

Capstone Project

Sustainable Tourism: A Workforce Development Plan

May 13, 2013

EXECUTIVE SUMMARY

Guam recently had its best performance in a decade with more than 1.3 million visitors. In February 2013, the Guam Visitors Bureau (GVB) reported an 8.9 percent increase from the previous year. GVB expects tourism to grow by adding 1,600 new employees. With an industry turnover rate of 35 percent, tourism will need an additional 1,000 jobs for a total of 2,600 jobs.

To meet this need, an integrated workforce development plan is necessary to help promote socio-economic benefits of the industry, develop a skilled workforce, lower turnover rate, create jobs, and provide continuous training for the short and long term stability and growth of the tourism industry.

While the global market is seeing growth in many areas, the Pacific has a modest 6 percent growth just below the world averages. Over the last 40 years, the tourism industry on Guam has experienced high growth periods with the introduction of new facilities, infrastructure improvements, diversification of the marketplace, increase in seat capacity, and the fluctuations in foreign currency. The industry will need to work with public and private partners to work together to communicate and promote the benefits of working in the tourism industry, align resource to train and educate the youth and adults interested in working in the tourism industry and actively place people to develop a skilled workforce.

Based on industry literature, the Capstone Project provides different perspectives and disciplines to develop alternative learning solutions, review reform in education systems and integrate work placement solutions while providing practical experiences to provide basic skill sets and industry specific training to create a skilled and qualified work force, which ultimately impacts the standards of service in the industry.

TABLE OF CONTENTS

INTRODUCTION	4
BACKGROUND OF THE PROBLEM	4
STATEMENT OF THE PROBLEM	9
PURPOSE OF THE PROJECT	13
LITERATURE REVIEW	14
METHODOLOGY	18
CONCLUSIONS	22
RECOMMENDATIONS	23
REFERENCES	35
APPENDICES	
A – CAPSTONE MEETINGS	38
B – GHRA MISSION AND COMMITTEES	41
C – GHRA TRAINING CALENDAR	48
D – AMERICAN HOTEL & LODGING ASSOCIATION, EDUCATIONAL INSTITUTE	50
E – AMERICAN HOTEL & LODGING ASSOCIATION, LODGING MANAGEMENT PROGRAM	52
F – NATIONAL RESTAURANT ASSOCIATION, TRAINING PROGRAMS	53
G – NATIONAL RESTAURANT ASSOCIATION, PROSTART	54
H – AGENCY FOR HUMAN RESOURCE DEVELOPMENT, WORKFORCE PLAN	55
I – AGENCY FOR HUMAN RESOURCE DEVELOPMENT, REPORTS & PROGRAMS	56
J – GUAM DEPARTMENT OF LABOR, STATE PLAN	57
K – GUAM DEPARTMENT OF LABOR, REPORTS & PROGRAMS	58
L – GUAM DEPARTMENT OF LABOR, GUAM REGISTERED APPRENTICESHIP PROGRAM	59
M – U.S. DEPARTMENT OF LABOR, REGISTERED APPRENTICESHIP PROGRAM	60
N – U.S. DEPARTMENT OF LABOR, Alien Labor Report	61
O – GOVERNMENT OF GUAM, BLUEPRINT 2020	62
P – U.S. CENSUS BUREAU	63
Q – U.S. BUREAU OF LABOR STATISTICS	71
R – BUREAU OF STATISTICS AND PLANS	72
S – GUAM CONTRACTORS ASSOCIATION, PROGRAMS AND CONTRACTS	73
T – UNIVERSITY OF GUAM, CURRICULUM	74
U – GUAM COMMUNITY COLLEGE, CURRICULUM	75
V – GUAM COMMUNITY COLLEGE, REPORTS	76
W – GUAM DEPARTMENT OF EDUCATION	77
X – TOURISM EDUCATION COUNCIL	78
Y – GUAM VISITORS BUREAU	79
Z – LEGISLATION	80
FORMS	
1 – PART I: SELECTION OF PROJECT TYPE AND TOPIC	81
1 – PART II: PROJECT RATIONALE	85
2 – HANDBOOK FEEDBACK	86
3 – BUSINESS CLIENT PROJECT EVALUATION FORM	87
4 – APPLICATION FOR APPROVAL OF STUDIES INVOLVING HUMAN SUBJECTS	90

INTRODUCTION

Background of the Problem

The tourism industry on Guam has grown in the last four decades despite several setbacks with the global financial crisis, tsunami and nuclear crisis in Japan, H1N1 virus, geopolitical challenges, 9/11 tragedy, and increasing presence of competing Asian leisure travel destinations that have lower labor costs, better staff to guest ratios, innovative products, and larger marketing budgets. In 2012, Guam had its best performance in a decade with more than 1.3 million visitors. In February 2013, the Guam Visitors Bureau (GVB) recorded 122,072 visitor arrivals, which was an 8.9 percent increase from the previous year.

In Ernst & Young's report on the "Top Thoughts of 2013", investors are regaining confidence in the US economy as the job market improves, but the global economy shows no sign of improvement due to the European financial crisis and slow growth in emerging markets. The uncertainty in the global markets has resulted in a lack of new supply of hotel inventories and fewer investments in new developments. The lack of new supply, however, has allowed existing properties improve the Average Daily Rate (ADR), Revenue Per Available Room (RevPAR) and hotel occupancy levels due to the increased and growing tourism demand.

According to the World Tourism Organization Network (UNWTO), all sub regions within Asia except the Pacific recorded double-digit percentage increases in inbound tourism arrivals in 2010. The growth in arrivals in the Pacific was a modest 6 percent and just below the world averages. International tourism arrivals grew 4 percent between January and August 2012 compared to the same period of 2011. South-East Asia and South Asia (both at +8%) led the way in Asia and the Pacific (+7%), followed by North-East Asia (+7%), the latter reflecting the

clear recovery of the Japanese inbound and outbound markets. Growth was clearly positive in Oceania (+5%) as compared to the full year 2011 (+1%). ("International tourism strong," 2012).

CHART 1

Guam Visitor Arrivals (2011-2012)

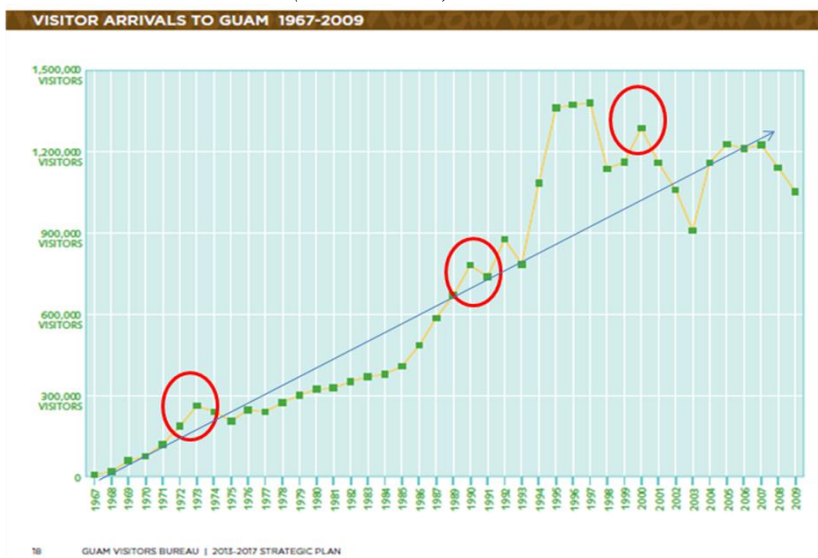
	Jan-Aug 2012	Jan-Aug 2011	Growth	Share in 2012
Japan	621,515	539,987	15.1%	71.7%
Korea	114,887	100,671	14.1%	13.3%
Taiwan	35,380	30,423	16.3%	4.1%
U.S. Mainland	34,681	33,528	3.4%	4.0%
CNMI	12,094	12,315	-1.8%	1.4%
Hawaii	7,723	7,477	3.3%	0.9%
FSM	6,911	7,015	-1.5%	0.8%
Philippines	6,497	6,537	-0.6%	0.7%
China P.R.C.	6,354	4,503	41.1%	0.7%
Hong Kong	5,221	5,634	-7.3%	0.6%
Australia	2,698	2,547	5.9%	0.3%
Palau	2,431	2,443	-0.5%	0.3%
Russia	2,374	372	538.2%	0.3%
Other/Unknown	5,623	5,477	2.7%	0.6%
Total Arrivals	866,861	766,028	13.2%	100.0%

Source: Guam Customs Declaration Forms, Customs and Quarantine Agency. Processed by the Guam Visitors Bureau.

Although the market share of outbound travel grew from 4.2 percent to 6 percent in the same period for a total visitor increase of 14 percent, Guam has not been able to experience any real growth past 1.3 million visitors. Visitor arrivals have stayed between 900,000 to 1.3 million visitors in the last 15 years, which means a decline in profits year over year due to increasing costs such as utilities, wages, taxes, turnover, and operations.

CHART 2

Guam Visitor Arrivals (1967-2009)



GVB understands that the next five years will bring significant change to the tourism industry. The Government of Guam's Blueprint 2020 highlights one of its strategies to seek the U.S. Department of Transportation and State approval of the Guam-CNMI only Visa Waiver programs for the Philippines, China and Australia. Russia has already been successfully implemented on a parole authority. According to Denight (2013), the island is poised for a dramatic increase in visitor arrivals if current restrictions preventing Chinese travel to Guam are mitigated. China could contribute between 200,000 and 300,000 additional visitors a year to the current market by the end of the next five years.

Internationally, with the exception of India and New Zealand, all major Asia-Pacific countries are forecast to achieve RevPAR growth in 2012, with Japan and Thailand leading the performance in the region. Increased tourism from China is anticipated to benefit the regional lodging market, with approximately 100 million Chinese leisure tourists projected to travel abroad in 2013. In Hong Kong, heightened tourism from China has led to increased room rates, as a growing Chinese middle class seeks travel for both leisure and business purposes, according to Ernst & Young (2013).

CHART 3

Hotel Occupancy and Room Rates (2000-2012)

Year	Occupancy	Rate (\$ Per Night)
2000	63%	\$101
2001	58%	\$102
2002	57%	\$98
2003	54%	\$97
2004	58%	\$103
2005	63%	\$106
2006	60%	\$106
2007	68%	\$111
2008	64%	\$116
2909	60%	\$108
2010	71%	\$111
2011	72%	\$123
Jan-July '12	78%	\$119
<i>Jan-Jul '11</i>	<i>69%</i>	<i>\$112</i>

Source: Guam Hotel and Restaurant Association

In addition to increases in the tourism industry, Guam has benefited during the economic crisis from the military buildup plans and projections which injected millions of dollars into the economy. According to First Hawaiian Bank (2013), federal spending was \$1.067 billion on Guam. Although the figure is 11 percent lower than it was in 2010, reflecting efforts to reduce federal spending, the amount going to military actually increased to \$659 million in 2011 compared to \$639 million in 2010.

