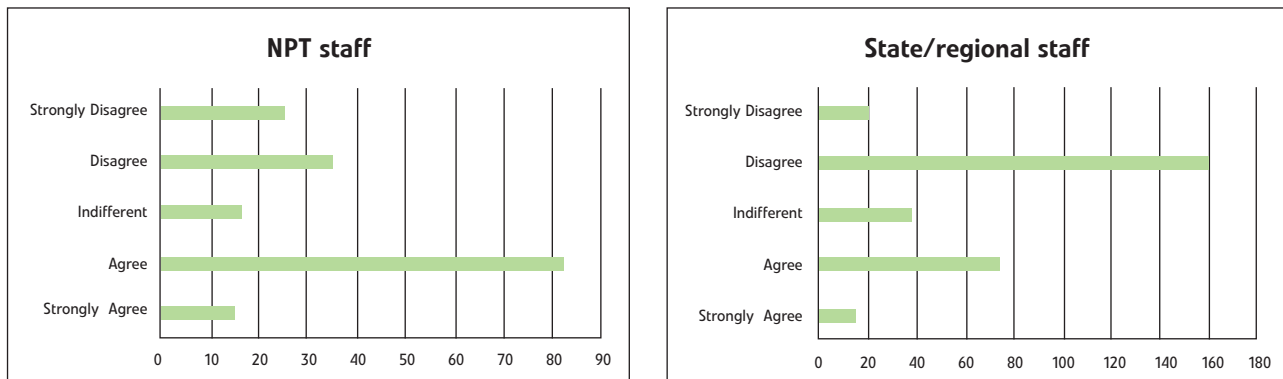
Figure 6: Standards



When considering how new entrants acquire knowledge about the MOHT, the sector, their role and how these fit into the delivery of strategic objectives, the results reveal further differences between the opinions of NPT and state/regional staff (Figure 7).

Over 55% of NPT respondents agreed or strongly agreed that new employees are expected to learn on the job with little training, compared to 25% of state/regional staff.

Figure 7: New employees



Further analysis into the experience of new employees reveals that 75% of respondents in NPT, and approximately 50% of respondents from the state/regional branch offices, confirmed they had received training when appointed (Table 4). Variations in the specific training provided on appointment can be seen between NPT and state/regional offices (Table 5).

Table 4: Training undertaken on appointment

Did you undertake any training at the time of appointment?		
	Yes (%)	No (%)
NPT staff	74	22
State/regional staff	48	44

Table 5: Specific training undertaken

Specific training provided	NPT (%)	State/regional (%)
Orientation/job familiarisation	17	8
Technical	37	24
Soft skills	9	12

2.1.5. Summary

In total, 527 responses were analysed: 176 from NPT and 351 from state/regional offices, representing an overall response rate of 50%. The majority of respondents are female (72%), and 73 staff who completed the survey are within four years of retirement.

The respondents are involved in a variety of activities relating to tourism, ranging from management tasks to functional tasks as well as education and training. A considerable proportion of respondents expressed a priority need to acquire English language, teamwork, and tourism knowledge skills. Four additional skills needs were highlighted by the state/regional branch offices: personal communication, health and safety, ethics in government, and enterprise skills.

The results also indicate that staff have a preference for a blended approach to learning, through CBT/online platforms, professional discussions and mentoring/coaching. These different approaches will provide solutions that appeals to all learning styles, family circumstances, and personal needs by combining the support of classroom learning with the flexibility of e-learning. Furthermore, a blended approach will indirectly support the development of ICT and self-management skills. Coaching and mentoring programmes will serve as a learning mechanism to empower, delivering benefits to both individuals and the MOHT. Coaching and mentoring skills are key in aiding the transfer of learning back to the workplace.

When considered together, the results indicate opportunities to improve the engagement between staff and managers. These opportunities would serve to address performance-related issues and agree the standards to which employees should be held. The data also suggests that the introduction of a structured and standardised orientation/induction programme for new employees, including relocated staff, will help staff to feel supported and to either understand their role in relation to the services the MOHT provides.

Ongoing management/leadership development, improvements to the current people and performance management arrangements, coupled with a far greater emphasis on work-based learning through coaching and mentoring would greatly improve motivation and performance in the long term, largely without the need for formal training programmes.

2.2. Managers

207 managers completed the survey. After 19 incomplete responses were removed, there were 188 responses for analysis, representing a 94% response rate from the 201 officers (see Section 1.4).

2.2.1. Profile

The results show an almost equal ratio of male to female officers. From the sample, 10 managers in NPT hold a master's degree (11%); no managers from the state/regional offices hold postgraduate qualifications. The data identifies that the majority of the sampled managerial workforce are educated to a higher level than the average sampling of all staff (Table 6).

Table 6: Status of managers

Location	Total	% Female	% Male	Qualifications (%)			Age (%)		
				Postgrad	University	College	<35	36-55	>56
NPT	87	46	54	11	72	8	15	61	25
States/ regions	101	40	60	0	73	9	6	74	19

In total, 40 managers (21 from NPT and 19 from the state/regional branch offices) are over 56, making them approximately four years away from the current official retirement age of 60 years.

2.2.2. Development needs

Managers were asked to pick their development needs under eight specific skills categories: seven were identical to the all-staff survey, and the eighth had a leadership component (Table 7).

