



INCOME Tourism

WP2: National Report [Portugal]

Report compiled by
Polytechnic Institute of Viana do Castelo



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1. Introduction

The main objective of this report is to present the current state of the art regarding existing soft skills learning processes for the Tourism bachelor, based on national policies and curricula in Higher Education Institutions (HEI). On the other hand, the report presents the results of the collection of data from Higher Education Institutions and employers in the tourism sector, explaining the adopted methodology.

2. Methodology

Polytechnic Institute of Viana do Castelo undertook a review of national policies in Portugal in relation to soft skills in the workplace. Moreover, IPVC content analyzed the curricula of tourism & hospitality (T&H) higher education institutions (HEI) in Portugal.

IPVC held in-depth interviews and focus groups discussion during July and September of 2018. IPVC also administered two survey questionnaires, between September and October of 2018, one to former T&H students and the other to current undergraduate students in T&H.

The in-depth interviews in September 2018 involved representatives of two T&H stakeholder groups in Portugal – employers (e.g., a representative of a national/regional/local tourism and hospitality employers' association or business owners/representatives) and HEI T&H instructors.

The focus groups involved representatives of two T&H stakeholder groups in Portugal – employers (e.g., the leader of a national/regional/local tourism and hospitality employers' association or business owners/representatives) and HEI educators (e.g., dean of a tourism HEI or the head of a HEI's tourism department).

Finally, IPVC surveyed former and current T&H undergraduate students via two e-surveys. Through in-depth interviews, focus groups, and two survey questionnaires, the IPVC gathered information to help T&H faculty, administrators, consultants, and industry practitioners in Portugal narrow the soft skills gap between the requirements of the T&H Industry and Tourism Curricula adopted by HEI's. The in-depth interviews, focus groups, and survey questionnaires were conducted as part of the IPVC involvement in the INCOME Tourism project.

3. Findings

3.1 Overview of National Policies on Soft Skills

Education and training in tourism have been taking on a truly strategic importance to enable the sector to have the appropriately qualified and competent human resources to meet the challenges of the labor market. In this sense, Portuguese higher education institutions have adapted, in order not only to bring academia closer to the business context, but also to promote the internationalization of their study cycles, in order to facilitate the mobility and employability of graduates in different contexts of action (Lemos & Salgado, 2012).

The T&H are specific sectors in which people have a determining role. Therefore, detailed knowledge of demand and supply (professionals) is fundamental to the development and growth of these sectors. In this context, training in higher education which includes not only technical skills (also known as hard skills) but also soft skills is considered to be increasingly important in order to meet the requirements and challenges of sectors.

In this sense, in Higher Education in Portugal, it would be important to apply soft skills, such as coaching and mentoring with students, through participation and relationship with teachers and articulation with the labor market, in order to develop a role between the universities and the employability process, an approach already recognized by the OCDE (2010) (Patuleia, 2016).

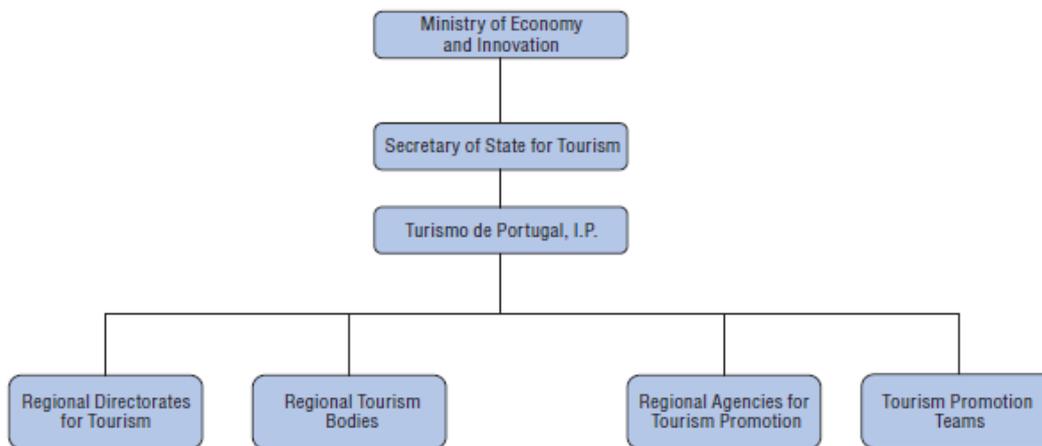
In higher education in Portugal, studies and projects are already being developed that highlight the importance of soft skills. In addition to studies, many lectures have highlighted the importance of soft skills.

In this sense, the following is a summary of the programs and projects developed by Portugal, or in conjunction with other countries, that focus on soft skills.

Programs	
EEGenerating Skills	The program aims to boost the individual talent of the students of the School of Economics and Management (University of Minho). It encourages a series of activities throughout the school year, oriented to the development of communication skills, team work, interpersonal relationships, leadership skills, planning and organization, problem solving, critical thinking and ethics and creativity, the use of technology and information systems, and results orientation.
<i>Skills Jovem</i>	APRICEM (Association for the Promotion of Intelligence in Emotional Competencies), a non-profit NGO, has developed an online soft skills training program that prepares young people for the transition to the job market – “ <i>Skills Jovem</i> ”. The platform is aimed at students in Higher Education, vocational schools or covered by the Youth Guarantee (<i>Garantia Jovem</i>), and is based on a massive online open course (MOOC). Although it is an initiative sponsored by McDonald's and BP, it is supported by the Ministry of Solidarity, Employment and Social Security, IEFP and GRACE.
Projects	
<p><i>Academias Gulbenkian do Conhecimento</i></p> <p>Started in May 2018</p> <p>https://gulbenkian.pt/academias</p>	While projects based in public and private, non-profit organizations, heterogeneous in their organic, size and activity, it is the responsibility of the Academies to promote artistic, scientific, community, cultural or sports activities in areas as diverse as education, health, social or technological issues, to develop skills (in children and young people under the age of 25) such as critical thinking, communication, resilience, teamwork, overcoming frustration, the ability to solve complex problems or adaptation to change. All Academies can count on the technical, financial and mentoring support of the Calouste Gulbenkian Foundation.
<p>Vector-Tourism</p> <p>Started in November 2015 and will last 3 years</p> <p>http://www.vector-tourism.net/</p>	The project aims at defining a high skilled professional profile of Destination Manager. A profile that is capable of proposing strategies aiming at managing, enhancing and promoting tourist destinations in an integrated perspective. Secondly, develop a joint training curriculum for DM, defining the minimum requirements of the course according with the ECVET standards (learning outcomes, units of learning outcomes approach, etc.) with the objective to decrease the shortage of qualified professionals in the tourism sector.