Tourism contributes more than 60 percent of the Gross Island Product amounting to \$1.4 billion to the economy and employing 35% of the workforce on Guam. The tourism industry on Guam generates approximately \$150 million in tax revenues per year, which includes \$21.2 million in hotel occupancy taxes and \$36 million in gross receipts taxes.

Economic indicators include tourism arrivals, on-island spending, air seat capacity, hotel room inventory, visitor satisfaction, and employment. The indicators provide key data to drive capital investments and infrastructure improvements. The American Hotel & Lodging Association website states “hospitality is a high-growth career with much potential for qualified workers. Globally, despite a struggling worldwide economy, hospitality and tourism continue to experience steady growth. The United National World Tourism Organization (UNWTO) forecasts international tourist arrivals to increase by 3% to 4% through 2013. This is in line with its long-term forecast for tourism, which is expected to grow an average of 3.8% per year through 2020. In the United States alone, the hospitality and leisure sector expects to add between 2.1 million and 3.3 million jobs by 2012.”

The GVB strategic plan calls for 1,600 new jobs. Together with the industry turnover rate of 35 percent, 1,000 additional jobs will need to be filled for a total of 2,600 tourism jobs. According to Denight (2013), GVB will assist GHRA to improve quality of service through workforce development training programs.

Filling positions is one thing, but improving quality of service requires more than just job placement. Guam will never have the staff to guest ratio than that of South East Asia. Guam is

part of the United States and subject to different laws, wages, regulations, and other factors that directly impact the cost of doing business in the industry. Guam has a staff to guest ratio of one employee to two guests in hotels, which means that we should invest more resources in tourism employees in order to deliver quality service and compete in Asia.

Employee turnover has an impact on direct costs with operations including the hiring, recruiting and separation costs such as paperwork, vacancies, overtime, temporary placements, replacement, advertising, orientation, and training. In addition, employee turnover has indirect costs associated with loss of productivity, customer dissatisfaction, unnecessary overtime, and low employee morale. The U.S. Department of Labor estimates it costs about 33 percent of a new employee's salary to replace a worker. With 35 percent as a turnover rate, the tourism industry on Guam spends approximately \$6,000 per person to train and retrain which equates to \$3,780,000 per year. Turnover rates in the leisure and hospitality sector range from 27 percent to 50 percent. During non-peak season, the rate can be as high as 70 percent depending on location.

There are different reasons for turnover in the market place. Involuntary turnover is a result of death, relocation, employer termination, reduction in force, layoff, and disability. Voluntary turnover is a choice to leave the employer for another employer in or outside of the industry. In the Job Openings and Labor Turnover Survey (JOLTS), the Bureau of Labor Statistics reports a voluntary turnover rate of about 50 percent for the leisure and hospitality sector compared to an average of 23 percent across all industries due to seasonality, shrinking labor force and low skilled and low paying work.

According to Kimungu & Maringa (2010), investment in employee success leads to employee satisfaction and reduced employee turnover, which in turn allows for the implementation of service standards that are essential for quality customer service. Quality customer service is essential to building customer relationship.

Within the tourism industry, public and private partnerships are important for improving employability and career path development for those interested in working or currently working

in the industry. The industry is led by GVB and supported by non-government organizations who are tourism stakeholders including the Guam Hotel & Restaurant Association (GHRA), Tourism Education Council (TEC), Japan Guam Travel Association (JGTA), Micronesian Chefs Association (MCA), Guam Tourism Foundation (GTF), SKAL Club of Guam (SKAL), Pacific Asia Travel Association (PATA), and Guam Chamber of Commerce (GCOC).

GVB and tourism stakeholder shape and drive the industry and work closely with government agencies including the Guam International Airport Authority (GIAA), Department of Chamorro Affairs (DCA), Department of Parks & Recreation (DPR), Department of Public Works (DPW), Guam Police Department (GPD), and General Consulates.

Statement of the Problem

The primary problem is the tourism industry will demand 1,600 new jobs by 2017 plus an additional 1,000 jobs because of the 35 percent turnover rate. The total number of jobs needed in the tourism industry is 2,600 jobs.

The secondary problem is to ensure industry employees are trained and educated to provide the level of service expected by the employer and the customer. Quality service, standards of service, visitor satisfaction, and repeat visits contribute to the primary activity of increasing visitor arrivals and help reduce the turnover rate in the industry.

To address both problems, the tourism industry will need to work together to communicate and promote the socio-economic benefits of working in the tourism industry. In addition, Guam needs to develop a skilled workforce to create sustainability in its largest industry and occupations. Therefore, a workforce development plan is necessary and can facilitate partnerships between public and private partners to create solutions that will have financial impacts for the short and long term stability and growth of the industry.

When considering a workforce development plan, there are strengths, weaknesses, opportunities, and threats.

Strengths

- Transferability between and among different industry sectors
- Training and education
- Develop pool of skilled works
- Create low-skilled workers for entry level positions
- Provide pre-employment skills
- Provide job-specific training
- Develop industry knowledge
- Provide practical experience
- Job placement
- Career development (vertical and horizontal)
- Provide on-the-job training
- Invest in local resources
- Decrease turnover rates
- Increase retention
- Provide certification programs
- Promote high standards of quality service
- Opportunities for disadvantaged and disabled workers
- Maximizing government assistance and funding
- Promote higher education
- Articulation between educational institutions
- Strong hotel representation with GHRA
- Destination Guam
- Improve quality of life

Weaknesses

- Social welfare
- Educational reform
- Poor academic performance in public schools compared to national standards
- Collective bargaining contracts an impediment to systemic changes
- Government bureaucracy and politics
- Budget cuts, allocations and underfunded budgets
- Limited training resources
- Barriers to entry for employment with disadvantaged population
- Cannibalization of resources
- Turnover rate
- Interest in tourism jobs
- Basic work skills
- Perception of tourism
- Small restaurant representation with GHRA
- Portability of certification and education programs
- Higher wages in competing industries
- More focus on construction industry
- Socio-economic challenges and language barriers with immigrants

Opportunities

- Integrated programs
- Feeder system for learning continuum
- Growth in tourism
- Investments in tourism and infrastructure
- International standards and programs
- Diversification of source markets

- Emerging markets including China and Russia
- Language skills
- Increase local hires
- Develop careers and promote internally
- Increase local percentage in management positions
- Growth in tourism programs at GDOE, GCC and UOG
- Partner with GCA Trades Academy

Threats

- Ineffective training
- Unsuccessful placements
- Decreasing training budgets
- Cannibalization of resources
- Lack of interest
- Tourism industry performance
- Changes in local or federal government programs
- Tax incentive programs
- Budget cuts, allocations and underfunded budgets
- Rent seeking
- Lack of commitment from public and private sector
- Access to the Tourism Attraction Fund
- Portability of certification and education programs
- Higher wages in competing industries
- More focus on construction industry
- Military build up

Purpose of the Project

Workforce development can provide sustainability in the tourism industry, or any industry, for that matter. Not just for growth, but for quality and excellence. Other industries can use this workforce development plan and integrated solutions as a model.

By creating a workforce development plan, GHRA can identify the right candidates, train and pre-qualify with specific criteria, help lower the turnover rate, create jobs, develop a skilled workforce, promote the industry, and provide training. GHRA can train and place youth and adults in jobs. By partnering with hotels and other businesses within the services and tourism industry, GHRA can be the liaison to offer and administer mentoring, job shadowing, training, internships, scholarships, pre-employment qualification, certifications, and job placement.

Although many organizations already work on workforce development issues, the challenge is that not all of the programs are integrated and work together to further impact and benefit tourism. The workforce development plan integrates existing programs to measure conversion rates and evaluate effectiveness, which will allow the stakeholders to identify opportunities, capitalize on funding sources, and introduce new concepts. As highlighted earlier, there are many opportunities to bring together GDOE, GCC, TEC, and GHRA to strengthen the programs and establish a system where there is not only a learning module, but also a practicum module in place for real work experience and to begin the lifelong learning continuum.

Together, the industry stakeholders can work together on developing systemic organizational changes over time to truly affect change that will greatly improve the success of programs within different organizations to integrate and expand resources to benefit the tourism industry and community. There are short term and long term plans to consider implementing. But, the main goals will be to integrate systems, regularly assess, diversify, implement changes, improve outcomes, and fill the gaps by providing effective solutions in order to supply the tourism industry with a reliable and skilled workforce.

LITERATURE REVIEW

Based on industry literature, the Capstone Project provides different perspectives and disciplines to address the problem of meeting the employment demands and addressing turnover rates and developing a skilled workforce in the tourism industry.

The workforce development plan provides integrated solutions between public and private entities to ensure industry employees and employable individuals receive the training and education necessary to provide the level of service expected by the employer and the customer.

Employee turnover affects quality of service. According to Kimungu & Maringa (2010), to achieve quality service, hotels need a relatively stable workforce. A majority of hotels preferred to recruit trained personnel in order to cut down on the cost of training and reduce the chances of low productivity during the early stages of employment. The alternate 'game-keeper' approach that builds both short-term and long-term nurturing, socializing, training and a 'golden cage' of benefits and incentives should be accorded rightful consideration.

Unskilled positions often have higher turnover. In the tourism industry, the turnover rate is higher in the service occupations rather than the administrative and marketing occupations. In the case study of five hotels identifying trends and patterns between employee turnover and job satisfaction conducted by Kimungu and Maringa, the population comprised of line staff and heads of departments and functional centers. The service divisions were the most vulnerable departments affected by turnover.

Turnover can also result from low job satisfaction, poor job placement, conflict with management, career change, and personal issues. But, turnover can also create opportunities for new personnel and allow exiting personnel to possibly succeed with

another company. Majority of the respondents viewed movement within the industry as a way to advance careers within the hotels, according to Kimungu & Maringa (2010). The work history showed 72.5 percents of the respondents had worked elsewhere before the current position. The study also stated that many of the respondents had moved to higher ranking positions by moving from other establishments from lower ranking positions. The turnover rates ranged from 10 percent to 36 percent.

TABLE 1
Factors Influencing Turnover

Reason for leaving	Percentage of Population
Wages	9.2%
Benefits	7.3%
Career advancement	22.9%
Working conditions	13.8%
Seasonal layoff	12.8%
Other factors	6.4%

Source: Kimungu & Maringa (2010)

According to Sun, Aryee & Law (2007), an integrated human resource strategy combining resources, such as staffing levels, training, mobility and security, and control-based human resource practices, such as appraisals, rewards, job design and participation, can positively affect turnover and productivity through creating a quality employment relationship.