The top three skills identified in each area for strengthening their capacities were as follows:

Table 7: Development needs for managers

	NPT managers (%)	State/Regional managers (%)
Communication skills	Business writing (37) Presentation skills (29) Personal communication (22)	Personal communication (31) Negotiation (26) Presentation skills (19)
Business skills	Accounting (40) ICT (37) Project management (31)	ICT (31) Accounting (28) Administration (24)

Language skills	English (78) Japanese (9) Korean (3)	English (85) Japanese (5) Chinese (2)
Tourism skills	Sustainable tourism (45) Tourism knowledge (40) Cultural awareness (24)	Sustainable tourism (53) Tourism knowledge (49) Cultural awareness (13) Marketing and promotion (13)
Management skills	Management development (40) Supervision & team leading (26) Organisational Development (16)	Management development (34) Supervision & team leading (32) Organisational development (25)
Personal skills	Interpersonal skills (37) Organisational skills (33) Time management (32)	Interpersonal skills (40) Organisational skills (39) Time management (20)
People management	Performance appraisals (40) Disciplinary process (30) Training of trainers (11)	Performance appraisals (38) Disciplinary process (23) Interviewing skills (18)
Leadership skills	Teamwork (40) Enterprise skills (25) Planning and organising (22)	Teamwork (53) Enterprise skills (32) Planning and organising (12) Problem solving (12)

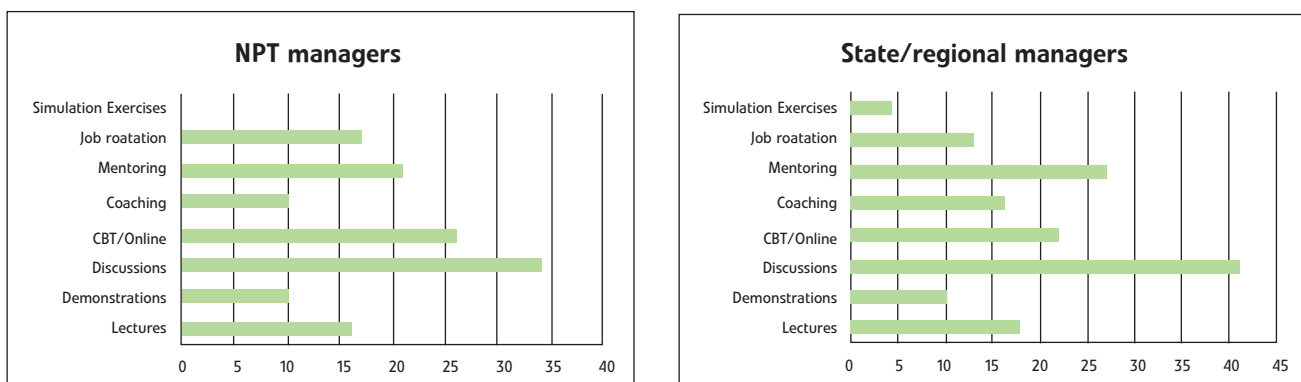
The results identify a number of differences between the learning needs of managers, most notably:

- Negotiation
- Administration
- Marketing and promotion
- Problem-solving
- Interviewing techniques

2.2.3. Learning preferences

Managers and staff indicated comparable preferred methods of learning through professional discussions, mentoring and CBT/online methods (Figure 8).

Figure 8: Learning preferences



Similar to the responses from staff, the results suggest a blended approach would be best to effectively address the learning needs identified through this research and improve current performance.

Managers were also asked to rank the organisational factors necessary for successful training in preferential order with 1 being the most preferred. The results (Table 8) reveal, that after trainer support, supervisor and peer support are the most highly rated organisational factors.

Table 8: Organisational factors

Ranking	Organisational factors
1	Trainer support
2	Supervisor support
3	Peer support
4	Reward system
5	Organisational climate
6	Organisational culture

2.2.4. People and performance management

(1) Training transfer

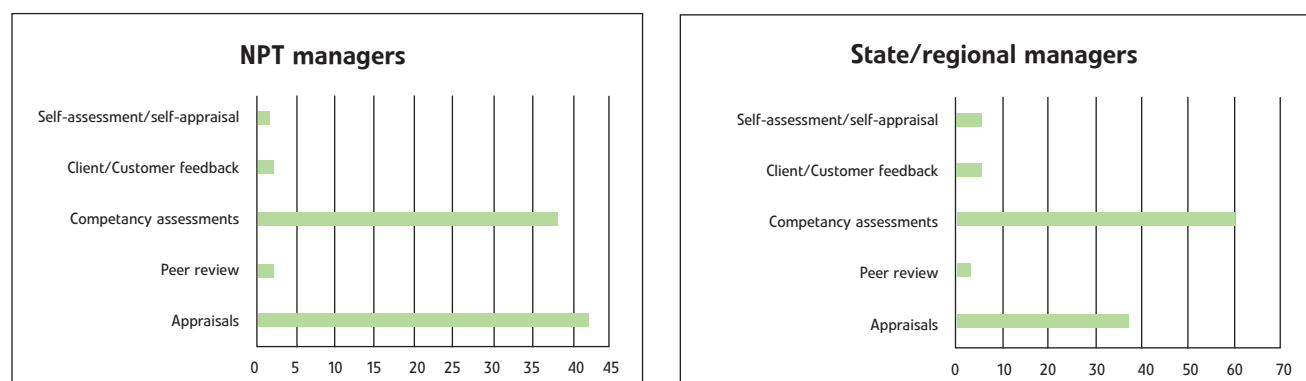
Approximately 29% of managers reported that post-training support, such as coaching and on-the-job aids, is provided in the workplace. This is comparable to the staff survey findings. With the results above highlighting the importance of supervisor and peer support in the learning process, managers have determined that strengthening current approaches to mentoring and coaching would serve to maximise productivity and performance gains by supporting the transfer of new knowledge and skills back into the workplace.

(2) Performance management

Performance reviews are a mainstay of people management and considered a critical communication tool in successful organisations. They provide time for feedback and recognition of service, and they set expectations for future performance through the establishment of work-related objectives. When competency-based and centrally collated, appraisals can also provide the basis for annual training and learning needs analysis as part of the strategic planning process through which budgets are allocated.

48% of NPT and 37% of state/regional managers indicated they determined individual training needs through appraisals (Figure 9). As indicated, managers also use competency-based assessments to determine training needs.