	In the medium and long term the whole system of actors will benefit from the competences required in a changing industry like tourism, in order to identify and fill gaps, ensuring a better match with sector needs.
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At the national level and as part of a general public administration reform, all centrally organised tourism bodies were merged in 2007 into a single body, Turismo de Portugal I.P., the National Tourism Authority (NTA) (OCDE, 2010).



Portugal: Organisational chart of tourism bodies

Fonte: (OECD, 2010)

Turismo de Portugal is under the supervision of the Ministry of Economy, with a Secretary of State for Tourism, responsible for the definition of policies in the area of tourism. The National Tourism Authority is responsible for the promotion, valorization and sustainability of tourism activity, aggregates in a single entity all the institutional competences related to the dynamism of tourism, from supply to demand.

Turismo de Portugal (2018) refers that they incorporate the best practices of personal and socio-emotional development, designated by soft skills in the Curricula of Technological Specialization Courses and Dual Certification Courses of their Schools in specific modules, that is, soft skills are worked on.

It is noteworthy the Bologna Process, a symbol of a structural reform of higher education, which amended the Basic Law of the Educational System, in accordance with the requirements of Law no. 49/2005 of 30 August. based on the idea of transmitting knowledge to a system based on skills development.

3.1.1 National Legislation on EQF

The National Qualifications Framework (Decree-Law no. 396/2007, of 31st December) is a single reference framework for classifying all the qualifications produced by the education and training system in Portugal, irrespective of their levels or access routes. The NQF comprises 8 Qualification Levels, each one defined by a set of indicators that specify the learning outcomes corresponding to the qualifications at that level in terms of Knowledge, Skills and Attitudes (DGES, s.d.).

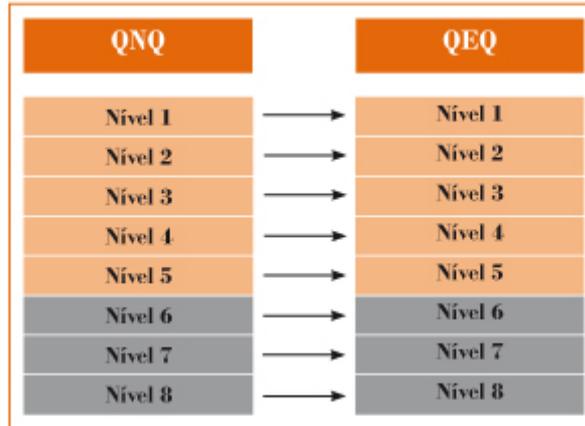
Domain	Descriptor		Context
Knowledge	Depth of knowledge	<ul style="list-style-type: none"> - Depth of knowledge increases progressively from the lowest to the highest level: qualifications at level 1 expects that the individual is able to demonstrate basic knowledge of facts and concepts (emphasis on declarative knowledge); and at the highest level, to be able to demonstrate possession of in-depth knowledge at the forefront of a specialised area of work or study and also at the interface between different areas. - Depth of knowledge increases, the greater the complexity and variety of objects of knowledge 	<p>Context of Application</p> <p>Predictability and Complexity</p>
	Understanding	Interpretation of information and application in the context and, at the highest, critical awareness of knowledge-related issues in the field and at the interface with other fields	
Skills	Depth and Breadth	Progressive broadening and specialisation of the range of cognitive and practical skills, from a range of restricted breadth and basic depth at qualification level 1, to an advanced range of skills at the forefront of a field of work or study at the highest level of qualification;	
	Purpose	At the lowest level the individual should be capable of performing tasks and solving simple problems by interpreting basic information (tasks of execution), and at a higher level of qualification it is expected to be able of research and innovation to solve critical problems and perform highly complex tasks or to redefine existing knowledge and professional practices (research and development tasks, innovation).	
Attitudes	Autonomy	Includes both responsibility for one's own work and responsibility for others: <ul style="list-style-type: none"> - responsibility for one's own work: a gradation was adopted from work under instructions with shared responsibility (level 1) to work taking responsibility and with a sustained commitment to the development of new ideas and new processes at the forefront of a field of work or study (level 8). - responsibility for others: there is considered to be a progression from no responsibility (level 1) to responsibility for others, demonstrating authority, innovation and scientific and professional integrity (level 8) 	
	Responsibility	Is structured from no autonomy/ a low degree of autonomy (level 1/level 2) to maximum autonomy, understood as a sliding scale from (-) to (+).	

Criteria used to classify a qualification into a NQF level

Source: (Feliciano, Caramujo, Rocha, & Duarte, 2011)

The descriptors present a gradation / progression of Knowledge, Skills and Attitudes that goes from the lowest level (level 1) to the highest level of qualification (level 8).

The NQF adopts the qualification levels and respective descriptors of the European Qualifications Framework (EQF).



The referencing of Portuguese NQF to the EQF

Source: (Agência Nacional para a Qualificação e o Ensino Profissional, I.P. e Direção-Geral do Ensino Superior, 2013)

The National Agency for Qualification and Vocational Education, I.P. (ANQEP), is the National Coordination Point for the implementation of the EQF, in articulation with the Directorate General of Higher Education (DGES) with regard to levels 5 to 8 of the structure of the NQF (DGES, s.d.).

The Directorate General for Higher Education (GDHE) is a directly administered state organisation (Decree-Law no. 151/2007, of the 27th of April) under the aegis of the Ministry of Science, Technology and Higher Education that designs, implements and coordinates the policies set out by this ministry. To promote and assure the quality of higher education was set up by the state (Decree-Law no. 369/2007, of the 5th of November) the Agency for the Accreditation and Assessment of Higher Education (A3HE).

The qualifications of the NQF and the EQF obtained in Higher Education also correspond to the qualifications of the Qualifications Framework of the European Higher Education Area (QF-EHEA) (DGES, s.d.).

Portuguese higher education integrates university education and polytechnic education and is taught in public and private institutions. It is structured into three cycles: the 1st cycle granting the graduation degree, the 2nd cycle granting the master's degree and the 3rd cycle granting doctorate. But in 2014, a non-academic higher education cycle was created, called a professional higher technical course.

The legal framework of higher education established the organisation of cycles of studies based on the European Credit Transfer and Accumulation System (ECTS) (Feliciano, Caramujo, Rocha, & Duarte, 2011).

On the basis of the review carried out, it was found that within the definition contained in the NQF, the attitudes understood as the capacity to take responsibility for their achievements and/or the achievements of others under their supervision and the degree of autonomy in the achievements of the tasks and in the decision making, already shows an attention to the soft skills, as well as the skills. However, no sectoral referential

was found regarding the skills/qualifications recommended for higher education, but it exists for vocational education.

There is guidance as to which curricular units should be integrated into the course, however, regarding skills does not exist.