GHRA works closely with human resource professionals in the industry through the Human Resources and Education committee, which provides effective and proactive leadership in response to global changes, governmental actions and community needs (GHRA, 2013). The committee provides a forum for GHRA and human resource professionals to share best practices, network and plan various training and educational programs for the tourism industry employees.

According to Davidson, M.C., Timo, N.; & Wang, Y. (2010), businesses must identify not only reasons why staff leave, but also what might make them stay. These insights may help develop a more effective talent management system both within the industry and the individual

hotels. GHRA conducts wage and benefits surveys, but does not conduct skills assessments.

GHRA can begin conducting these surveys to better understand the needs of the industry.

There are many examples of good workforce development programs to choose from ranging from Australia and New Zealand to Great Britain, Canada and the United States.

In New Zealand, the Hospitality Standards Institute (HSI) conducts a series of national workshops or Caravan of Skills featuring secondary students and sharing with the next generation. Furthermore, HSI joined forces with the New Zealand Hotel Council (NZHC) to launch the first industry-wide training known as the National Hotel Corporate Training Programme, which includes an entry level certificated created specifically for people starting careers in the industry covering basic skills including computer literacy, customer relations and specific job skills. And, various stakeholder groups worked together to ensure policy, funding and delivery of both tertiary and work-based education and training is provided to improve effectiveness in the industry, reduce proliferation and duplication of qualifications, ensuring providers are outcome driven, and requiring portability and credibility of qualifications.

In the United States, the Hyatt Hotels and Resorts offered on-site, reality based vocational disability training programs that provided Hands On Educational Services in collaboration with government stakeholders for individuals with disabilities who were at least 18 years of age, drug free, lacked a high school diploma, and were deemed ineligible for traditional training programs due to the disability. The vocational disability program included training in culinary arts, compensation pay, accommodations, and certificates of completion of training.

In Australia, the Tropical North Queensland TAFE provides training for the tourism industry focusing on apprenticeships and traineeships, which provides a combination of employment and structure training. TAFE also provides pre-apprenticeship programs to introduce basic skills and industry knowledge which starts earlier in high school before graduating and becoming eligible candidates for apprenticeship.

According to the website, TAFE and Queensland's state schools are going through a reformation to make the transition between childcare and formal schooling more successful to produce long-term educational outcomes. The Senior Phase of Learning is for 10 to 16 year old students who will need to choose one of the following requirements for completing the education and training required by the State Government:

- Complete an additional two years, or
- Until successful completion of acquiring a Certificate of Education, or
- Gain a Certificate III vocational qualification, or
- Until age 17.

Similar to the Guam College and Career Readiness (CCaRe) Act, which was signed into law on January 4, 2012 as Public Law 31-156, the Senior Phase of Learning combines the academic curriculum together with the Career and Technical Education (CTE) curriculum to provide a basic curricula to offer students more choices and greater flexibility. Instead of limiting the vocational programs to those who choose the CTE curriculum, more students will be able to participate and learn the different vocations and technical skills available in the school system.

Public Law 31-156 requires the Guam Education Board to develop and implement rigorous and relevant curriculum for primary schools to provide career awareness and exploration. In grades 6 through 8, the curriculum shall include a career interest inventory utilizing CTE, which should be completed prior to enrolling into high school. In the secondary schools, every student will have the opportunity of preparing for both college and a career path.

METHODOLOGY

The Capstone Project provides market and industry information to address the problem of meeting the employment demands and addressing turnover rates in the tourism industry. The methodology used market research, industry data, economic data, information on legislative and governmental regulations, case studies, research, trade and journal information, local and federal government reports, educational programs, and online media.

In order to answer the problem statement, the workforce development plan should consider the number of employees listed in the private sector by industry, number of unemployment or separated individuals, total number of students in post-secondary and secondary schools, number of students in tourism programs, number of students who graduate without attending post-secondary schools, wage differentials in competing industries, and other market and industry specific data that identify potential candidates for entry level positions.

CHART 3

Economic Forecast – Employment and Earnings

Employment ³¹	Unit	2011	2010	2000
Private Sector	No.	46,090	46,320	43,390
Trade (Wholesale & Retail) ..	Pct.	29.3	29.7	33.0
Service (Lodge/Food) ..	Pct.	37.3	35.8	35.0
Construction	Pct.	13.8	14.7	10.2
Public Sector	No.	15,840	15,880	17,180
Government of Guam ..	Pct.	75.1	75.9	74.2
Federal Government ..	Pct.	24.9	24.1	25.8
Average Hourly Earnings				
Government of Guam ³²	\$DoI.	19.94	19.50	15.35
Private sector ³³	\$DoI.	12.45	12.20	9.67

Source: First Hawaiian Bank (2012)

Total unemployment dropped from 9,970 to 7,800; food prices are up 3.4 percent; over 47,000 Guamanians are on food stamps today; average hourly pay up from \$12.37 to \$12.95; and there are 1,290 new private sector jobs (Calvo & Tenorio, 2013). The Bureau of Labor Statistics

reported the unemployment situation on Guam for December 2012 at 10.7 percent. In the current year, the 16 years of age and over category grew by 530 and the number of persons not in the labor force increased to 48,780.

TABLE 2

Employment situation and job desire of persons outside the civilian labor force and reason not seeking work (as of December 2012)

Categories	Mar 2011	Mar 2012	Jun 2012	Sep 2012	Dec 2012
Not in the Labor Force	44,7770	52,410	48,020	48,160	48,780
Did not want a job	35,450	41,960	68,560	39,970	36,380
Wants a job, but didn't look for work	9,320	10,450	9,460	8,190	12,390
Reasons for not looking:					
Believe no job available	550	670	-	490	200
Cannot find work	1,380	1,110	780	490	1,200
School attendance	2,620	5,200	2,870	3,270	5,000
Family responsibility	2,080	3,100	3,080	2,950	4,000
Cannot arrange child care	1,060	530	1,030	660	1,400
Others	2,840	1,930	2,400	1,960	2,800

Source: Bureau of Labor Statistics, Department of Labor, Government of Guam

To assist individuals who have barriers to finding employment, AHRD has funding for the youth, adults and dislocated workers. Tables 4 and 5 provide information on the number of individuals enrolled in the system seeking assistance for training, education, certifications, and job placement in the youth, adult and dislocated worker categories.

TABLE 3

AHRD Youth Programs funded by WIA

Reporting Period	Enrolled	In School	Out of School	Planned Exits	Positive	Negative	H.S. Diploma
7/12 – 9/12	720	314	406	60	2	1	1
10/12 – 12/12	731	314	417	60	80	18	74
1/13 – 3/13	735	315	421	60	93	18	84

Source: AHRD Enrollment Summary Report

TABLE 4*AHRD Adult and Dislocated Worker Programs funded by WIA*

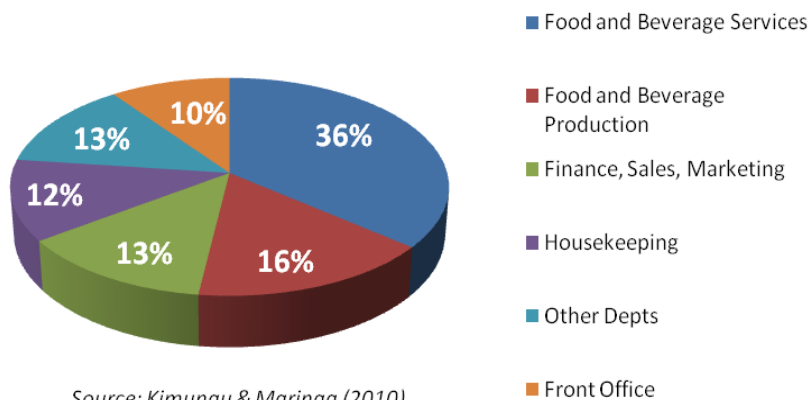
Reporting Period	Enrolled	Adults	Dislocated Workers	Planned Exits	Positive	Negative	Skills Certificate
7/12 – 9/12	921	222	1	75	3	11	0
10/12 – 12/12	983	59	3	75	13	24	2
1/13 – 3/13	992	9	0	75	37	36	6

Source: AHRD Enrollment Summary Report

The workforce on Guam currently employs 3.4 percent of employees with a disability, which could present training and job placement opportunities with the Division of Vocational Rehabilitation (DVR), Department of Public Health & Social Services (DPHSS), and Guam Housing Urban Renewal Authority (GHURA) programs.

The total number of people who are employed in the civilian workforce and receiving subsistence is 63,678 and 5,006 in the armed forces. A total of 38,667 are receiving subsistence and not in the labor force.

According to Kimungu & Maringa (2010), 99.4 percent had at least secondary school education with 56.9 percent with college level and 11.9 percent with a university education with the rest of the staff not pursuing an education once employed because of the lack of proximally located training opportunities. The hotel labor distribution shows food and beverage services and production as representing almost half of the workforce in a hotel.

GRAPH 1*Hotel Labor Distribution*

Source: Kimungu & Maringa (2010)

Guam has 12,154 students in secondary education from grades 9 through 12; 8,601 students in post-secondary education in college, graduate or a professional school. There are 11,429 people who attended high school but never received a diploma and 17,587 who attended college but did not graduate. For those who are enrolled in vocational training, 85,134 did not complete the program requirements for the population 16 years and over. 15,520 completed the requirements on Guam and 12,413 completed requirements outside of Guam (Census Guam Demographic Profile Summary, 2010).

The study identified differences between training requirements after employment. Only 46.8 percent of the respondents received training after employment and with employee orientation. Without proper orientation and training, new recruits are not able to internalize the establishment's service standards which are key foundation for quality service, according to Kimungu & Maringa (2010).

Training is key to workforce development. According to the 2012 Employee Benefits research report published by the Society for Human Resource Management, organizations offer a variety of benefits designed to help employees advance in their careers. These types of benefits provide a dual advantage—employees feel the organization cares about their professional development, and the organization gains a richer, better-prepared workforce. Overall, 87 percent of organizations offered their staff some form of professional development opportunities: 83 percent offered off-site opportunities and 65 percent provided on-site opportunities. Thirty-eight percent offered cross-training to develop skills not directly related to employees' current jobs and 74 percent paid for certification or recertification fees. In addition to furthering employees' skill sets, this can increase understanding and communication between different departments. In addition, 20 percent of organizations offered formal mentoring programs and 12 percent provided career counseling.