Figure 9: Determining individual training needs



(3) Employee performance problems

Approximately 79% of managers reported that after finding an ongoing performance problem with staff, their immediate response is to find possible causes and solutions. 20% recommend staff for training as their initial response.

2.2.5. Planning and evaluating training

(1) Planning

Training planning is a component of the employee transfer process. Effective planning is a practice that communicates critical information regarding expected outcomes to management and stakeholders. Its purpose is twofold; it ensures new employees are brought up to speed quickly, and also ensures that the skills gaps of existing employees are addressed in a systematic manner. Moreover, training plans based on the needs of employees help training and development departments to prepare and defend their business case by anticipating the level of activity that will come about through the delivery of organisational goals.

As shown in Table 9, approximately half of all managers reported that training was planned at the time of recruitment: 26% for technological/process updates, and 19% when offered by development partners. 9% of managers reported that training was planned during performance appraisals.

Table 9: Planning for training

Planning	NPT managers (%)	State/ Regional managers (%)
At recruitment	52	48
During appraisals	8	10
During promotions	17	11
For technological/project updates	20	33
When offered by development partners	20	17

(2)Evaluation

Evaluation refers to measuring the effectiveness of a training programme. It helps to define learning outcomes, remove unnecessary content, and ensure that the method meets the training needs of the learners and, thus, those of the organisation. The effectiveness of a programme includes the critical measurable organisational benefits associated with the long-term retention and application of new knowledge and skills, such as productivity and efficiency. Hence it provides demonstrable evidence for the return of investment.

The results of the survey identified that almost half (48%) of managers evaluate the effectiveness of training (Table 10).

Table 10: Evaluating training effectiveness

Do you evaluate the effectiveness of the training on staff?		
	Yes (%)	No (%)
NPT managers	41	54
State/regional managers	55	34

Furthermore, a range of methods has been used to evaluate training (Table 11), including observation, the use of questionnaires, and interviews.

Table 11: Methods of evaluation

Which method have you adopted for evaluating training effectiveness for staff?		
	NPT managers (%)	State/regional managers (%)
Observation	36	43
Questionnaire	29	33
Interview	17	27
Self-diaries/personal journals	13	16
Self-recording of specific incidents	8	9

2.2.6. Summary

A total of 188 responses were analysed, representing an overall 94% response rate from managers. 40 managers (22%) are approximately 4 years away from retirement.

A considerable proportion of managers expressed a priority need to acquire English language, teamwork and tourism knowledge skills. Management development skills, including people and performance management, were also rated as core priority needs. In terms of tourism skills, sustainable tourism, tourism knowledge and cultural awareness were also highlighted. These results identify a number of crosscutting needs for managers and staff alike.

The results indicate a preference for a blended approach of formal and informal learning methods. Supervisor and peer support were the preferred organisational factors for successful training. These findings demonstrate the need to explore the arena of people and performance management as part of ongoing plans to increase capacity and promote service quality improvements through regular, meaningful performance dialogue.

Appraisals are also a core piece of the talent management puzzle, providing an evaluation of how well an employee is doing against earlier reviews of skills, knowledge, initiative and participation. This ongoing record can show whether an

employee is ready to assume greater responsibility, and therefore can be linked to succession planning within an organisation. Succession planning for managers in particular would reduce the risk associated with retirement by ensuring the MOHT has a pipeline of leaders with the appropriate sector knowledge and skills.

2.3. Departments

A series of one-to-one interviews with the directors in NPT, and three interviews with delegates from the state/regional branch offices, were conducted in order to complete the departmental questionnaires. Staff turnover, succession planning and an assessment of general and destination management skills were all addressed. 13 departments participated in total.

The following section provides a summary of the findings.

2.3.1. Profile

Understanding the workforce profile of any organisation is important to recruit and retain the best talent that reflects local diversity of communities and ensures practices are in accordance with legislation and free from discrimination.

10 NPT and 3 state/regional departments participated in the survey (Table 12). These departments ranged in size from 12 to 132 employees.

The sampled workforce was 60% female and approximately 4% national minorities.

Table 12: Status of departments

Location	Total	% Female	% National Minority
Administration and Finance	132	48	0
Hotels & Tourism Supervision	35	69	0
Internal Audit & Budget	37	70	0
Project	25	60	1
Training & Education	24	71	17
Tourism Promotion	46	61	0
Public Relation & Information	26	54	0
Policy	22	45	0
Planning and Statistics	22	64	18
International & Regional Co-op	22	82	0
Sittwe	12	33	11
Mandalay	80	54	0
Shan	24	67	10

2.3.2. Turnover and promotion

According to the respondents, seven staff had either left or transferred in a six-month period. The main causes of staff turnover ranged from internal transfers to personal affairs necessitating a return to Yangon (Table 13).

The figures provided represent an annual turnover figure of approximately 1%, indicating a stable workforce within the Ministry.

Table 13: Causes of turnover

Main causes of turn-over
Internal transfer
Disappointment due to lack of promotion
Lack of change/challenge
Regional offices are more flexible on working hours
Personal affairs – return to Yangon
Ill health

The directors further revealed that a total of 91 employees had been internally promoted. Respondents confirmed that in general, years of experience were the primary reason for staff promotions.

2.3.3. Development needs

Directors were asked to rate how important it is for newly-hired or current staff to improve in both general and destination management skills. The results revealed little distinction in the ranking between skills that are important now, and those that are essential for the future. The following results therefore represent immediate MOHT skills needs.

The results from the survey (Tables 14 and 15) present the scores of each skill need (with 1 being the lowest need and 5 being the highest) under the categories of general and destination management skills. The mean for each skills score is presented in the final column. Every score below 3 is below 'average', and therefore considered a non-priority. Further consideration should be given as to whether skills under a score of 3 are required in the long term.

(1) General skills

Teamwork skills were rated as the highest need across all departments, an area which managers and staff have also expressed as critical learning needs. Team-building exercises that develop problem-solving and decision-making skills would provide opportunities to address some of the skills needs identified through this research.