3.2 Content Analysis of HEIs' Tourism Curricula

In Portugal, tourism has significant importance in the higher education system, presenting a great diversity of objectives and professional exits of the courses. Most of the tourism courses in Portugal are offered by the Polytechnic Institutes, through the degrees (1st cycle). In university courses, there is also a considerable offer of tourism courses at the undergraduate level, with a 3-year duration and at the masters level (2nd cycle), with the possibility of attending both cycles in an integrated way, also, the offer of doctorates.

The degree in Tourism of the IPVC, is structured in a cycle of studies of 3 years (180 ECTS - 6 Semesters). The curriculum provides a balance between management, economics, social sciences with emphasis on heritage, foreign languages, information technology and tourism studies. Students carry out internships abroad during the summer months. In addition, there is also the option to be able to complete part of the curriculum abroad, with a scholarship, in one of the partner institutions under the Erasmus+ Program. An independent study of *Visão* magazine (July 2012) places this course among the 30 top courses with higher employability. In 2017, two industry representatives (Publituris and Travelport) awarded prizes (Best School with Tourism Education and Best Educational Partner) for recognition of the quality of the education and how it adapts the curriculum to the needs of the labor market.

However, in 2018, the ESEC (Polytechnic of Coimbra) Tourism Course was the one that had a greater demand in the 1st and 2nd phases of the National Higher Education Access Contest, and one of the factors most pointed by the students as decisive in the choice of course is that the course has an integrated curricular internship, allowing the students to have a contact with the professional reality.

The Ministry of Education and Science and its different services, including GPEARI/DGEEC, classify study cycles according to their program content, curricular structure and dominant scientific areas, according to the National Classification of Education and Training Areas (CNAEF), published by Administrative Rule 256/2005 of March 16 (Fonseca & Encarnação, 2012). Based on the appendix, it is possible to identify a high offer essentially at the level of CTESPs, degrees and master's degrees, and that the predominant scientific area in the courses identified is "tourism and leisure", seconded by the "hotel and catering" area.

While Airey (2008) considers that despite the attempts of differentiation, the curricula of tourism courses remain very similar, Salgado (2007) concludes that the curricular plans of the courses are diversified, but usually include a set of management chairs, as

well as specific chairs of the hotel area and base chairs and/or complementary, as foreign languages.

The relationship between scientific and technical knowledge and soft skills increasingly assumes a determining role in the professional performance of excellence, but in the curricular plans of the courses of higher education this reality is not present yet, with few exceptions.

According to Baum (2002), tourism schools, traditionally focused on providing technical and scientific knowledge, have neglected the development of soft skills necessary to respond to current challenges. And, according to Simões *et. al* (2015), the promotion of such skills represents a contribution to the formation of active and critical citizens and capable of learning far beyond preparing for the job market. This problematic refers to the mutation of an educational paradigm, in the sense of pedagogy by competences or approach by competences.

While the classroom context promotes the development of technical skills, training in the work context, as internships and the realization of projects, it allows the promotion of both technical and transversal competences. The latter are considered to be those most promoted by learning in the mobility context of Erasmus studies. The curricular unit of the internship or project is considered as learning, especially of application of knowledge previously learned in the context of the room.

4. In-Depth Interviews

The interviews were designed to gather information from T&H employers and HEI instructors in regard to the following outcomes:

1. To understand how important are soft skills in the modern T&H workplace?
2. To rank the 10 most relevant conceptual/creative skills in the contemporary T&H workplace in order of their perceived importance.
3. To rank the 10 most relevant leadership skills in the contemporary T&H workplace in order of their perceived importance.
4. To rank the 10 most relevant interpersonal skills in the contemporary T&H workplace in order of their perceived importance.
5. To divulge how satisfied are T&H employers with the soft skills that, in their experience, graduate employees have? Which are best & which worse developed?
6. To uncover what emphasis is given to learning these skills in the T&H curricula today? Is it satisfactory and why (not)?
7. To unveil how are soft skills now learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?
8. To propose how should soft skills be learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?
9. To rank the 10 most relevant methods of learning soft skills by T&H undergraduate students in order of their perceived effectiveness.
10. To understand what are the main assumptions/obstacles/challenges in achieving these learning methods?

11. To propose how can these be assured/resolved?

4.1 Participant demographics

Three participants took part in the interviews: three T&H employer representatives and three T&H HEI instructors.

We contacted several professionals from tourism sector:

- Travel Agency
- 4 stars Hotel – Accommodation
- Accommodation (4 stars Hotel) / Tourist Animation / Maritime operators

4.2 Results / participant perspectives

After a brief description of the purposes of the survey, we proceeded with interviews, ending with the fill of the final list of 30 items, lasted about 1-2 hours. The interviews were recorded for later transcription.

Soft Skills, in the opinion of interviewees are skills, which are not properly related to professional work, that go beyond the technical skills that are provided during formation. In their opinion there are gaps/deficits in the students in this branch.

Although the interviewees had to rank a list with 30 soft skills, they were asked to identify those they consider more important in the moment of recruiting. In addition, interviewees were asked to related the previously identified skills with the classification dimensions presented. Regarding the dimension, the interviewees were not consensual. While the interviewees in a general way give particular importance to interpersonal skills, one of the interviewees affirmed that the leadership skills are the most important, because sometimes they can be alone and have to lead themselves.

Graduate employees should have the following skills: creativity; leadership; organization; initiative; autonomy; sense of responsibility; emotional intelligence; *stress* management; active listening; empathy; work as a member of a team; adopt positive stance; take the mistakes; act courteously and respectfully; argumentative capacity; communication capacity; negotiation capacity; calm and serenity; adaptability.

Respondents are satisfied with the emphasis on learning soft skills in the T&H curricula today, however, they feel there is a lot of work that can be done. A representative of HEIs said that there are courses where there is a transition from what was considered the traditional method to another type of education in which are incorporated the idea of soft skills and entrepreneurship. But while some courses have made this transition without great difficulty, there are courses that have had some resistance. This resistance is often very difficult to overcome for several reasons.

Currently, in addition to the classroom context, the teachers seek to have the student solve problems (Problem Based Learning), develop group work, be able to present orally and perform internships. In addition, have been organized study visits, conferences and invited people in order to go to HEIs to talk about their professional experience.

About the training methods that should be adopted, the interviewees suggest internships, role-playing, videos, study visits, oral presentations, contact with professionals, lectures and group works. In this sense, one of the interviewees, a representative of the HEIs, said that more responsibilities should be given to the students and, as in the future, when they are in the job market, to give time pressure, that is, to request work / exercises with little time for the so that they can start to manage their time and in a short time generate ideas of what they should do. The same interviewee said that he is in favor of reducing the number of frequencies, because the programmatic content will only serve for the future if the students understand the matter and not to decorate. In some disciplines in part it will have to be, but not in the whole.