CONCLUSIONS

An integrated workforce development plan is necessary to help promote socio-economic benefits the industry, develop a skilled workforce, lower the turnover rate, create jobs, and provide continuous training for the short and long term stability and growth of the tourism industry. To be effective, a community workforce development action group should be created to oversee the development of the plan. Members should include public and private partners, industry stakeholders, industry employees, and a youth representative in the tourism programs.

The plan will require identifying and assessing job skill sets both vertically and horizontally and adequately train individuals based on basic skills, soft skills, hard skills, and specific training programs for the different occupations in the tourism industry. The action group should conduct a comprehensive assessment to identify the needs of the market to better align training programs, identify potential candidates, marshal resources, and optimize funding.

The action group will provide input to the College and Career Readiness (CCarRe) Act to ensure private sector is involved in establishing relationships, promoting services, providing resources, and creating results to develop a feeder system and pipeline from primary school to secondary school, which then continues on to either post-secondary programs or the workforce. The system will be a step process that introduces practical experiences and opportunities through job shadowing, mentoring, pre-apprenticeship, apprenticeship, internships, and action clinic workshops. This can serve as a model for any other industry and for adults in the workforce.

The action group will also develop a consolidated recruitment, training, job placement and retention plan for the tourism industry and measure conversion rates and performance in order to evaluate effectiveness. By doing so, the workforce development plan will produce greater outcomes and improved result with regular identification, monitoring and reporting to assess whether or not the market's needs are being met.

RECOMMENDATIONS

Integrate existing programs and introduce new concepts

The workforce develop plan will assess existing programs and capacity, build on industry knowledge, introduce new concepts, capitalize on local and federal funding sources, integrate programs for efficiencies and better outcomes, develop skilled workers, advance careers, invest in local resources, and invest in human capital.

Cooperation should take place at all levels. According to Baza & Tenorio (2010), We will do our part by raising a generation of qualified workers to enhance career opportunities in these industries. By marshalling all of the resources available in the Guam Community College (GCC), University of Guam (UOG), Guam Department of Labor (GDOL), Agency for Human Resource Development (AHRD), U.S. Department of Labor (DOL), Guam Department of Education (GDOE), U.S. Department of Education (USDOE), Department of Interior (DOI), U.S. Department of Agriculture (USDA), and the Small Business Administration (SBA), GHRA can identify funds that are available for workforce development including training, education and work placement.

The workforce strategy will develop a feeder system or pipeline starting with primary school with awareness and assessment programs. Since grades 6 through 8 are required to complete a career interest inventory utilizing CTE, GDOE will be able to work with TEC and GHRA on providing private sector support with regards to professional lectures, hands on work experience and demonstrations to give the middle school students perspective on the industry and the future possibilities of preparing to work in the industry.

In the secondary schools, every student will have the opportunity of preparing for both college and a career path through the CCaRe Act. GDOE will be able to work with GCC and GHRA on providing private sector support and opportunities to focus on practical and theoretical

curriculum including job shadowing, mentoring, pre-apprenticeship, apprenticeship, internships, action clinic workshops, job fairs, and paid work experience. The students will be better prepared to leave high school for either post-secondary programs or the workforce.

Training and job placement dollars are available at the local and federal government agencies. GHRA, for example, has been an Eligible Training Provider (ETP) for dislocated workers and the youth. GHRA would need to reinstate its status as an ETP for the two categories plus adults in order to provide training and job placement services. Also, GHRA is working with the GCA Trades Academy on recognizing the institution as a training provider for the U.S. Registered Apprenticeship Program.

GHRA can also provide training and work placement opportunities to not only the students studying tourism in the high schools, but all students interested in a tourism jobs during or after high school. GHRA can work with AHRD and GDOL on identifying opportunities to fund these programs as well as seek other funding sources with GVB, USDA, DOI, and USDOE in addition to working with private sector partners on regular hiring and funding for positions.

AHRD and GDOL are mainly funded by federal dollars with USDOL. Grants and training opportunities exist within the agencies through WIA and WagnerPeyser funding. To optimize resources and extend the reach into the community, GHRA will need to work on synching services with One Stop Career Center, Youth Adult dislocated Worker, Incumbent Work, and Senior Worker (YADIS) Life Long Learning, Passport to Careers, unsubsidized work, and employment services. The system already exists. It is a matter of pooling together the resources to make them work more efficiently and produce greater results for Guamanians.

GHRA already works with AHRD and GDOL on promoting regular employment opportunities in a centralized database system, but more needs to be done to promote the jobs and create pathways to careers. There are different opportunities within the unemployed sector categories where there are barriers to entry for work, which a good percentage of the population are eligible for or already receiving government support services. AHRD has programs in place

for these services. And, there are opportunities with replacing immigrant workers with local hires. Guam has an alien labor report identifying all immigrant hires, which is reported monthly.

GHRA should create an action clinic workshop to educate students who are not interested in attending post-secondary education to provide training, education and certifications to be workforce ready. GHRA can hold action clinics during two days in banquet and meeting rooms simulated as retail spaces, transportation companies, optional tour company, a restaurant, and three key divisions within hotel management including front desk and reception, and food and beverage. The simulated rooms will serve as different career tracks which students will go through and get practical hands on experience to better understand the operations of the industry.

At the end of two days, the attendees will be split into two categories. Seniors will attend a job fair immediately after the action clinic workshops and Juniors will be given opportunities for a paid one-year internship to be served during the senior year. This work experience during the senior year will help the individual decide on future plans to either go into the workforce or into a post-secondary education program. Similar models are known as pre-apprenticeship. This will serve as Guam's first pre-apprenticeship program. The pre-apprenticeship program is key to introducing the students who are studying tourism to experience on the job training before graduating from high school, which can serve as an important step with the employers on Guam to have more experience in working with high school students and assessing whether or not the student would be a good candidate for the apprenticeship program. The student will greatly benefit from a full year pre-apprenticeship to more aptly decide whether or not they want to commit to a three-year apprenticeship program at GCC and commit to one specific employer.

In addition to the action clinic and pre-apprenticeship, GHRA participates with GCC and provides practicum experience by administering and offering the U.S. Registered Apprenticeship Program, Lodging Management Program (LMP) and Prostart Programs in GDOE and GCC, which are federally funded and nationally approved curriculum and practicum

based approaches offered through AHLA. In addition to LMP and ProStart, GCC also teaches Travel and Food and Beverage programs.

GHRA is the signing authority for the US Registered Apprenticeship program with GCC totaling 13 students currently enrolled in tourism focused apprenticeships. There are more than 400 apprentices in other industries on Guam. The highest number of registered apprentices in the tourism programs has been 27 in a given year. This is extremely low considering tourism is the largest private sector on Guam. More needs to be done to educate students, employers and the community of the US Registered Apprenticeship program to increase enrollment.

Although there has been much success with LMP and ProStart students competing in national invitational competitions and placing in the top five or winning the championship, there is much more to celebrate and strive for than the accolades of winning a competition. The students receive scholarships to post-secondary culinary institutions. The opportunities afforded to LMP and ProStart students go beyond the classrooms and the kitchens. The students learn practical cooking and knife skills, restaurant management and a solid foundation for a rewarding career in tourism. Nationally, there are 95,000 students in ProStart. On Guam, according to GCC's Director of Tourism Norman Aguilar, there are 257 students in ProStart in five high schools. We usually only see the 20 students in the ProStart teams, but we need to see the 257.

In LMP, the students combine work experiences with a practical curriculum based on hotel management concepts and skill sets in front office and housekeeping management, leadership, marketing and sales, lodging management, and food and beverage service. In the near future, GCC will change the curriculum from LMP to Hospitality and Tourism Management Program. The new high school curriculum incorporates modern technology, which was redesigned based on input from industry leaders and provides updated coursework. There are over 200 career disciplines in tourism. On Guam, according to GCC's Director of Tourism Norman Aguilar, there are 335 students in LMP in five high schools. We usually only see the 20 students in the ProStart teams, but we need to see the 335 students actively engaged in tourism.

Students currently have 180 to 600 hours of practicum required for tourism courses in high schools within the LMP, ProStart, Travel, and Food and Beverage programs. Most of these hours are completed during the summer between each school year. For example, 180 hours is completed at the end of the Sophomore and Junior school years. Students who complete the program without work experience hours receive a Certificate of Completion, which are about 25 students in 2011. Students who complete the program with work experience hours receive a Certificate of Mastery, which are about 40 students in 2011. Students with a B or better may earn post-secondary credits at GCC as part of the Dual Credit Articulated Program of Study.

For apprenticeship, students need to complete 1,000 hours within the first year and every year thereafter until the program is completed. Apprenticeship program hours range from 3,000 to 6,000 on-the-job training hours, which is approximately 1,000 per year of completion.

TEC works with advisors within GDOE to promote tourism and educate students. GHRA and TEC work together on job shadowing, mentoring and community outreach. As part of the workforce develop plan starting with the primary school programs, GHRA, TEC and GDOE can work together on implementing a “Tourism Week” during the last week of school after all exams and SAT 10 tests are completed. The TEC Wave Club Advisors can work with GHRA and TEC to develop the program and combine it with the tourism based curriculum that previously existed in the GDOE system that is board approved. Similar to Mes Chamoru or Chamorro Month, Guam has May as tourism month and should work on a program to celebrate and educate the youth on the socio-economic benefits of tourism. Tourism Week can take place May 2014 as a pilot program.

In addition, GHRA, TEC and GDOE can work together with GCC to develop a mentoring program between the LMP and ProStart students and the WAVE club kids in middle school. Activities can include demonstrations by LMP and ProStart students highlighting culinary arts and lodging management skills taught in the secondary schools. The LMP and

ProStart students can also give lectures and presentations to the Wave Club students, which TEC and Wave Club advisers can coordinate within the schools and work with GHRA and GCC.

According to Calvo and Tenorio (2010), GCC will serve as a bridge between high school and university programs, while focusing on Associate level programs for working adults and high school graduates. GCC partners with the private industry for apprenticeship programs and work experience, which is considered practicum and eligible for classroom credits. In addition, GCC partners with UOG on articulating general education requirements and the transfer of credits for higher education. UOG will continue to expand its four-year college programs to include international and U.S. university partnerships. UOG is the premier university in the Western Pacific and responsible for developing the brain trust on Guam.