Communication and general management skills were also raised as priority needs by the directors, a request which corroborates the training and learning needs as expressed by managers and staff.

(2) Destination management skills

As outlined in the MTMP and the Myanmar Responsible Tourism Policy, it is a priority focus of the MOHT's development of integrated tourism destination management plans to enhance visitor experiences and promote the involvement and engagement of local communities in heritage protection.

The results show training needs in the fields of sustainable tourism, sector legislation and destination planning. Again, these findings are similar to the opinions expressed by managers and staff, and therefore indicate the awareness of skills needs within MOHT.

Table 14: General skills needs

General Skills	Admin & Finance	Hotels and Tourism Supervision	Internal Audit and Budget	Project	Training & Education	Tourism Promotion	Public relation & Info	Policy	Planning & Statistics	International and Regional Coop	Sittwe	Mandalay	Shan	Mean
Team Working	4	4	5	5	4	5	4	5	4	5	4	4	3	4.3
Communication	4	3	5	5	5	5	4	3	4	5	5	4	3	4.2
Telephone	4	4	5	4	4	4	4	4	4	5	3	5	3	4.1
Writing	4	3	5	5	4	5	4	3	4	5	3	5	3	4.1
Decision making	4	4	4	4	4	5	4	3	3	5	5	4	3	4.0
General Management	4	4	4	4	4	5	3	3	4	5	4	5	3	4.0
Negotiation	4	3	4	4	4	5	4	3	4	5	5	4	3	4.0
Organisational	4	3	5	4	4	5	3	3	4	5	5	4	3	4.0
Problem solving	4	3	5	3	4	5	4	4	4	5	5	4	2	4.0
Initiative	4	4	4	3	4	5	3	3	4	5	5	4	3	3.9
Training	3	3	4	4	5	5	3	3	5	5	4	4	3	3.9
Admin	4	3	4	3	3	5	3	4	4	5	5	4	3	3.8
HRM	3	3	4	4	5	5	3	3	3	5	5	4	3	3.8
Leadership/people skills	4	0	5	4	4	5	3	3	3	5	5	4	3	3.7
Accountancy	5	3	5	3	3	4	2	3	4	3	5	5	2	3.6
Quality Management	4	3	0	4	4	5	3	4	4	5	4	5	2	3.6
Innovation & creativity	3	3	4	3	4	5	3	3	3	5	3	4	3	3.5
Social responsibility	4	4	4	0	4	5	4	4	3	4	3	4	3	3.5
Customer	3	4	3	0	3	4	3	4	4	4	5	5	3	3.5
Environmental	3	4	3	3	4	4	4	3	3	4	3	4	3	3.5
Multicultural awareness	3	4	3	0	3	4	3	4	4	4	5	4	3	3.4
Myanmar History/Culture	3	3	3	0	3	5	3	4	3	4	5	4	3	3.3
Web design	3	3	0	4	4	5	4	2	4	3	4	4	3	3.3
Social media	3	0	4	0	3	5	4	2	4	4	3	5	3	3.1
Product development	3	4	0	0	4	4	3	3	4	5	3	5	1	3.0

The findings, highlighted in red, emphasise differences in skills needs across the different departments. Priority should therefore be given to addressing the needs that would make the biggest difference to each department, and thereby the MOHT; these are not necessarily the same as the skills needed a majority of staff.

Table 15: Destination management skills

The findings, highlighted in red, emphasise differences in skills needs across the different departments. Priority should therefore be given to addressing the needs that would make the biggest difference to each department, and thereby the MOHT; these are not necessarily the same as the skills needed a majority of staff.

Table 15: Destination management skills

Destination Management	Admin & Finance	Hotels and Tourism Supervision	Internal Audit and Budget	Project	Training & Education	Tourism Promotion	Public relation & Info	Policy	Planning & Statistics	International and Regional Coop	Sittwe	Mandalay	Shan	Mean
Sustainable Tourism	0	3	4	4	4	5	3	3	5	4	5	5	3	3.7
Tourism sector legislation	0	3	4	5	4	4	3	4	5	3	5	5	2	3.6
Destination Planning	0	3	5	4	4	5	3	2	5	3	5	5	3	3.6
Tourism data and statistics management	0	3	4	4	4	4	3	2	5	5	5	5	3	3.6
Tourism industry stakeholder engagement	0	3	4	3	4	5	3	3	4	5	4	5	3	3.5
International tourism industry trends awareness	0	3	4	4	4	5	3	2	4	5	5	4	3	3.5
Tourism and tourism market research	0	3	4	4	4	4	3	1	3	5	4	5	3	3.3
e-tourism	0	3	4	5	4	0	3	3	4	5	5	4	3	3.3
Community engagement and liaison	0	3	0	5	4	5	4	3	5	5	0	4	3	3.2
MICE and business tourism	0	3	0	4	4	5	3	2	4	5	5	4	2	3.2
Destination marketing	0	3	0	4	3	5	3	1	5	5	5	4	3	3.2
Natural and cultural planning	0	3	0	4	4	4	3	3	4	3	5	5	3	3.2
Destination brand development and	0	3	0	3	3	5	3	1	4	5	5	4	3	3.0
Destination transport and infrastructure	0	3	0	3	3	3	3	1	4	3	5	4	3	2.7
Spa and Wellness	0	3	0	3	3	4	3	1	3	5	2	4	2	2.5

For example, the results identify different departmental needs regarding destination management skills. Five departments (Internal Audit and Budget, Tourism Promotion, Planning and Statistics, Sittwe, and Mandalay) have identified priority training needs in this skills category. This differentiation will help with the planning and scheduling of training during the implementation phase.

Other training-related issues raised by the directors during the interviews (Table 16) included the need for state/regional staff to attend and participate in training and education programmes.