In the tourism sector, once you are dealing with practical jobs, knowledge of reality is fundamental and it facilitates immense when it comes to making decisions and when to take action. The interviewees consider that contact with the industry / market is essential, even if it is punctual. As one of the interviewees said "what if a medical student had never entered a hospital?". The fact that they are and participate in the activity of daily life of the company, allows them to perceive what it is that they are going to find, if that life option, and allows them to immediately create some self-defenses. With the internships, students also realize if they really are what they want for life.

In the opinion of interviewees, it should be integrated in the course an internship in the area in that the student prefers, being provided an attendance. As obstacles to this attendance, were identified subjects financial, bureaucratic and of time / period in that put the students once a lot of times the students are put in high season.

While one of the interviewees considers that the student should have an internship in the area he prefers, another considers that choosing the area sometimes may not be positive, that is, he should try different branches to know what he really likes because if it is only for what it likes, it may confirm or refute the preconceived idea.

During the interviews, some interviewees compared the trainees of professional training with the trainees of higher education. While one interviewee stated that professional training bet on knowing how to do, but that with students often without vocation, it becomes difficult to get to know to be, another stated that they are more dispert, more practical, more at ease in the workplace but that they lack theoretical knowledge and, therefore, the ideal would be to have the two together.

The T&H employers can facilitate the process of learning soft skills by undergraduate students, accepting them and defining together the content. According to one of the interviewees, there are employers who are willing to give training, but others are not in this perspective.

As challenges / obstacles to the soft skills learning process, one of the interviewees referred to traditional / conventional secondary education; the duration of classes and teachers who are very much rooted in the traditional method or are not sufficiently demanding, that is, they do not transmit the syllabus so that students understand and demonstrate that they know and manage to manage the subject. In this sense, conflicts

may also arise when the course coordinator considers that he or she must correct some situation with the teachers, even though they are responsible for their curricular units.

Although, in the methodology proposed for the activity, it is considered that the interviewees should order the soft skills in the order of perceived importance, being that the 1st would be the most important competency, and the 10th that would have less importance at the moment of recruiting, when putting this option, the reaction was of great difficulty and resistance to the challenge. In this way, it was decided not to force the ranking because it was too demanding. Assuming the difficulty in ordering by the interviewees, and since different positions and / or functions in a unit prioritize different skills, it was assumed as possible to do the classification as done in the questionnaires (from 1 to 5, where 1 - not very important and 5 - critically important) and turned that into ranking. This ranking (Appendix 2) ranged essentially between 1-2, since the respondents ranked mostly with 4 and 5 soft skills.

Through the list that was given to the interviewees with the intention of classifying from 1 to 5 each soft skills (1- not very important and 5 - critically important), it was concluded that in most cases there was not much controversy. However, it is noteworthy that none of the respondents considered "not very important" (1) a soft skills and when it happened to classify as (2) or (3), only one or two respondents did so, which means that most considered important (4) or critically important (5). It should also be mentioned that the interviewees who answered classified as critically important the following soft skills:

- Understand the agendas and perspectives of owners, staff members, managers, and other parties;
- Expresses disagreement in a tactful and sensitive manner;
- Operate effectively and calmly under pressure or in crisis situations;
- Confront problems early before they become unmanageable;
- Communicate efficiently (orally and in writing) with other employees, clients, and customers.

Most interviewees considered the following soft skills to be critically important:

- Develop new ideas;
- Develop adaptation responses to unexpected changes;
- Consider customer needs when making decisions;
- Bring together different perspectives and approaches and combine them in creative ways;
- Steer conflicts away from personalities and toward issues;
- Build networks with people inside and outside the firm net;
- Employ a team approach to solve problems when appropriate;
- Listen carefully to input and concerns expressed by others;
- Manage guest requests with understanding and sensitivity;
- Exhibit emotional intelligence, such as emotional control and passion;
- Act courteously and respectfully;
- Demonstrate awareness of others' feelings;
- Demonstrate empathy in dealing with customers and staff.

Interview Question: What are soft skills and how important are they in the modern T&H workplace?

Employers:

I 1: (Does not answer the question)

I 2: "Competencies that are not properly related to professional work ... I consider that other skills are important but are a complement to the role that he is doing. If he does not know the function he is doing, the other skills do not have much importance ... (soft skills) very important but for the evolution of the service "

I 3: "is a group of small things that are linked to us 'humans` that we can't miss especially in tourism. It's what they worship in us. It is our way of being. "

HEI Representatives:

I 4: "It will create a certain advantage over the competition ... Soft skills are not those things that are 'soft skills is this, you have to do this and that'. It is not broadcast that way. It has to be: the student goes through these situations and learns from these situations. "

I 5: "Are skills that go beyond technical skills"

I 6: "Personality characteristics, within the scope of responsibility, of the student's own motivation ... These are the other competences besides the theoretical soft skills of teaching."

Interview Question: Please imagine that you are part of an interview panel/team involved in recruiting a university graduate to fill an entry-level management trainee position at a T&H firm. How important do you think each of the skills?

Employers:

I 1: "In interpersonal skills ... presentation ... the person being at ease, the ability to dialogue ... the ability to communicate ... ability to argue ... no matter how nervous we are, not to appear that, that is, serenity, not too much ... a posture ... to manage emotions and not to externalize them ... control the gesture, verbal control ... the semantics have to be positive ... Organization ... Punctuality ... we can't be forgotten ... take the blame ... teamwork "

I 2: "For me when I recruit, the first thing I have to see is if he has the professional qualifications needed ... The leadership for me is more important ... because he can sometimes be alone. You have to know how to lead yourself, perceive your priorities, know what you have to do. On a reception I put a lot of emphasis on people's ability to work in a technological environment, for example, how to handle computers well, how to deal with new tools on the internet, how to speak. In the reception, creativity works very well ... know how to turn the customer around. "

I 3: "Attitude ... psychology, you have to be dynamic, you have to be punctual, you have to be clean, you have to be nice. I think it's a whole: the attitude. People have to know how to recommend ... Then, many people forget, it's the commercial. "

HEI Representatives:

I 4: "As it is presented in an interview, for example, it already says a lot about the candidate. If you are careful about the presentation ... at ease ... if it is more than listening ... the way you deal with the interviewer ... spirit of initiative, autonomy of work ... able to organize your day ... Sense of responsibility"

I 5: "Ability to communicate and empathy ... stress management ... demonstrate some knowledge about the company to which you are applying ... The issue of courtesy, respect ... Active listening ... The very posture with which the person enters ... a capacity for argument, ability to express, the ability to hear what the other has to say, the ability to remain calm and some serenity"

I 6: "It would value a person's motivation. The stance. The ambition."

Interview Question: How satisfied are you with the soft skills that, in your experience, graduate employees have? Which are best & which are worse developed?