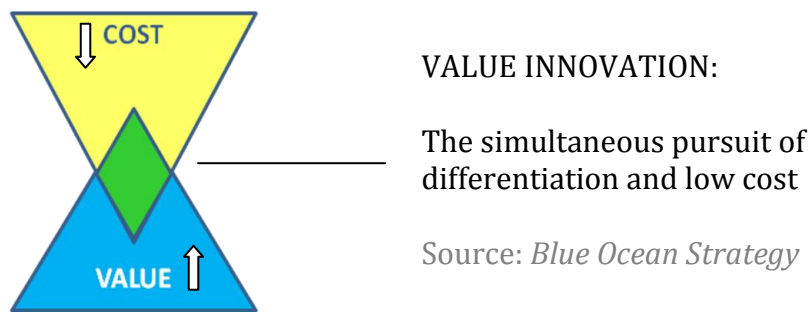
As GCC and UOG focus on encouraging students with continuing education in a two-year associates program, three-year apprenticeship or four-year university program, there is a blue ocean that exists in market that is available to capture and create a new demand.

GHRA will create training and development programs for new candidates, new employees and any existing employee in need of retraining. GHRA can fill the gap with those individuals not pursuing post-secondary education and wanting to go into the workforce. GHRA can offer these training services after high school or during the summer months.

GHRA can provide the necessary training, personal development and job placement services in pursuit of differentiation and at a low cost because of its non-profit organization structure, which defies the value-cost trade-off that most companies accept to either create greater value to customers at a higher cost or create reasonable value at a lower cost.

According to Kim & Mauborgne (2005), value innovation is created in the region where a company's actions favorably affect both its cost structure and its value proposition to buyers. Cost savings are made by eliminating and reducing the factors an industry competes on. Buyer value is lifted by raising and creating elements the industry has never offered. Over time, costs

are reduced further as scale economies kick in due to the high sales volumes that superior value generates.



As a private, non-profit trade association, GHRA is a well established market leader in the tourism industry with strong ties to nationally recognized programs and affiliate memberships with the American Hotel & Lodging Association (AHLA) and National Restaurant Association (NRA). AHLA and NRA have training institutes and programs that meet the needs of the hospitality industry with online learning, professional certification, and training resources. As part of the workforce development plan, GHRA will provide training programs from AHLA and NRA that focus on Skills, Tasks and Results Training (START) and Train Retain Access Certify (TRAC) for industry employees and interested applicants for entry level positions. START and TRAC are programs that will begin in 2013 and Guest Service Gold Training and Certification will begin in 2014. AHLA and NRA training and certification programs are all nationally recognized.

GHRA has strength in its membership base and programs focused on promoting the highest standards of service and quality in the hotels and restaurants on Guam; advocating just legislation and governmental regulations governing the conduct of business; improving business-community relations through positive interactions with Guam's citizenry; and publicizing the value and benefits of the island's visitor industry to the territory's economy. Training and education are key tools in delivering success and meeting the GHRA mission (GHRA, 2013).

The value of developing basic skills for employable and unemployable workers will benefit the individual, community and complement government services. For individuals and the community, value is developing skilled workers. As jobs increase, the need for skilled workers

increases. And, the value-added service for GHRA is creating value and benefits for the industry and the employer. GHRA also provides a great public service by bridging the gap between the education system and employers and the available workforce.

According to Baza & Tenorio (2010), Blueprint 2020 supports implementing the Classrooms-to-Careers initiative to provide learning opportunities in work areas that students are interested in as well as Charter and Trade Schools, which highlight student interests and motivate the education. GHRA can help drive the learning continuum of Classrooms-to-Careers by providing the necessary basic skills, soft skills, hard skills, and specific industry training required to develop a qualified and skilled workforce for the tourism industry.

According to Public Law 31-156, the goals for CTE are to increase student academic achievement and graduation rates through integrated academic and career curricula; prepare graduating high school students to make appropriate choices relative to employment and future education experiences; raise student's aspirations and commitment to academic achievement and work ethic through relevant coursework; and support the local economy by meeting industry needs for skilled employees in high demand occupations. The public law goes into effect no later than school year 2014-2015, but may be implemented prior to the school year 2014.

There are many opportunities to build on with the new public law that promotes and provides students with access to both college and career paths through specific vocations. By opening up the entire program to the 12,154 students enrolled in high schools on Guam, the tourism industry and educational institutions can promote, engage and train a larger percentage of students with tourism programs and specific industry training. This is a much larger pool of potential candidates than just the 592 students currently enrolled in LMP and ProStart programs.

To prepare for the influx of potential candidates, GHRA and workforce development partners will need to focus on developing a system to better identify the target market within the general population of students in high schools to be successful. To help identify the students, Public Law 31-80 enacted on September 30, 2011 requires the Department of Education to

administer a career information delivery system pilot program to middle and high school students. The assessment will help educators and employers better match relevant skills to real opportunities in the workplace. According to the public law, only 900 students or 5.3 percent of the total GDOE middle and high school students have taken a career interest inventory since the *Bridges or Choices* computer software was installed in October 2008. GDOE is required to establish a Career Information Delivery System pilot program beginning the school year 2012-2013 for grades 7 and 8 in the middle schools as well as grades 9 and 10 in the high schools.

GHRA can develop a suite of products available to the applicant that includes integrated strategies with government agencies and support services to improve the process for recruiting, developing and retaining people who want a career in tourism. The suite of products would include the an orientation process on how to complete a job application, appreciation for government support services (if applicable) and complete a resume; assessment forms and training opportunities to develop basic skills, soft skills and hard skills; and an orientation and to the different occupations in the tourism industry.

Also required by public law is the establishment of a Career Information Delivery System Committee, which includes members from GDOE, GCC, UOG and a school program consultant appointed by the Superintendent. There are no requirements to include GDOL, AHRD or the private sector, which needs to be revisited and amended.

The results of the data shall be shared with GDOE, GCC, UOG and use by GDOL and GDOE officials. The data should include cluster information on career concentrations, list of job options per cluster, a summary explaining why the clusters and careers are suited for the student, and information on guidance and training opportunities related to the results.

For the graduating students who do not choose to further their careers with degree programs at GCC or UOG, GHRA can provide the training and pre-qualification to jump start careers in the industry. Individuals have more flexibility and access by taking specific training

and education courses required of the job when it is most convenient for the person at GHRA proximally near place of employment.

As for UOG, the university focuses on post-secondary students with its Bachelor of Business Administration undergraduate degree with a concentration on international tourism. UOG currently works with the school systems to promote the university and offer scholarship opportunities. GHRA can work with its members on developing a management trainee program that already exists for international students. The management trainee program can either be a one or two year job placement to provide practical experience for a career in tourism. This can be done on a voluntary basis since the university only requires 12 credits for the concentration in tourism that includes one semester or three credits for the unpaid internship.

Within the private sector, there are tax incentives for workforce development including the Qualifying Certificate program that identifies a percentage of the workforce population as being local hires, local management and pursuing higher education. Another tax incentive program is the Guam Registered Apprenticeship Program that provides a tax credit for developing skilled workers and becoming less reliant on immigrant workers by providing apprenticeships in the approved demand occupations listing.

Future possibilities resulting from the workforce development could include new tax incentives for businesses committed to being a training service provider and venue by employing a percentage of students for on the job training. The potential for a tax incentive could be established for teaching restaurants or hotels that commit a certain percentage of its labor force to students who are interns or apprentices in the various trades and occupations within the tourism industry. New tax incentives will require legislation as well as any other taxation policy and economic incentives supporting the economic growth of the tourism industry.

GHRA can also serve a niche market by focusing on specialized services in language and other industry required skill sets not widely available in the market. There are Japanese, Chinese

and Korean schools on Guam which can serve as foreign language service providers and reliable resources to hire specialized employees with foreign language skills.

Other possibilities for GHRA could include creating a good, reliable pool of skilled workers to employ on a full time basis and outsource temporarily or outsource all on-call services for contracted employers; employing students and graduates under government programs and provide on-the-job training; managing and administering the GRAP; conducting background and reference checks; reporting labor statistics to government agencies for all member companies; partnering with the GCA Trades Academy and develop a hospitality training institute or change to Trades Academy to provide vocational training that is not construction only; and administering the One Stop Career Center (if privatized).

Measure conversion rates and effectiveness

The industry and Government of Guam should track students throughout the workforce to evaluate effectiveness of each of the respective programs and opportunities afforded to the students. A baseline can be established, and then the industry and government agencies can understand if the students are being retained in the industry and pursuing careers or not entering the industry at all. By setting goals and measuring success, we can better evaluate the educational programs and see if the workforce development plans with the private sector works.

The workforce development plan has compounding effects by expanding opportunities and greatly benefits the tourism industry and local community. Insisting that public and private partnerships work more cohesively and rally together to better promote the benefits of working in the industry, the plan combines programs to expand opportunities for training and employing the youth, integrates programs and evaluates the effectiveness by measuring conversion rates with students in each program. For example, the industry should know how many WAVE club kids in the primary school system move on from being in a booster program to specific tourism programs in the high schools such as LMP and ProStart.

In addition, the industry should also know the number of LMP and ProStart students that graduate from high school and work in the tourism industry after learning hospitality and tourism for three years. After the primary and secondary years, the industry should know how many students are graduating from tourism programs or just graduating from high schools and not working versus getting a job in the tourism industry. In addition, the industry should know if any of these graduates continue on with a post-secondary education at Guam Community College (GCC) or University of Guam (UOG). Or, even better, a U.S. Registered Apprenticeship program administered by GHRA, sponsored by an employer in the tourism industry for on-the-job training and attending school at GCC.

The workforce development plan is not only for the youth and young adults, the industry can adopt some of the same programs for the adults who are already in the workforce either in the industry or in other industries; adults who have socio-economic challenges that can be addressed through other services but are employable; and dislocated workers who are in need of employment and would need additional government services to get the youth and adults workforce ready.

The last conversion rate the tourism industry should measure is the alien labor report and market demand for key positions. Pastry chef, for examples, has been a challenge recruiting and keeping these chefs on the island. Several of the pastry chefs have turnover of at least three times in the industry.

There are many programs available for dislocated workers, disabled workers, veterans, and other people receiving or should be receiving subsistence. According to Sun, Aryee & Law (2007), hotels may have to find better ways to utilize older employees as they have a lower propensity to change jobs.