Table 16: Other training issues raised

General	Other
ICT skills	Script writing
Speaking skills	AV skills
English language	Photography
Service improvement	Estates: offices, vehicles and equipment
State/regional up skilling, particularly managers	Visits to other destinations to grow knowledge

2.3.4. Summary

The different training needs across departments prove that the design, delivery and expected impact of this training should be tailored where possible to departmental and staff group needs.

Moreover, the data will enable better resource planning and the scheduling of training programmes over the next two years to address departmental training needs.

Consideration should also be given to how new staff acquire, and existing staff maintain and update, their skills and knowledge going forwards.

2.4. Senior management team interviews

One-to-one interviews were held with the Minister, Deputy Ministers, Permanent Secretary, Deputy Permanent Secretary, Director Generals and Deputy Director Generals (the senior management team), with the aim of identifying the most strategically important learning needs for MOHT.

2.4.1. Priority work programmes

The senior management team (SMT) described a range of primary and secondary stakeholders, services and priority work programmes, reflecting the vast and diverse skills and knowledge needs across their two directorates (Table 17).

These discussions determined that priority should be given to developing manager and officer level staff, because of their role in the decentralisation process and their people and performance management responsibilities within the MOHT.

Table 17: Priority work plans

General	Technical
Language	Destination management
Laws, rules, regulations and standards	Integrated tourism planning
Annual planning, including monitoring and evaluation	Promotion, branding and marketing
Coordination, cooperation and consultation	Construction supervision
Health, safety and security	Environmental conservation and sustainability
Institutional framework	Infrastructure development
Time and meeting management	Regulation and standardisation
Management skills; delegation	Waste management
Report writing	Safety operations
ICT	Services liberalisation
Accounting/financial management	Open tender process
Life-long learning	
Incentivisation; recognition and reward	
Statistics	
Local recruitment (in state/regions)	

2.4.2. Challenges

In addition to the priorities listed above, existing levels of skills and experience were amongst the greatest challenges described, particularly among staff from the old beverage department. Language, ICT and tourism awareness were all presented as significant barriers affecting the majority of employees.

Other challenges include the decentralisation process: there is a need to strengthen branch office leadership and improve collaborative working between government and destination level staff.

2.4.3. Steps to improve

The interviews revealed several recommendations to improve current performance. These include up-skilling of staff, improving current approaches to time and meeting management, and introducing localised action plans and targets.

Engagement of the younger workforce (28% of all staff and 11% of managers are under the age of 35) was raised as a means to raise performance and motivation. A review of the selection and recruitment criteria, to ensure that the right people with the right skills are deployed in the right place, would be advantageous.

Other suggestions included implementing a systematic approach to the design, delivery, evaluation and monitoring of training; this would ensure the wider workforce are provided with training opportunities and not just the same faces every day.

2.4.4. Key training needs

Two needed general skills commonly brought up during the interviews were English language (basic, intermediate and advanced) and ICT (including Microsoft Office and Internet skills). Minute taking, report writing, translation skills, office management and planning skills were also consistently highlighted as priority areas, in addition to departmental issues and procedures, meeting and time management, logistics and internal audit skills.

Tourism industry knowledge, in particular destination management issues and knowledge of international standards and practices, were also consistent themes.

2.4.5. Reflections from the SMT

There are a small number of staff in high demand because they have good skills sets; others are neglected.

Training in the past has remained in the classroom; staff need to practice new skills on a daily basis.

A glossary of technical terms for staff would help with complicated concepts.

There is immense pressure on all government staff to do more on their old salaries – we need an incentive system to encourage and reward staff.

Staff from the beverage department in the old MOHT lack sector knowledge: a review of their needs as a group might be useful.

We need to inspire, create ambition and encourage life-long learning and positive thinking.

3. Roundtable focus groups analysis

Two focus group discussions were held with senior stakeholders on the 16th and 17th of February 2016 to validate the findings from the questionnaires and interviews.

Focus groups can be described as structured discussions on specific topics, in which the participants have common characteristics that relate to the topic. The groups are held in a permissive environment to ensure the participants feel comfortable sharing their thoughts and opinions about the matter in question.

Discussions started with a brief overview and exploration of the initial findings. Thereafter participants were asked to indicate which skills needs they regarded as a priority using two prioritisation tools, and from this, to develop a preliminary work plan. The session included discussions about a range of learning options to address identified training needs.

3.1. General skills

The focus groups identified clear synergies between the categories, with basic language and ICT skills acting as the precursors for communication, business and tourism skills.

(1) Communication, business and language skills

Defined as multipurpose cross-sector skills, the focus groups distinguished between the need for basic, intermediate and advanced skills (Table 18). There was a clear preference for targeted training towards priority groups, including branch managers and officers; their needs were considered to be the greatest, particularly as the process of decentralisation continues.

The groups suggested a number of possible solutions to improve business writing (in both Myanmar and English), including the introduction of standardised report templates and examples of best practice to share.

Table 18: Communication, business and language skills

Level	Examples of application
Basic (All staff)	Reading
	Writing
	Speaking
	Listening
Intermediate (targeted)	Telephone conversations
	Emails
	Video conferencing
	Note taking
	Hospitality
	Data analysis
Advanced (targeted)	Report writing
	Speech writing
	Presentation writing and delivery
	Media briefings (press releases, newsletters)
	Negotiation skills

(2) Business skills

According to the groups, ICT skills represent the largest pressing organisational need, as determined in the SMT interviews.

Two departments in particular (Administration and Finance, Internal Audit and Budget) expressed a priority need for financial management skills. An analysis of the MOHT generic job description also confirms that officers require accounting/financial management skills to perform their duties adequately.

Although staff said that customer service training was needed, this was not given as an immediate priority in either the department questionnaires or the focus group discussions. This was also the case for project management skills, which

were identified as a priority need by managers.

(3) Language skills

A consistent priority raised throughout the research has been the need for English language skills.