Employers:

I 1: "It is very clear to the student who comes from the polytechnic, there is another type of training ... high school students I notice that they are more awake ... much more at ease in the workplace ... They are looser, more loose, loose in the sense of how they contact with colleagues and do not have so much theoretical knowledge ... More practical, so I put them here to work, they develop faster ... if there is any problem to solve I feel (students from the polytechnic) have another baggage, another posture, another language. The idea was to get them both to be really good ... I think the psychological part of the matter is not worked very well "

I 2: "In general, no ... They give non-technical skills: language, history, anthropology"

I 3: "I am very satisfied ... I felt and feel in my company that people should get to know how to speak English better ... Sometimes there are skills that should be treated like these: the commercial part ... When people at school talk about marketing it's marketing techniques, they do not talk about direct sales techniques, for example, people have to feel what we want to convey on the skin and we have to teach this to students ... (lack of autonomy) They do not have it. Lack of responsibility. "

Interview Question: How they should be learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?

Employers:

I 1: "Or who is giving the training is also in the area and can introduce very concrete things in the classroom or is also very difficult and then the teacher needs support from abroad ... I think it is important, I do not say him (student) to be completely too inserted in the company but have a contact or that is punctual to watch ... simulations ... the internship is fundamental ... That there is a contact with the world of the market on the part of the student, this is fundamental."

I 2: "In a practical job like ours, knowledge of reality makes it much easier to make decisions and to act. Also, an important thing is that it makes a screening in my point of view important in people in the procession of the career ... Lectures ... simulations ... videos ... The fact that they are and participate in the day to day of the company, the

activity, allows them to perceive what they are going to find, if it is that option of life, and allows them to immediately create some self-defense, or to be interested in certain matters ... When I defended that the students should go, I continue to defend: have an experience in the industry in order to allow them an experience in the course ... it should oblige even to value the course, to have students have an internship framed in the academic course in an area they enjoy ... Being close to reality is very important and then have follow up "

I 3: "Maybe if at school they had some stage, an interaction with a company in the sector, maybe, 'I do not want to make this life'. This relationship between companies and universities, if well done I think that in the future we will have better professionals ... the relationship with companies because this will give them Know-How, force of power ... presentation of works ... Internships. It is paramount. First, even vocational ... So, people should have the right to give the first butt. In the first year soon. Confronting reality: whether they like it or not ... Exchange. Schools have to talk to companies if they are willing to accept and offer: and then that grade will count. (curricular stages) And soon at the end of the first year. "

HEI Representatives:

I 4: "more and more visits to the field, contact with people who deal with day-to-day activities with tourists, ... pass more responsibilities to the student. This responsibility goes through many times, demanding a lot of them and often demanding a lot in a short time ... I argue that less and less frequencies and more works ... Normally depends on the work culture of each country ... Exercises in which time pressure is given to the student will know how to manage their time. Not only manage time, but in a short time generate ideas of what to do ... Group work is necessary "

I 5: "methodology of writing reports with an oral presentation ... research papers, group work where they also learn to manage conflicts between them, to communicate, to be more tolerant. I think maybe it's one of the methodologies that we should consider in all curricular units ... the internship issue, I think, is a key moment for them to further develop these skills ... to invite people working in the sector. "

I 6: "It seems very important that there is interactivity ... The direct contact with the labor market, often the stage I think important: here they can realize the importance of the way they are."

Interview Question: What are the main assumptions/obstacles/challenges in the process of learning soft skills? How can the these be assured/resolved?

Employers:

I 1: "The time they put them here, for example, does not choose the best time to bring them here, to give them attention and training. We are putting students here in high season "

I 2: "It is very complicated from the point of view of legislation, but there is also no desire of the students themselves to do these tasks."

I 3: "(internship) Because if it is in the summer for us 'employers' is great but for him it is horrible. There is no follow up. Must be divided over the years. Choose the company

... Choosing a company is sometimes bad. You can't just go for what you like. You should try other branches to know what you really like. If it's just for what you like, you're already having that pre-conceived idea. Go through the various sectors and then come to the end and know what you really want"

HEI Representatives:

I 4: "When something does not work out the best way and someone wants to correct the situation is very complicated because technically the teacher is responsible for their curricular unit and nobody has anything to do, except that later there is the course coordinator that has to exist with the set and there creates conflicts ... Often the obstacle is even the teacher when for some reason or another wants to make life easier for the students: the students at first are very grateful because they have little to do, but then they go to the labor market ... So often a great obstacle is the teacher not being demanding enough and when I say demanding is not being there to give heaps and lots and lots of matter, is to convey the matter in a way that understands and require of the students who demonstrate that they know the subject and manage to manage the matter ... on the part of the students that comes from the secondary that is a bit conventional / traditional ... there are teachers who are very ingrained with the traditional method and do not want to leave ... the teacher has to enter there with a certain dynamics, with a certain vigor. So in Portugal, another obstacle is when we have classes of two hours ... the student is there unmotivated, is not paying attention, is not having income. "

I 5: "Financial and bureaucratic issues"

I 6: "Let students realize that being the best for the market is so much more important than being the best on the market ... But we have not had too many problems. Sometimes the question of time, but we have not really had many difficulties. To be honest, we have also had some support from partners, from the university and that in fact facilitate joint work. "

Interview Question: How can T&H employers facilitate the process of learning soft skills by undergraduate students?

Employers:

I 1: "Accepting trainees and (defining the professional practice program)"

I 2: "I think at this time the industry is available to participate in which there are employees who need it. Yes, I think, if they see in this formation a future benefit ... I think there is everything in the hotel industry as in all the professions, and there are people, heads and directors who are available to receive these people from a training perspective, but there are those who are not in the perspective of training, is only in the perspective of having more labor. ... They can't give this training "

I 3: (Does not answer the question)

Interview Question: What emphasis is given to learning these skills in the T&H curricula today? Is it satisfactory? If the answer is no, then why do you think that is?

HEI Representatives:

I 4: "a few years ago ... teaching was very conventional. Then there are courses that have made the transition to another type of education, more towards entrepreneurship, more focused on this idea of soft skills. Preparing the student in a different way ... There are courses that have made this transition without great difficulty and there are courses that have had some resistance. This resistance is often very difficult to overcome for several reasons: either lack of will on the part of the teacher, or being at ease in contractual terms is also not to worry, or simply because they do not agree to this change and want to keep what it was traditional teaching ... Often, in order to have this change in the type of teaching, we have to change the team: change some elements of the team. Everything that is possible to change, changes, to introduce already people with good experience in the market, who treat this practice in here to balance the theoretical and practical part of a course. "

I 5: (Does not answer the question)

I 6: "I'm satisfied, but I think there's still a lot of work that can be done."

Interview Question: How are they now learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?

HEI Representatives:

I 4: "Problem Based Learning: this is, we have problems, the problem is this and you have to solve. Instead of being the teacher giving the answer, no, it is the students who have to look for the answer. It's a bit in that sense ... oral presentations "

I 5: "Internship ... we have done many study visits, we have invited people to go there to talk about their experience, we have organized conferences."