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[tourism-strong-despite-uncertain-economy](http://www2.unwto.org/en/press-release/2012-11-05/international-tourism-strong-despite-uncertain-economy)

Appendix A

Capstone Meetings

Capstone Meetings

Organization	Representative	Title	Date
32nd Guam Legislature	Speaker Won Pat	Chair on Education Committee	4/24/2013
32nd Guam Legislature	Senator Yamashita	Vice Chair on Education Committee	4/24/2013
32nd Guam Legislature	Senator Barnes	Chair on Tourism Committee	4/26/2013
32nd Guam Legislature	Vice Speaker Cruz	Vice Chair on Tourism Committee	5/2/2013
Agency for Human Resource Development	Alfredo Antolin Jr.	Director	4/12/2013
Agency for Human Resource Development	Karen Taitano	Program Coordinator	5/7/2013
Government of Guam	Governor Eddie Calvo	Governor of Guam	4/30/2013
Government of Guam	Lt. Governor Ray Tenorio	Lt. Governor of Guam	5/2/2013
Government of Guam	Troy Torres	Director of Communications	5/6/2013
Guam Chamber of Commerce	Dave Leddy	President / CEO	4/25/2013
Guam Chamber of Commerce	Catherine Castro	Vice President / COO	4/25/2013
Guam Chamber of Commerce	Gerry Perez	Chair on Tourism Committee	<i>via e-mail</i>
Guam Community College	Mary Okada	President	4/11/2013
Guam Community College	Norman Aguilar	Dept Chair Tourism & Hospitality	5/7/2013
Guam Community College	Victor Rogers	Apprenticeship, Work Keys	5/3/2013
Guam Community College	Eric Chong & LMP teachers	LMP Teacher(s)	4/17/2013
Guam Contractors Association	James Martinez	President	4/11/2013
GCA Guam Trades Academy	Dr. Bert Johnson	Education Director	4/15/2013
Department of Education	Jon Fernandez	Superintendent	4/12/2013
Guam Department of Labor	George Santos	Director	5/10/2013
Guam Department of Labor	Phyllis Topasna	Program Coordinator	4/25/2013
GDOL / GWIB	Maria Connelly	Vice Chair / Acting Chair	5/7/2013
GHRA, GVB & TEC	Bart Jackson	Chairman	4/9/2013
GHRA – Hotelier	Christy Cruz, Makoto Earnie Yasuhara	HR Director and GM	4/23/2013
GHRA – Hotelier	Claire Garcia, JH Meidinger	HR Director and GM	4/25/2013
GHRA – Hotelier	Theresa Taimanglo, Ken Yanagisawa	HR Director and GM	5/3/2013
GHRA – Hotelier	Angelica McLaughlin, John Wigsten	HR Director and GM	4/25/2013
GHRA – Hotelier	Michael Ysrael	Owner	5/3/2013
Guam Visitors Bureau	Karl Pangelinan	General Manager	4/9/2013
Guam Visitors Bureau	Mark Baldgya	Chairman, GVB Board of Directors	4/9/2013
Micronesia Chef's Association	Chef Peter Duenas	President	4/23/2013
Micronesia Chef's Association	Chef Bertrand Hallorin	Vice President	4/23/2013
Micronesia Chef's Association, Guam Tourism Foundation	Jim Herbert	Treasurer, Chairman Board of Directors	4/23/2013
SKAL Club of Guam, Hotelier	Ben Cruz	Sheraton Laguna GM	4/23/2013
SKAL Club of Guam, Hotelier	Jeffrey Schweizer	Fiesta Resort Guam GM	4/30/2013
Tourism Education Council	Heidi Ballendorf	Executive Director	4/23/2013

Capstone Meetings

Organization	Representative	Title	Date
University of Guam	Anita Borja Enriquez	Dean	5/2/2013
University of Guam	Annette Santos	PMBA Professor	4/26/2013
University of Guam	Craig Thompson	PMBA Professor	4/29/2013
University of Guam	Fred Schumann	PMBA Professor	4/24/2013
University of Guam	Karri Perez	PMBA Professor	5/3/2013
University of Guam	Roseann Jones	PMBA Professor	5/7/2013
University of Guam	Richard Colfax	PMBA Professor	5/7/2013
US Department of Agriculture	Joseph Diego	Administrator	5/6/2013
US Department of Agriculture	Tony Barcinas	Grant Specialist	5/6/2013

Appendix B

Guam Hotel & Restaurant Association Mission and Committees



GUAM HOTEL & RESTAURANT ASSOCIATION

History and Mission Statement

The Guam Hotel & Restaurant Association is a private, non-profit trade association. On 28 August 1972, a small group of hoteliers filed articles of incorporation with the Department of Revenue and Taxation for a new corporation to be known as the Guam Hotel Association, Inc.

In 1974, the six-member board (representing the Guam Hilton Hotel, The Cliff Hotel, the Guam Dai-Ichi Hotel, the Okura Hotel, the Fujita Guam Tumon Beach Hotel, and the Reef Hotel) amended its by-laws to include restaurants and renamed it the Guam Hotel and Restaurant Association.

In 1992, the Association once again revised its by-laws; the following mission statement represents the attitude and philosophy of the Association's membership.

The Guam Hotel and Restaurant association strives to be an active corporate citizen in the community and work with others to improve the overall quality of life in the Island of Guam.

Its primary purposes are to:

1. Promote the highest standards of service and quality in the hotels and restaurants on Guam;
2. Advocate just legislation and governmental regulations governing the conduct of business;
3. Improve business-community relations through positive interactions with Guam's citizenry; and
4. Publicize the value and benefits of the island's visitor industry to the territory's economy.



GUAM HOTEL & RESTAURANT ASSOCIATION

COMMITTEES

ENGINEERING & ENVIRONMENTAL COMMITTEE - The Engineering and Environmental Committee of the Guam Hotel & Restaurant Association is an organization within the visitor industry whose common mission is to support tourism in Guam by promoting the island as a healthy, safe, clean, and environmentally friendly holiday destination offering quality services to our visitors. This mission will be achieved by addressing environmental, infrastructure, and utility issues on a timely basis; maintaining facilities in excellent and safe conditions; as well as, instilling a sense of pride and quality in employees through superior knowledge of all aspects of engineering and environmental operations.

The Objectives of the Engineering and Environmental Committee are:

1. To support the on-going education of committee members on modern technology, and energy-saving/recycling products and methods;
2. To coordinate, present and lobby the opinions of committee members, to government and other respective agencies, concerning situations regarding the engineering and environmental impact on the industry;
3. To organize and coordinate technical training programs required by Engineering Committee members;
4. To support the interaction of committee members by encouraging the sharing of technical information, as well as by providing assistance to other members and government agencies during crisis situations;
5. To keep the GHRA Board of Directors apprised of any problems related to individuals or collective memberships and provide advice on resolving any associated problems; and
6. To award and recognize properties with high standards of quality, in an on-going effort to encourage the continuous support of tourism on Guam.

FOOD & BEVERAGE COMMITTEE - The Food and Beverage Committee of the Guam Hotel and Restaurant Association is an organization within the visitor industry whose common mission is to support tourism in Guam by promoting the island as a friendly, enjoyable and customer service oriented holiday destination offering top quality service to our visitors. This mission will be achieved by offering excellent training to increase employee skills and, ultimately, the service provided to our guests, as well as by fostering superior knowledge of all aspects of food and beverage operations.

The Objectives of the Food and Beverage Committee are:

1. To support the local economy by working with the local farmers to grow products in sufficient numbers that can be used by all hotels and restaurants;
2. To improve Health and Sanitation Regulations;
3. To improve ABC rules and regulations;
4. To highlight and recognize employees special skills and talents through competitions and special events;
5. To increase employee skills through better training, internships, apprenticeship, certification, and educational programs;
6. To work with Guam's educational institutions to establish curriculum that will ensure graduates are properly trained and motivated to enter Guam's workforce, thus benefiting both employers and visitors alike; and
7. To continue successful partnerships with other organizations that support GHRA's mission (e.g. Micronesian Chef's Association, GCC Culinary Arts Academy, Pro Start LMP Competitions).

HUMAN RESOURCES & EDUCATION COMMITTEE – The Human Resources & Education Committee's mission is to foster a sense of pride and professionalism by offering excellent training and networking opportunities among human resources professionals. The committee will provide effective and proactive leadership in responding to global changes, governmental actions and community needs.

The Objectives of the Human Resources & Education Committee are:

1. Increase the professionalism of the industry's workforce and promote career development through industry recognized certification courses, internships and apprenticeship as well as training and education in partnerships with the Guam Community College, the University of Guam and other institutes on- and off-island.
2. Facilitate inter-company training and sharing of resources amongst GHRA members.
3. To strategize on improving employer-employee relationships in creating a world-class hospitality workforce on Guam.
4. To promote Guam through the promotion of the *Hafa Adai* spirit and the Chamorro culture, while being sensitive to the multi-cultural environment on Guam.

HOUSEKEEPING COMMITTEE - The Executive Housekeeping Committee of the Guam Hotel & Restaurant Association is an organization within the hotel industry whose common mission is to support tourism in Guam by promoting the island as a safe, clean and enjoyable holiday destination for our visitors. This mission will be achieved by maintaining facilities in excellent condition and instilling a sense of pride, quality and professionalism in employees through superior knowledge of all aspects of housekeeping operations.

The Objectives of the Executive Housekeeping Committee are:

1. To highlight the importance of cleanliness throughout the whole of Guam and to actively seek participation of other organizations on Guam committed to the same objectives;
2. To provide training opportunities to further educate Housekeeping employees and to invite Guam's educational institutions to participate;
3. To make Guam a key destination for tourists and to provide the best standards in hygiene, friendliness, and courteousness among staff for guest retention;
4. To celebrate National Housekeeping Week and International Housekeepers' Day in recognition of the valuable role and contributions of our visitor industry's housekeepers; and
5. To help support, through fundraising events, the GHRA efforts in affording qualified employees off-island training.

PUBLIC RELATIONS & MARKETING COMMITTEE - The Public Relations & Marketing Committee of the Guam Hotel & Restaurant Association is an organization within the visitor industry whose common mission is to support tourism in Guam by promoting the island as the holiday destination of choice for visitors. The mission will be achieved by encouraging the visitor industry to work together in its promotional activities while providing a unified message to visitors; by instilling a sense of pride and hospitality in visitor industry employees, as well as the island community, through private training and public education of the benefits of tourism to the island's economy.

The Objectives of the Public Relations & Marketing Committee are:

1. To encourage active participation from visitor industry members in GHRA activities and GHRA committees; and
2. To promote the benefits of tourism to the island's economy through public education, training and outreach campaigns.
3. To add value to the membership by promoting Guam through special events on Guam and having a unified message to visitors;
4. To increase membership and promote the value of membership;
5. To regularly examine and focus marketing efforts on areas offering a diversified and gainful visitor base and to focus on meeting the needs of our market;

SAFETY & SECURITY COMMITTEE - The Safety and Security Committee of the Guam Hotel & Restaurant Association is an organization within the hospitality industry, whose mission is to proactively participate with the public sector's safety and protection agencies to maintain and strengthen the island's reputation as a safe and peaceful paradise destination. Professional preparedness, conscientious prevention and vigilance, and appropriate response will be continued as the community standard. This mission will be achieved by providing the members' personnel with further employee developmental courses in the committee's fields-of-expertise as well as outsourcing to specialized instructional training. Another, will be in utilizing the physical assets at the members' disposal to the best of its ability. All of which, will result in residents and visitors alike being safer and more likely to return to enjoy Guam's facilities again.