The focus groups also identified a number of other languages that are already spoken by staff (for example, Japanese). This presents an opportunity to identify 'language champions' within the Ministry to provide basic conversational practice, supporting ongoing regional development and dialogue where needed.



Photo 1: Language skills priorities

(4) Teamwork

Team or group work is an essential part of successful organisational development. Defined as the cooperation and collaboration between those who are working on a task, it is generally understood to be the willingness of a group of people to work together to achieve a common goal. Teams are also important for personal development, as they can provide peer support and encouragement to help individuals change their behaviours and attitudes. For teams to flourish, the right working environment needs to be in place, including the opportunity to work on shared tasks.

Teamwork was consistently raised as a priority training need across all staff, manager and departmental questionnaires, and was raised as a priority work plan (coordination, cooperation and consultation) during the SMT interviews. However, it came in behind English language, ICT, tourism and management training.

(5) People, performance management and leadership

The changing global nature of the workplace and workforce places increasing pressure on managers and leaders to think differently and utilise human resources more efficiently. This makes training for people, performance management and leadership skills all the more important. However, training alone cannot overcome obstacles caused by policies or procedures.

As such, both need to be addressed to strengthen supervision and team-leading capabilities.



Photo 2: People management priorities

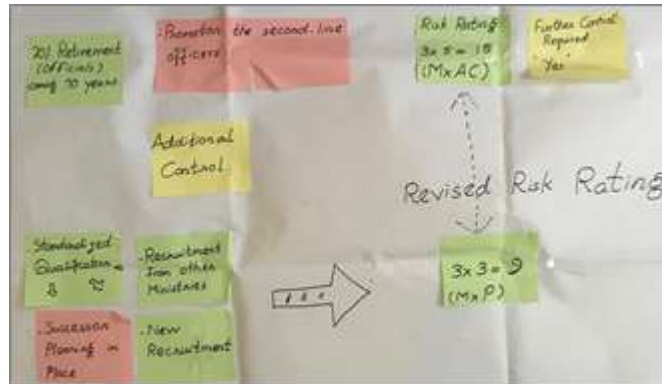


Photo 3: People management risk assessment

(6) Personal skills

Personal skills are those concerned with how people manage and express themselves, such as interpersonal, organisational and time management skills. Through the surveys, staff and managers expressed a need for time management and organisational skills. Linking it closely to decision-making, the SMT interviews also indicated that effective meeting management is also a priority area.

Whilst it is recognised that these are needs for the future and could be delivered as standalone modules, personal skills are rated as a non-immediate need by the focus groups.

3.2. Tourism skills

With the range of services provided as part of the MOHT technical and administrative mandate, the findings show a number of priority skills.

Better tourism knowledge would help orientate staff, especially former beverage department staff, to the sector, including the underlying legislation, regulations and policies identified by the SMT. Sustainable tourism awareness would serve to address the training needs expressed by managers and departments, whilst specific targeted training (for example, in community engagement and liaisons) would serve the needs of four departments.

Further in-depth discussions with the departments will identify common areas of need and appropriate methods of delivery and evaluation.

3.3. Summary

According to the focus group participants, the skills and competencies required for MOHT employees cover a broad spectrum that ranges from technical expertise and IT knowledge to social skills and management skills. These requirements were also elaborated by the survey responses.

The results conclude that the lack of English language, tourism knowledge and ICT skills are the highest priority needs across the Ministry. The creation of a management/leadership programme would reinforce any development programmes addressing the capacity and capability of the wider workforce. Furthermore, a review of existing recruitment and orientation/induction procedures would address any risks associated with retirement and people management.

4. Job description analysis

The purpose of a job description is to clarify work functions and reporting relationships, helping employees to understand their jobs. Job descriptions can aid in maintaining a consistent salary structure and may be used to base performance reviews on.

The generic ministry job descriptions have been analysed with regard to the skills and tasks contained within them. This analysis found that the task responsibilities described are prescriptive and cover a broad spectrum of general and technical skills, which should be taken into consideration when designing training. The findings also provide supplementary information to the results of the survey and focus groups, as described below.

The majority of skills listed in the job descriptions fell into the following categories:

- Project management
- Financial management
- Estate management
- Tourism promotion
- Compliance
- Supervisory/management
- Cooperation

Common keywords used to describe the function of roles included:

- Responsibility
- Accountability
- Performing
- Supervising
- Writing
- Coordinating
- Monitoring

It was observed that the job descriptions are generic in nature and therefore omit any of the discrete or unique duties, responsibilities and accountabilities associated with each position.

As a foundation for recruitment, selection, performance management and succession planning, a review of the essential elements (business need, levels of independent judgement and decision making, competencies etc.) and formats would help to facilitate the future direction of tourism development by branding it as an attractive career choice.

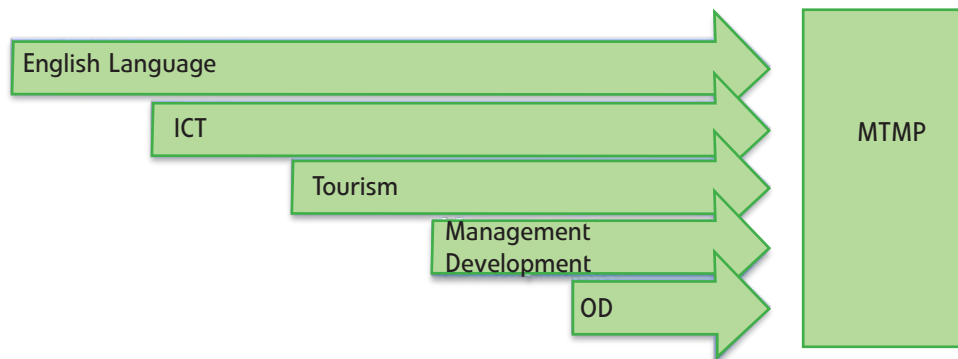
5. Conclusions and recommendations

Four immediate priority training needs have been identified through the research:

- English language
- ICT
- Tourism knowledge
- Management/leadership

However, the MOHT may not be able to fully realise the benefits of this training if it is disconnected from other human resource management functions (Figure 10).