I 6: "expository works ... exhibition of works. Group work. We promote some debates"

5. Focus Groups

The discussion was designed to gather information from T&H employers and HEI educators in regard to the following outcomes:

1. To understand how important are soft skills in the modern T&H workplace?
2. To generate a list of up to 10 most relevant conceptual/creative skills in the contemporary T&H workplace and to rank them in order of their perceived importance.
3. To generate a list of up to 10 most relevant leadership skills in the contemporary T&H workplace and to rank them in order of their perceived importance.
4. To generate a list of up to 10 most relevant interpersonal skills in the contemporary T&H workplace and to rank them in order of their perceived importance.
5. To propose how should soft skills be learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?
6. To generate a list of up to 10 methods of learning soft skills by T&H undergraduate students and rank them in order of their perceived effectiveness.

7. To understand what are the main assumptions/obstacles/challenges in achieving these learning methods?
8. To propose how can these be assured/resolved?

5.1 Participant demographics

The 1st Focus Group was held on the 11th of July 2018, at the Polytechnic Institute of Viseu and was attended by 9 participants (five women and four men), all members of CITUR (Centre for Tourism Research, Development and Innovation).

The 2nd Focus Group was held on 26th of July 2018, at the Quintinha D'Arga and was attended by 10 participants, T&H employers. We contacted several professionals from tourism sector:

- 3 Hotels 4 stars – Accommodation
- 2 Tourism Promotion and Leisure Companies
- Agritourism
- Restaurant
- Human Resources Company
- Sports and outdoor products company

In the context of the Tourism industry, soft skills are more and more common in job descriptions, indicating that many employers recognise their importance to their businesses' performance and competitiveness. However, it has been acknowledged by academics and practitioners that there is a gap between what market needs and what HEI's with Tourism degrees offer.

The skills that students are exposed to and expected to practice in academia should be representative of, and fulfil the requirements of the labour market. Therefore, knowing the perspective/opinion of employers regarding what Soft Skills students should have, is critical.

The European Higher Education Institutions are required to contribute to graduates and to respond to a continuously changing and challenging workplace. Therefore, there is the need to include the development of soft skills into higher education curricula.

HEIs need to help students to hone the relevant soft skills. Industry partners should be encouraged to participate in curricular and course development to facilitate a greater collaboration between the industries and institutions and to narrow down the gap between the future skills needed by the industries and what is being taught and developed in the institutions.

In order to improve the employability of tourism graduates in the EU's rapidly evolving T&H sectors, HEI educators must continually investigate which soft skills are essential for T&H graduates to possess across the EU and amend the T&H curriculum to meet these needs. Also, it is important to determine the critical soft skills that T&H employers across the EU want from EU's graduates and to determine whether differences exist between competencies needed by T&H managers and competencies acquired/developed based on through HEIs' T&H curricula.

At the beginning of the focus groups session, we welcomed the participants, explained the purposes of the session and of the Project being developed, and presented a brief definition and general description of soft skills and its three domains (conceptual/creative, leadership, and interpersonal) mentioned in the Competency Domain Model. The moderator of the group encouraged participants to share their ideas and promoted the debate. A script was elaborated with guidelines to help the moderator to follow how the session would occur. Moreover, there is also a focus group protocol to be conducted independently in each participant country.

Subsequently, a sheet of paper was delivered to each participant, which included the objectives, a brief definition of soft skills and two tables in a word document: in the first, each participant indicated up to 10 specific soft skills (ideally for each dimension) by priority of importance, that a Tourism/Hospitality graduate should possess; in the second, each participant indicated up to 10 methods of learning soft skills, in order of perceived effectiveness, which favour the acquisition of soft skills by students in the context of higher education in Tourism.

In the first *focus group*, participants asked for clarification regarding the distinction between personality traits and competencies, as well as identify in which domain to classify. This discussion then followed, for about 1h30, with all participants sharing their perspective and contributing to the list of most relevant soft skills for the tourism sector, and the about the methods that best develops these skills.

In the second *focus group*, CEVAL facilitated the contact with the partners to gather the participants, that is, each partner was invited to bring a guest. The discussion lasted about two hours.

Due to the diversity of T&H markets and segments, and as representatives of hotels, agritourism and tourist leisure businesses were participating in the focus group, questions were raised in relation to which activity/department should soft skills be indicated, for example. The moderator of the focus group noted that the ideal soft skills for the reception might not be the same as for housekeeping, for example. However, it has also been pointed out that because they are transversal, they are not exclusively for just one department.

The session was held in a dynamic and relaxed atmosphere and, therefore, some participants reported situations that occurred in their work environment, highlighting the need of specific soft skills, such as stress management. In addition, some participants reported that they had some difficulty expressing themselves. In the presence of representatives of three hotels, these mentioned cases of similarities and differences between a tourism degree and a degree in hotel management, and considered that the former is more general.

A social event was also organised, namely local food-related products and wine tasting. This activity has proved to be very helpful in contributing to the very positive atmosphere of the focus group.

5.2 Results / participant perspectives

HEIs Focus Group		
Conceptual/Creative soft skills	Leadership soft skills	Interpersonal soft skills
Organization	Conflict management	Empathy
Creativity	Inspire and motivate others	Communicate efficiently
Analytical thinking	Organization	Capacity to be humble
Innovation	Proactivity	Ability to act sympathetically
Problem solving	Initiative	Emotional intelligence
Vision	Time management	Active listening
Inspire and motivate others	Stress management	Vision
Visualize the company as a whole/Maintain the "big picture"	Communicate efficiently	Confidence
Critical thinking	Resilience	Work as a member of a team
Independent	Active listening	Assertiveness
Methods		
Internships		
Field visits		
Case studies		
Contact with former students		
Oral presentations		
Cases of success		
Group works		
Mobility		
Debate classes		
Seminars		

Source: Author

Employers Focus Group		
Conceptual/Creative soft skills	Leadership soft skills	Interpersonal soft skills
Creativity	Act courteously and respectfully	Emotional intelligence
Problem solving	Communicate efficiently	Empathy
Initiative	Empathy	Ability to act sympathetically
Demonstrate an understanding of the Tourism industry	Motivation	Communicate efficiently
Organization	Organization	Act courteously and respectfully
Ability to act sympathetically	Sense of commitment	Active listening
Assertiveness	Work as a member of a team	Tolerance
Show respect and appreciation for others	Emotional intelligence	Adopt positive stance
Proactivity	Proactivity	Willingness to participate
Potential learning	Leadership	Show respect and appreciation for others
Methods		
Role-playing		
Field visits		
Cases of success		
Seminars		
Presence in some briefings		
In loco		
Simulations		
Contact with the various working methods and procedures		
Practical classes		