The Objectives of the Safety and Security Committee are:

1. To provide a safe and secure environment at visitor facilities, for both residents and visitors;
2. To augment federal and local safety and law enforcement departments when called upon; and
3. To facilitate continuing education programs in the fields of public safety and security.

SOCIAL SPORTS COMMITTEE - The Social Sports Committee of the Guam Hotel & Restaurant Association is an organization within the visitor industry whose common mission is to support tourism in Guam by promoting the island as a safe, fun, and enjoyable holiday destination for our visitors. The mission will be achieved by instilling a sense of teamwork and friendship among employees through safe and friendly sports competitions and social interaction.

The Objectives of the Social & Sports Committee are:

1. To provide a safe venue for friendly competition among visitor industry employees; and
2. To provide social interaction among visitor industry employees to foster goodwill and team building.

FRONT OFFICE & RESERVATIONS COMMITTEE - The Front Office & Reservations Committee of the Guam Hotel & Restaurant Association is an organization within the visitor industry whose common mission is to support tourism in Guam by promoting the island as a friendly, enjoyable and customer service oriented holiday destination offering quality service to our visitors. This mission will be achieved by working cohesively to provide accommodations which meet expectations of visitors; offering excellent training to increase employee skills and, ultimately, the service provided to our guests; as well as, by fostering a sense of pride and quality service in employees through superior knowledge of all aspects of front office operations.

The Objectives of the Front Office & Reservations Committee are:

1. To facilitate positive relations between hotels and the various tour agents operating in Guam through an open dialogue in our monthly meetings.
2. To improve and provide excellent hospitable customer service through training, shared experiences and guest feedback.
3. To accurately report hotel occupancy and forecast for following months and to work together as a team to openly communicate room availability.

Appendix C

Guam Hotel & Restaurant Association Training Courses



GUAM HOTEL & RESTAURANT ASSOCIATION

TRAINING COURSES

The following training subjects were made available to all levels of employment in member companies and small businesses such as new hires, front line, supervisory, middle management, and executive positions:

12 Steps to Successful Customer Service Management
Russian Language & Introduction to Cultural Awareness
Japanese Language & Introduction to Cultural Awareness
Korean Language & Introduction to Cultural Awareness
Japanese Customer Service & Etiquette
How to Coach & Motivate Average Employees
How to Build Team Work through Internal Customer Service
OSHA Safety: Focus Four Hazards
OSHA Safety: Material Handling
OSHA Safety: Stairways, Ladders and Protection & Prevention
OSHA Safety: Personal Protective & Lifesaving Equipment
OSHA Safety: Introduction to OSHA
8 Hour Maintenance Technician and Electrical Course
8 Hour Forklift Operator Certification Course
AHLA Guest Safety & Service
AHLA General Industry Course
AHLA Leadership and Ethics Course
AHLA Sales & Revenue Management
AHLA Supervisory Courses
AHLA Food & Beverage Courses
AHLA Front Desk, Guest Service and Concierge
AHLA Housekeeping
NRA Food Service and ADA requirements

Appendix D

American Hotel & Lodging Association Educational Institute



Founded in 1953, the American Hotel & Lodging Association's Educational Institute was established to provide training programs and distance learning platforms to employees in the hospitality industry. Training and education tools include online learning, professional certification and resources materials created for high schools, colleges and workforce agencies.

Hospitality is a profession noted for the diversity of its career opportunities and its preference for promoting skills workers quickly through the ranks to supervisory and management positions. For those with the skills and the drive, there is great potential for advancement and high earnings.

The Educational Institute offers a solution to the industry's need for qualified, skilled workers who are ready to be successful in the hospitality field. EI offers many training programs that culminate in an industry-recognized, portable certification endorsed by the American Hotel & Lodging Association (AH&LA). This industry-developed and industry recognized training and certification can open doors for YOUR workforce development clients.

The Educational Institute's training programs have been used by a broad range of workforce development programs and agencies, including those serving young people, immigrants and refugees, formerly homeless adults, prison inmates, people with disabilities, and displaced workers. Hospitality-specific workforce training gives prospective employees basic skills that employers are seeking, as well as a realistic knowledge of what a career in hospitality entails.

Workforce development agencies turn to the Educational Institute to provide their job-training programs with the targeted hospitality content needed to prepare their clients for hotel jobs and successful careers.

Appendix E

American Hotel & Lodging Association Lodging Management Program

Appendix F

National Restaurant Association Training Programs

Appendix G

National Restaurant Association ProStart

Appendix H

Agency for Human Resource Development Workforce Plan

Appendix I

Agency for Human Resource Development Reports & Programs

Appendix J

Guam Department of Labor State Plan

Appendix K

Guam Department of Labor Reports & Programs

Appendix L

Guam Department of Labor Guam Registered Apprenticeship Program

Appendix M

US Department of Labor Registered Apprenticeship Program

Appendix N

US Department of Labor Alien Labor Report

Appendix O

Government of Guam BluePrint 2020

Appendix P

US Census Bureau 2010 Census Guam Demographic Profile Summary

2010 Census Guam Demographic Profile Summary File

Universe: Total population

For the complete summary, visit www.bsp.guam.gov

Table Number	Demographic Profile Subject	Guam
GU15	SCHOOL ENROLLMENT <i>Universe: Population 3 years and over enrolled in school</i>	
	Total:	48,137
	Pre-kindergarten	1,651
	Kindergarten	2,737
	Elementary school (grades 1-8)	22,994
	High school (grades 9-12)	12,154
	College, graduate or professional school	8,601
GU16	EDUCATIONAL ATTAINMENT <i>Universe: Population 25 years and over</i>	
	Total:	89,253
	Less than 9th grade	6,919
	9th to 12th grade, no diploma	11,429
	High school graduate (includes equivalency)	30,176
	Some college, no degree	17,587
	Associate's degree	4,963
	Bachelor's degree	13,513
	Graduate or professional degree	4,666
GU17	PERCENT HIGH SCHOOL GRADUATE OR HIGHER <i>Universe: Population 25 years and over</i>	
	High school graduate or higher (percent)	79.4
GU18	PERCENT BACHELOR'S DEGREE OR HIGHER <i>Universe: Population 25 years and over</i>	
	Bachelor's degree or higher (percent)	20.4
GU19	VOCATIONAL TRAINING <i>Universe: Population 16 years and over</i>	
	Total:	113,067
	Completed requirements for vocational training program in Guam	15,520
	Completed requirements for vocational training program outside of Guam	12,413
	Did not complete requirements for vocational training program	85,134

GU28	DISABILITY STATUS FOR THE CIVILIAN NONINSTITUTIONALIZED POPULATION	
	<i>Universe: Civilian noninstitutionalized population</i>	
	Total:	153,625
	With a disability	12,087
	Under 18 years:	52,250
	With a disability	1,226
	18 to 64 years:	90,681
	With a disability	6,809
	No disability	83,872
	65 years and over:	10,694
	With a disability	4,052
GU29	PERCENT EMPLOYED BY DISABILITY STATUS FOR THE CIVILIAN NONINSTITUTIONALIZED POPULATION 18 TO 64 YEARS	
	<i>Universe: Civilian noninstitutionalized population 18 to 64 years</i>	
	Total:	90,681
	Employed with a disability (percent)	3.4
	Employed with no disability (percent)	64.0
GU38	EMPLOYMENT STATUS AND SUBSISTENCE ACTIVITY	
	<i>Universe: Population 16 years and over</i>	
	Total:	113,067
	In labor force:	74,400
	Civilian:	69,394
	Employed:	63,678
	Also did subsistence activity	2,606
	Unemployed	5,716
	Armed Forces	5,006
	Not in labor force:	38,667
	Subsistence activity only	710
GU39	EMPLOYMENT STATUS AND SUBSISTENCE ACTIVITY FOR FEMALES 16 YEARS AND OVER	
	<i>Universe: Females 16 years and over</i>	
	Total:	55,345
	In labor force:	32,082
	Civilian:	31,236
	Employed:	28,324
	Also did subsistence activity	863
	Unemployed	2,912
	Armed Forces	846
	Not in labor force:	23,263
	Subsistence activity only	323

GU40	PERCENT OF UNEMPLOYED CIVILIAN LABOR FORCE	
	<i>Universe: Population 16 years and over in civilian labor force</i>	
	Unemployed civilian labor force (percent)	8.2
GU41	PERCENT OF UNEMPLOYED CIVILIAN LABOR FORCE FOR FEMALES 16 YEARS AND OVER	
	<i>Universe: Females 16 years and over in civilian labor force</i>	
	Unemployed civilian labor force (percent)	9.3
GU42	AGE OF OWN CHILDREN UNDER 18 YEARS IN FAMILIES AND SUBFAMILIES BY EMPLOYMENT STATUS OF PARENTS	
	<i>Universe: Own children under 18 years in families and subfamilies</i>	
	Total:	49,224
	Under 6 years:	16,189
	All parents in family in labor force	9,472
	6 to 17 years:	33,035
	All parents in family in labor force	21,568
GU43	PLACE OF WORK	
	<i>Universe: Workers 16 years and over</i>	
	Total:	67,564
	Worked in Guam:	67,198
	Same municipality	15,187
	Different municipality	52,011
	Worked outside Guam	366
GU46	OCCUPATION	
	<i>Universe: Civilian employed population 16 years and over</i>	
	Total:	63,678
	Management, business, science, and arts occupations	17,571
	Service occupations	13,877
	Sales and office occupations	17,154
	Natural resources, construction, and maintenance occupations	8,984
	Production, transportation, and material moving occupations	6,092
GU48	CLASS OF WORKER	
	<i>Universe: Civilian employed population 16 years and over</i>	
	Total:	63,678
	Private wage and salary workers	45,752
	Government workers	15,554
	Self-employed workers in own not incorporated business and unpaid family workers	2,372

GU47 INDUSTRY*Universe: Civilian employed population 16 years and over*

Total:	63,678
Agriculture, forestry, fishing and hunting, and mining	204
Construction	7,364
Manufacturing	1,525
Wholesale trade	1,878
Retail trade	8,305
Transportation and warehousing, and utilities	4,859
Information	1,645
Finance and insurance, and real estate and rental and leasing	3,489
Professional, scientific, and management, and administrative and waste management services	5,651
Educational services, and health care and social assistance	9,748
Arts, entertainment, and recreation, and accommodation and food services	11,081
Other services, except public administration	2,267
Public administration	5,662