Figure 10: Immediate priority needs



Extant literature has shown that training will have the greatest impact when it is bundled together with other human resource management policies and procedures, and implemented on evidence-based principles within the context of each unique organisation.

To help achieve sustainable results, organisational development (OD) reviews have also been used throughout the research. These include strategic workforce planning, recruitment and selection, the induction/orientation of new staff, people and performance management, and succession planning.

Strategic workforce planning involves analysing the current workforce and extending that analysis to determine which future workforce requirements, skills and competencies will be needed to deliver new, different or improved services. Further exploration into the MOHT strategic workforce planning, coupled with a repeat survey 6 months after implementation commences, will help to ensure that in future the right people with the right skills are deployed in the right places.

The TLNA presented in this report provides the MOHT with the opportunity to respond with a coordinated approach, working with its departments to understand common themes and determine the essential learning needs of employees. The design of programmes that are widely advertised and open to all staff will promote a learning environment that strengthens the MOHT's ability to oversee the development of tourism in Myanmar.

The following recommendations have been developed through a consideration of the findings, and are aligned with the strategic actions outlined in the Myanmar Tourism Master Plan 2013–2020:

- (1) Build the capacity of the Training and Education Department to enable local ownership and develop localised solutions.
- (2) Optimise training by seeking to understand the learning needs of target groups.
- (3) Develop flexible modes of learning delivery with an emphasis on encouraging and motivating self-development, including the identification of learning champions.
- (4) Develop a systematic approach to learning and development which uses the assessment, design and evaluation of training to develop a continuous learning philosophy and demonstrate a value for money.
- (5) Conduct a study to identify strategies for addressing recruitment, retention, career pathway challenges, and other matters related to workplace sustainability.
- (6) Examine recent advances in performance management research and co-create a simple and robust approach to it, incorporating an annual TLNA.

- (7) Implement a standardised induction/orientation programme for all new and relocated members of staff, including an understanding and interpretation of the regulations and policies relating to safety and quality standards and the MOHT's strategic plans.
- (8) Develop programmes through shadowing and mentoring that identify emerging leaders and provide these employees with management and leadership training, better placing the MOHT to meet changing service demands.
- (9) Grow a cadre of coaches and mentors to promote high-quality leadership at all levels of the MOHT.
- (10) Examine the feasibility of establishing a Top Leaders programme that supports multidisciplinary and cross-sector approaches to delivering executive training.
- (11) Enhance communication and the coordination between the ministries.

Annex A: TLNA key priorities and accompanying action plan

Key objectives and activities	Technical Lead	Target Group / Department	Time frame								Performance Indicators		
			2016				2017						
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4			
Key objective 1: Establish learning and training programmes to improve English language skills													
1.1	Define English Language performance indicators and targets: establish basic, intermediate and advanced descriptors and exemplars of listening, speaking, reading and writing skills Define English Language performance indicators and targets: establish basic, intermediate and advanced descriptors and exemplars of listening, speaking, reading and writing skills	MOHT/LuxDev	All staff; NPT, states/regions	X									Descriptors and exemplars established for basic, intermediate and advanced levels and circulated to all staff
1.2	Categorise employees through assessment: determine written and spoken English language competency levels of all employees (development need, competent, can develop others) and agree target groups (minimum standards)	MOHT / LuxDev	Proposed groups: - Basic: all staff - Intermediate: Officer level - Advanced: DD/AD to DG - Can Develop Others: at least 1 rep in each Dept/office	X									15% of assessments completed and staff categorised according to skill level
1.3	Identify/design innovative methods to facilitate spoken and written English: recognising challenges at branch offices, age ranges, preferences for learning and the use of mobile apps	Training & Education	As above	X	X	X	X	X	X	X	X	X	Formal, informal and non-formal methods identified, tested and advertised to all staff
1.4	Identify potential community groups and funding mechanisms to support conversational English and equip Can Develop Others with additional skills; e.g. British Council, US Embassy, Expat groups, International schools; INGOs	Training & Education		X	X	X	X	X	X	X	X	X	Community links established and informal opportunities to practice conversational English scheduled
1.5	Motivate and familiarise Can Develop Others along with English Language champions with learning opportunities	Training & Education			X	X	X	X	X	X	X	X	Standardised familiarisation session delivered English Language champions badges/lanyards distributed
1.6	Identify speech writing programmes	Development partners/ LuxDev	International & Regional Cooperation	X									4 employees trained
1.7	Review entry level selection criteria relating to English language and methods of assessment: make recommendations	Admin & HR	New entrants	X	X								Report containing recommendations produced
1.8	Establish staff newsletter in English language: establish an editing group, skills gaps, TOR to determine acceptable content, 2-page layout/closed FB page, advertise for articles, include monthly Star Awards for most improved	Tourism Promotion HR & Admin	All staff	X	X	X	X	X	X	X	X	X	Editing group established and training plan identified, TOR including circulation timetable approved by Exec Team
1.9	Measure and track English Language improvements: through Officers/ Managers	Training & Education; Officers/ Managers	All staff			X	X	X	X	X	X	X	Documented improvements in capacity; Certificates of Training produced (and recognised in newsletter)
1.10	Establish M&E of English Language improvement plan, agreed/approved with Officers/Managers	Training & Education	New entrants		X	X	X	X	X	X	X	X	Monthly M&E plan presented to Exec Team