Source: Author

Since two focus groups were carried out, in order to make a final list of 10 soft skills for each domain, the analyzes were added and based on the frequency of responses, the result is as follows:

Final result of the Focus Groups		
Conceptual/Creative soft skills	Leadership soft skills	Interpersonal soft skills
Organization	Organization	Empathy
Creativity	Proactivity	Emotional intelligence
Problem solving	Communicate efficiently	Communicate efficiently
Innovation	Conflict management	Ability to act sympathetically
Analytical Thinking	Inspire and motivate others	Capacity to be humble
Vision	Work as a member of a team	Active listening
Critical thinking	Act courteously and respectfully	Work as a member of a team
Independent	Initiative	Confidence
Initiative	Time management	Vision
Demonstrate an understanding of the Tourism industry	Stress management	Adopt a positive stance
Methods		
Internships		
Study visits		
Case studies		
Contact with former students		
Role-playing		
Oral presentations		
Cases of success		
Group works		
Mobility		
Debate classes		

Source: Author

6. Survey Questionnaires

6.1 Survey of former students

Gender		N	%
Male		5	23.8
Female		16	76.2
Total		21	100
Work experience			
		Years	
Highest	20		
Lowest	1		
Mean	4,76		
Mode	1,5		
Standard Deviation	4,13		
Work experience in T&H			
		Years	
Highest	20		
Lowest	0,25		
Mean	3,40		
Mode	3		
Standard Deviation	3,96		

Source: Author

Job assignment(s) - T&H		
	N	%
Destination management organization / tourism board (national, regional or local)	1	4.8
Hotel / restaurant (including catering)	13	61.9
Travel agency / tour operator	3	14.3
Transportation (air, sea, rent a car, etc.)	1	4.8
Other	3	14.3
Current position		
	N	%
Entry level	2	9.5
Assistant manager	7	33.3

Department manager/supervisor	1	4.8
Other	11	52.4

Source: Author

Importance of Soft Skills at the Current Job vs. Satisfaction with the Soft Skills Actually Learned/Acquired During Undergraduate Study in T&H

Variable	x*	x**
<i>Conceptual/Creative Soft Skills</i>		
Maintain the "big picture" while working on a specific property-management, layout, and design component	4.52	3.67
Manifest critical thinking	4.48	3.95
Demonstrate an understanding of the organization's interaction with the larger external environment	4.05	3.76
Develop new ideas	4.33	3.81
Develop adaptation responses to unexpected changes	4.76	3.76
Exhibit knowledge of related job roles - peers, subordinates, others	4.52	4.10
Manifest development and adaptation of innovation or improvements	4.67	4.29
Understand the agendas and perspectives of owners, staff members, managers, and other parties	4.38	4.05
Consider customer needs when making decisions	4.86	4.43
Bring together different perspectives and approaches and combine them in creative ways	4.29	3.81
<i>Leadership Soft Skills</i>		
Steer conflicts away from personalities and toward issues	4.43	3.76
Present ideas in a convincing manner	4.48	4.05
Expresses disagreement in a tactful and sensitive manner	4.43	3.71
Works to understand why others resist change instead of forcing others to accept change	4.38	3.81
Operate effectively and calmly under pressure or in crisis situations	4.86	3.86
Build networks with people inside and outside the firm	4.38	4.29
Confront problems early before they become unmanageable	4.57	3.95
Employ a team approach to solve problems when appropriate	4.71	4.62
Listen carefully to input and concerns expressed by others	4.43	4.38
Promote respect and appreciation for diversity and individual differences	4.62	4.38
<i>Interpersonal Soft Skills</i>		
Manage guest requests with understanding and sensitivity	4.76	4.10

Communicate efficiently (orally and in writing) with other employees, clients, and customers	4.81	4.24
Exhibit emotional intelligence, such as emotional control and passion	4.52	4
Effectively handle staff grievances and complaints	4.48	4.05
Act courteously and respectfully	4.95	4.52
Demonstrate awareness of others' feelings	4.43	4.52
Exhibit negotiating skills	4.05	3.52
Provide effective feedback	4.48	3.90
Demonstrate empathy in dealing with customers and staff	4.71	4.14
Manifest intercultural sensitivity	4.67	4.38

* Importance of soft skills in T&H on a 5-point scale ranging from 1=*not very important* to 5=*critically important*.

** Satisfaction with the soft skills actually learned/acquired during undergraduate study in T&H on a 5-point scale ranging from 1=*very dissatisfied* to 5= *very satisfied*.

Through the classification of the list of soft skills, in order to realize how important, they are to the current profession of the graduates, it is concluded that for most of them, most respondents consider as critically important (5), except for the following:

- Demonstrate an understanding of the organization's interaction with the larger external environment;
- Bring together different perspectives and approaches and combine them in creative ways;
- Listen carefully to input and concerns expressed by others;
- Exhibit negotiating skills.

There was also a minority of respondents who classified (1) and/or (2) the following soft skills:

- Demonstrate an understanding of the organization's interaction with the larger external environment;
- Develop new ideas;
- Exhibit knowledge of related job roles - peers, subordinates, others;
- Understand the agendas and perspectives of owners, staff members, managers, and other parties;
- Bring together different perspectives and approaches and combine them in creative ways;
- Expresses disagreement in a tactful and sensitive manner;
- Build networks with people inside and outside the firm net;
- Confront problems early before they become unmanageable;
- Exhibit negotiating skills;
- Provide effective feedback;
- Demonstrate empathy in dealing with customers and staff.

Through the classification of the list of soft skills, in order to realize how satisfied they are with the opportunities that the Tourism Course they have given them, for the development of soft skills, most respondents considered very satisfied (5) in the following:

- Consider customer needs when making decisions;
- Build networks with people inside and outside the firm net;
- Employ a team approach to solve problems when appropriate;
- Listen carefully to input and concerns expressed by others;
- Act courteously and respectfully;
- Demonstrate awareness of others’ feelings;
- Demonstrate empathy in dealing with customers and staff;
- Manifest intercultural sensitivity.

All soft skills had respondents (although a minority) who classified with (1) and / or (2), except for the following:

- Manifest development and adaptation of innovation or improvements;
- Understand the agendas and perspectives of owners, staff members, managers, and other parties;
- Act courteously and respectfully;
- Demonstrate awareness of others’ feelings;
- Manifest intercultural sensitivity.