GU49 HEALTH INSURANCE COVERAGE STATUS FOR THE CIVILIAN NONINSTITUTIONALIZED POPULATION*Universe: Civilian noninstitutionalized population*

Total:	153,625
With health insurance coverage:	121,160
With private health insurance coverage only	75,435
With public health insurance coverage only	34,405
With both private and public health insurance coverage	11,320
No health insurance coverage	32,465

GU50 HEALTH INSURANCE COVERAGE STATUS FOR THE CIVILIAN NONINSTITUTIONALIZED POPULATION UNDER 18 YEARS*Universe: Civilian noninstitutionalized population under 18 years*

Total:	52,250
With health insurance coverage	44,631
No health insurance coverage	7,619

GU51 HOUSEHOLD INCOME IN 2009*Universe: Households*

Total:	42,026
Less than \$2,500	1,726
\$2,500 to \$4,999	552
\$5,000 to \$9,999	1,278

	\$10,000 to \$14,999	2,007
	\$15,000 to \$19,999	2,217
	\$20,000 to \$24,999	2,418
	\$25,000 to \$29,999	2,387
	\$30,000 to \$39,999	4,811
	\$40,000 to \$49,999	4,237
	\$50,000 to \$59,999	3,782
	\$60,000 to \$69,999	3,249
	\$70,000 to \$79,999	2,598
	\$80,000 to \$99,999	3,939
	\$100,000 or more	6,825
GU52	MEDIAN HOUSEHOLD INCOME IN 2009 (DOLLARS)	
	<i>Universe: Households</i>	
	Median household income in 2009 (dollars)	48,274
GU53	MEAN HOUSEHOLD INCOME IN 2009 (DOLLARS)	
	<i>Universe: Households</i>	
	Mean household income in 2009 (dollars)	60,671
GU54	EARNINGS IN 2009 FOR HOUSEHOLDS	
	<i>Universe: Households with earnings in 2009</i>	
	Total	37,401
GU55	MEAN EARNINGS IN 2009 FOR HOUSEHOLDS	
	<i>Universe: Households with earnings in 2009</i>	
	Mean earnings in 2009 (dollars)	56,495
GU58	PUBLIC ASSISTANCE INCOME INCLUDING SUPPLEMENTAL SECURITY INCOME (SSI) IN 2009 FOR HOUSEHOLDS	
	<i>Universe: Households with public assistance income including SSI in 2009</i>	
	Total	5,690
GU59	MEAN PUBLIC ASSISTANCE INCOME INCLUDING SUPPLEMENTAL SECURITY INCOME (SSI) IN 2009 FOR HOUSEHOLDS	
	<i>Universe: Households with public assistance income including SSI in 2009</i>	
	Mean public assistance income including SSI in 2009 (dollars)	6,088
GU62	FAMILY INCOME IN 2009	
	<i>Universe: Families</i>	
	Total:	34,199
	Less than \$2,500	1,337
	\$2,500 to \$4,999	418
	\$5,000 to \$9,999	938

	\$10,000 to \$14,999	1,541
	\$15,000 to \$19,999	1,780
	\$20,000 to \$24,999	1,820
	\$25,000 to \$29,999	1,861
	\$30,000 to \$39,999	3,738
	\$40,000 to \$49,999	3,426
	\$50,000 to \$59,999	3,130
	\$60,000 to \$69,999	2,691
	\$70,000 to \$79,999	2,228
	\$80,000 to \$99,999	3,362
	\$100,000 or more	5,929
GU63	MEDIAN FAMILY INCOME IN 2009 (DOLLARS)	
	<i>Universe: Families</i>	
	Median family income in 2009 (dollars)	50,607
GU64	MEAN FAMILY INCOME IN 2009 (DOLLARS)	
	<i>Universe: Families</i>	
	Mean family income in 2009 (dollars)	62,724
GU73	FAMILIES WITH INCOME IN 2009 BELOW POVERTY LEVEL WITH RELATED CHILDREN UNDER 18 YEARS	
	<i>Universe: Families with income in 2009 below poverty level</i>	
	Total:	6,514
	Families with related children under 18 years	5,491
GU75	MARRIED HUSBAND-WIFE FAMILIES WITH INCOME IN 2009 BELOW POVERTY LEVEL WITH RELATED CHILDREN UNDER 18 YEARS	
	<i>Universe: Married husband-wife family with income in 2009 below poverty level</i>	
	Total:	2,661
	Married husband-wife family with related children under 18 years	2,054
GU77	FAMILIES WITH MALE HOUSEHOLDER, NO WIFE PRESENT WITH INCOME IN 2009 BELOW POVERTY LEVEL WITH RELATED CHILDREN UNDER 18 YEARS	
	<i>Universe: Families with male householder, no wife present with income in 2009 below poverty level</i>	
	Total:	979
	Male householder, no wife present with related children under 18 years	848

GU79	FAMILIES WITH FEMALE HOUSEHOLDER, NO HUSBAND PRESENT WITH INCOME IN 2009 BELOW POVERTY LEVEL WITH RELATED CHILDREN UNDER 18 YEARS <i>Universe: Families with female householder, no husband present with income in 2009 below poverty level</i> Total:	2,874
	Female householder, no husband present with related children under 18 years	2,589
GU82	POPULATION 18 YEARS AND OVER WITH INCOME IN 2009 BELOW POVERTY LEVEL <i>Universe: Population 18 years and over with income in 2009 below poverty level</i> Total	19,267
GU84	RELATED CHILDREN UNDER 18 YEARS IN FAMILIES WITH INCOME IN 2009 BELOW POVERTY LEVEL <i>Universe: Related children under 18 years in families with income in 2009 below poverty level</i> Total	16,428
GU85	RELATED CHILDREN 5 to 17 YEARS IN FAMILIES WITH INCOME IN 2009 BELOW POVERTY LEVEL <i>Universe: Related children 5 to 17 years in families with income in 2009 below poverty level</i> Total	11,587

Source: U.S. Census Bureau

Appendix Q

U.S. Bureau of Labor Statistics

Appendix R

Appendix S

Guam Contractors Association Programs and Contracts

Appendix T

University of Guam Curriculum

Appendix U

Guam Community College Curriculum

Appendix V

Guam Community College Reports

Appendix W

Guam Department of Education

Appendix X

Tourism Education Council

Appendix Y

Guam Visitors Bureau

Appendix Z

Legislation and Articles

Form 1

Part 1: Selection of Project Type and Topic

FORM 1

Part I: Selection of Project Type and Topic

Prior to the development of the project proposal, students select a topic for their project. The topic is submitted to the Faculty Advisor for approval.

Date: May 13, 2013 Degree Program: Professional Master of Business Administration

Student(s) Name: Mary Rhodes

ID Number: 123821

Address: P.O. Box 315279
Tamuning, GU 96931


Telephone: (671) 687-3633

Email: mvp.rhodes@yahoo.com

Name of Faculty
Project Advisor: Annette T. Santos, PHD

Format: ☐ Business Plan ☐ Thesis
☒ Business Client Project ☐ Other
☐ Business Research

Brief Description of Topic: _____

Student Signature: 

Date: : May 13, 2013

Action by Faculty Project Advisor: ☐ Approved ☐ Not Approved

Comments: _____

Signature: _____

Date: _____

Form 1

Part II: Selection of Project Type and Topic

Part II: Project Rationale

(On this or a separate sheet of paper, present your rationale for choosing this topic.)

What about this project holds personal interest to you? (For example, for years you have wanted to have a small contracting business. Or, you have been frustrated with a particular manager. Then, say more about this personal interest.)

As President of the Guam Hotel & Restaurant Association, I am very involved in workforce development and have interacted with various stakeholders in GDOE, GCC, GDOE, GDOL, AHRD, and TEC as a board member of the Guam Workforce Investment Board. I have been frustrated with the lack of integration in systems government agencies that rely on training dollars from the Workforce Investment Act and do not work together to ensure our tax dollars are working more efficiently and the clients are motivated to work, properly trained, afforded of all the resources, and the attention to provide good service within the government. But, I have also been very frustrated in the low success Guam has seen with the US Registered Apprenticeship Program and the minimal interaction of LMP and ProStart students except for internships and competitions. More should be done to integrate these problems to achieve greater outcomes. GHRA and the stakeholders can make great things happen for our eligible youth and adults in getting more training and job placement opportunities.

What is your business reason for pursuing this project?

A workforce development plan is nothing new, but the concepts on integrating existing programs, aligning resources and introducing new concepts to improve regular interactions between the public and private partners is key to making positive changes in the industry. Plus the kids deserve to have more opportunities afforded to them.

How will completing this project better prepare you for your work after you complete your degree?

The tourism and educational partners will benefit from having more private sector interaction in order to make the connection between practicum and curriculum, and to fill the gap of having a high unemployment rate within young adult range. Many of our island's youth do not pursue post-secondary and higher education. As much as we want to encourage the youth to consider both college and careers, most of them just want jobs.

Form 2

Handbook Feedback

Handbook Feedback

The Project Handbook is periodically updated and corrected. Your feedback and comments will help improve this process. Please note any corrections, additions, deletions, or other changes that you would like to see made in the next edition of this handbook. Please send or email your suggestions to one of the addresses below.

University of Guam
School of Business & Public Administration
Dr. Annette Taijeron Santos, PMBA Program
UOG Station
Mangilao, GU 96923
atsantos@uguam.uog.edu

Form 3

Business Client Project Evaluation Form

FORM 3

Business Client Project Evaluation Form BA711 Business Capstone Experience

Student Name: _____ Date: _____

Project Title: _____

Rubic for grading

	0 / F	1 / D	2 / C	3 / B	4 / A	NA
Research – 10%						
Evidence of appropriate information						
Evidence of multiple sources						
Evidence of primary data						
Content – 60%						
Completeness						
Relevancy						
Appropriate analysis						
Appropriate conclusions drawn						
Logical rational and/or justification						
Original thought						
Structural – 30%						
Grammar						
Spelling						
Format						
Citations						
Clear expression						
Tables, graphics, etc. appropriate and clear						
Original words						
Overall						

Oral presentations will be graded on the following criteria:

	0 / F	1 / D	2 / C	3 / B	4 / A	NA
Content – 60%						
Completeness						
Relevancy						
Appropriate analysis						
Appropriate conclusions drawn						
Logical rational and/or justification						
Original thought						

Structural – 40%						
Correct grammar, vocabulary						
Speaking skills						
Use of appropriate technology						
Use of visual aids						
Appropriate use of tables, graphs, figures						
Ability to engage listener						
Ability to respond to questions, comments						
Courtesy to other's presentations						
Overall						

Form 4

Application for Approval of Studies Involving Human Subjects