Key objectives and activities	Technical Lead	Target Group / Department	Time frame								Performance Indicators	
			2016				2017					
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Key objective 2: Establish learning and training programmes and accompanying education plan to improve ICT/PC capabilities and estates												
2.1	Establish a LuxDev Learning Lab in NPT	LuxDev/ Training & Education	NPT – All staff	X	X							Installation of 10 PCs; with software for self-study
2.2	Complete internal audit of existing ICT estate	IT Dept	NPT – All staff	X								Audit completed and asset list produced
2.3	Identify and mobilise investment to purchase additional computers	MOHT	All departments and regional/ state branches	X	X							At least 2 PCs running windows with printers in each department/ branch office
2.4	Identify champions from staff who have previously delivered internal ICT training and arrange a TTT session to ensure a structured approach	IT Dept/ Training & Education	Champions in each department/ branch office	X	X	X	X	X	X	X	X	Champions identified; badges/ lanyards distributed; Champions delivering ICT training
2.5	Identify/design methods to facilitate ICT skills training: recognising challenges at branch offices, age ranges, preferences for learning and the use of mobile apps	IT Dept/ Training & Education Dept/ Development Partners	All staf	X	X	X	X	X	X	X	X	Online, scheduled clinics and face to face courses available and advertised through staff newsletter
2.6	Identify AV skills and Photography needs and establish remedial learning to address	Tourism Promotion	Tourism Promotion		X							4 staff trained
Key objectives 3: Strengthen tourism knowledge												
3.1	Work with the departments to identify specific training needs:	Training & Education/ Development Partners										
	Sustainable tourism		Tourism Promo Planning; Sittwe & Mandalay	X	X							
	Legislation		Project; Planning; Sittwe & Mandalay	X	X							
	Destination planning		Internal Audit; Tourism Promo Planning; Sittwe & Mandalay	X	X							
	Community engagement & liaison		Project; Tourism Promo Planning; Int&Regional Cooperation	X	X							
	Tourism data & statistics management		Planning; Int&Regional Cooperation; Sittwe & Mandalay	X	X							
	Tourism industry stakeholder engagement		Tourism Promo Int&Regional Cooperation; Mandaly	X	X							
3.2	Establish tourism knowledge training needs and develop introductory programme for all administrative staff, former Beverage department and new entrants; consider workbook approach	Training & Education/ Development Partners	All staff			X	X					To be determined through TLNA

Key objectives and activities	Technical Lead	Target Group / Department	Time frame								Performance Indicators	
			2016				2017					
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Key objectives 4: Design and implement a Leadership and Management programme												
4.1	Develop and establish a practical leadership and management programme for all officers/managers: consult with key stakeholders, including officers/managers, review evidence based practice and identify performance indicators to assess the effectiveness.	MOHT/ Development Partners	All officer/ managerial staff		X	X						To be determined through TLNA
4.2	Establish Action Learning Sets: develop ALS groups and facilitate	MOHT/ Development Partners	All officer/ managerial staff			X	X					ALS established and hosted on a monthly basis
4.3	Establish Executive/Director led coaching and mentoring programme: to support the development of AD/DD senior officers using the GROW model	MOHT/ AA/ DD Development Partners	All departments and regional/ state branches			X	X					Master-class on mentoring techniques delivered Regular mentoring/coaching sessions in place (as agreed by coach and coachee)
4.4	Examine the feasibility of establishing a Top Leaders programme that supports multidisciplinary and cross-sector approaches to delivering executive training	MOHT/ Development Partners	Executive Directors, DG/ Directors		X							Feasibility report prepared and submitted to Exec Team
Key objectives 5: Design and implement Organisational Development strategies to support priorities 1-4												
5.1	Strengthen the Training & Education capacity: to develop and implement a systematic approach to training, including TLNA, design, implementation and evaluation, produce a handbook for learning. Consider the establishment of an Education Consultation Group with interested education champions from each department focussing on MoHT developing needs, providing feedback, recommendations for learning options	MOHT/ Development Partners	Training & Education Department	X	X	X						Training needs established Process review of existing processes completed Training database developed Training Plan produced and circulated Establishment of ECG complete with TOR Update in staff news letter
5.2	Conduct a study to identify strategies for improving recruitment, selection and career pathways	MOHT/ Development Partners	All staff, new entrants and relocating staff		X	X						Study conducted, complete with recommendations for implementation Submitted to Exec Team
5.3	Research and develop a standardised approach for the induction of all new employees: to include local induction checklist, MoHT vision, departmental remits, tourism knowledge, laws, policies, regulations, health and safety, customer service	MOHT/ Development Partners	All staff, new entrants and relocating staff	X	X							Study conducted, complete with recommendations for implementation Submitted to Exec Team
5.4	Research and develop people management framework and develop a simple approach to appraisals including paperwork, incorporating an annual TLNA	MOHT/ Development partners	All staff		X	X						Study conducted, complete with recommendations for implementation Submitted to Exec Team
5.5	Research and develop a recognition and rewards strategy to inspire, create ambition and encourage life long learning, including a review of JDs, strategic workforce planning arrangements, linking with GOM national awards programme	MOHT/ Development partners	All staff			X	X					Study conducted, complete with recommendations for implementation Submitted to Exec Team
5.6	Develop initiatives that identify emerging leaders (talent and succession) and link with performance management; provide these individuals with management and leadership training to ready them for promotion	MOHT/ Development partners	Talent			X	X					Study conducted, completed with recommendations for implementation

Key objectives and activities	Technical Lead	Target Group / Department	Time frame								Performance Indicators	
			2016				2017					
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
Key objectives 6: Develop initiatives to support secondary priorities identified in the TLNA												
6.1	Repeat the TLNA to identify changes in needs	MOHT/ Development partners	All staff Officers and managers			X	X					Study conducted, complete with recommendations
6.2	Consult with departments and develop initiatives that address secondary priorities identified in the TLNA	MOHT/ Development partners	All staff Departments					X				
6.3	Compile annual TLNA identified through the new appraisal framework (as part of budget setting process)	MOHT	All departments and regional/ state branches							X	X	TLNA complete with accompanying annual education plan and budget, submitted to Exec Team for approval



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