6.2 Survey of current students

Gender		
	N	%
Male	18	34
Female	35	66
Total	53	100
Major field of study		
	N	%
Tourism and/or Hospitality	47	88.7
Hotel/lodging management	3	5.7
Restaurant management	2	3.8
Destination management	1	1.9
Work Experience		
	Years	
Highest	25,92	
Lowest	0	
Mean	3,23	

Mode	0	
Standard Deviation	4,53	
Work Experience in T&H		
	Years	
Highest	18,42	
Lowest	0	
Mean	2,06	
Mode	0	
Standard Deviation	3,64	
Job assignment(s) - T&H		
	N	%
Destination management organization / tourism board (national, regional or local)	7	13.2
Hotel / restaurant (including catering)	42	79.2
Travel agency / tour operator	7	13.2
Transportation (air, sea, rent a car, etc.)	1	1.9
Event / congress organization	10	18.9
Marketing / PR	2	3.8
Other	9	17
	N	%
Waiter/Waitress	34	64.1
Kitchen Worker	5	9.4
Bar Worker	17	32.1
Host/Hostess	4	7.5
Front desk/reception	26	49
Housekeeping	5	9.4
Travel Agent	7	13.2
Event planner	10	18.9
HR	1	1.9
Sales & Marketing	4	7.5
Guest Relations	5	9.4
Tour guide	2	3.8
Other	6	11.3

Source: Author

Most of the respondents who indicated "other", when questioned as to the area of Tourism in which they worked, indicated that they do not have any professional experience. The rest, in the area of tourism, mentioned tourist animation and museums. When the question was specified, all those who answered "other" indicated that they had no work experience.

Importance of Soft Skills in T&H vs. Satisfaction with the Soft Skills Actually
Learned/Acquired During Undergraduate Study in T&H

Variable	x*	x**
<i>Conceptual/Creative Soft Skills</i>		
Maintain the "big picture" while working on a specific property-management, layout, and design component	4.70	4.13
Manifest critical thinking	4.74	4.30
Demonstrate an understanding of the organization's interaction with the larger external environment	4.66	3.85
Develop new ideas	4.77	4.09
Develop adaptation responses to unexpected changes	4.87	4.11
Exhibit knowledge of related job roles - peers, subordinates, others	4.43	4.08
Manifest development and adaptation of innovation or improvements	4.77	4.15
Understand the agendas and perspectives of owners, staff members, managers, and other parties	4.57	3.98
Consider customer needs when making decisions	4.89	4.30
Bring together different perspectives and approaches and combine them in creative ways	4.49	4.17
<i>Leadership Soft Skills</i>		
Steer conflicts away from personalities and toward issues	4.51	4.25
Present ideas in a convincing manner	4.51	4.30
Expresses disagreement in a tactful and sensitive manner	4.60	4.21
Works to understand why others resist change instead of forcing others to accept change	4.58	4.11
Operate effectively and calmly under pressure or in crisis situations	4.74	4.13
Build networks with people inside and outside the firm	4.58	4.17
Confront problems early before they become unmanageable	4.72	4.08
Employ a team approach to solve problems when appropriate	4.74	4.53
Listen carefully to input and concerns expressed by others	4.74	4.25
Promote respect and appreciation for diversity and individual differences	4.72	4.38

Interpersonal Soft Skills

Manage guest requests with understanding and sensitivity	4.68	4.28
Communicate efficiently (orally and in writing) with other employees, clients, and customers	4.74	4.43
Exhibit emotional intelligence, such as emotional control and passion	4.64	4.09
Effectively handle staff grievances and complaints	4.75	4.23
Act courteously and respectfully	4.77	4.49
Demonstrate awareness of others' feelings	4.60	4.21
Exhibit negotiating skills	4.58	3.89
Provide effective feedback	4.58	4.38
Demonstrate empathy in dealing with customers and staff	4.75	4.42
Manifest intercultural sensitivity	4.51	4.36

* Importance of soft skills in T&H on a 5-point scale ranging from 1=*not very important* to 5=*critically important*.

** Satisfaction with the soft skills actually learned/acquired during undergraduate study in T&H on a 5-point scale ranging from 1=*very dissatisfied* to 5= *very satisfied*.

Through the classification of the list of soft skills, it is concluded that for each *soft skill*, most respondents consider it critically important (5). Contrary to what the interviewees considered, there were soft skills to be classified as not very important (1), despite being by a minority:

- Present ideas in a convincing manner;
- Expresses disagreement in a tactful and sensitive manner.

Thus, as a minority classified with (2) the following soft skills:

- Maintain the “big picture” while working on a specific property-management, layout, and design component;
- Manifest critical thinking;
- Exhibit knowledge of related job roles - peers, subordinates, others;
- Steer conflicts away from personalities and toward issues;
- Expresses disagreement in a tactful and sensitive manner;
- Build networks with people inside and outside the firm net;
- Manifest intercultural sensitivity.

Through the classification of the list of soft skills, in order to realize how satisfied they are with the opportunities that the Tourism Course they have given them, for the development of soft skills, most respondents considered very satisfied (5) in the following:

- Develop new ideas;
- Consider customer needs when making decisions;
- Steer conflicts away from personalities and toward issues;
- Present ideas in a convincing manner;
- Build networks with people inside and outside the firm net;
- Employ a team approach to solve problems when appropriate;

- Listen carefully to input and concerns expressed by others;
- Promote respect and appreciation for diversity and individual differences;
- Manage guest requests with understanding and sensitivity;
- Communicate efficiently (orally and in writing) with other employees, clients, and customers;
- Effectively handle staff grievances and complaints;
- Act courteously and respectfully;
- Provide effective feedback;
- Demonstrate empathy in dealing with customers and staff;
- Manifest intercultural sensitivity.

All soft skills had respondents (although a minority) who classified with (1) and / or (2).

7. Conclusions and Recommendations

Through the diagnosis, which included focus groups, in-depth interviews and survey questionnaires, as well as a review of national policies, an analysis of the curricula and studies/projects, it was possible to perceive the growing interest and importance attributed to soft skills in professional context in T&H.

Employers recognize the importance of employees for the performance and competitiveness of their business. However, they also recognize that there is a gap between what market needs and what HEI's with Tourism degrees offer. In this sense, there is the need to include the development of soft skills into higher education curricula.

According to the participants in the course of the diagnosis, soft skills can and should be learned, trained and improved. Regarding the learning methods to be adopted, focus groups and interviews were mainly focused on: internships, mobility, role-playing, videos, case studies, study visits, oral presentations, contact with professionals, cases of success, debates, conferences, seminars, lectures and group work.

In the tourism sector, since these are practical jobs, knowledge of the reality is fundamental, and the participants of this phase consider it essential to be in contact with the industry/market, for this reason, it should be integrated in the course an internship, with attendance.

In addition, in general, despite being satisfied, they consider that there is room for improvement, that is, an effort can still be made to facilitate the process of acquisition of soft skills for students.

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Appendix

Appendix 1: In-Depth Interview Protocol

Interview protocol (IP) (to be conducted independently in each participant country)	
Employers	HEI Representatives
<i>Step IP1:</i>	
What are soft skills? (warm-up question) Which dimensions do they encompass? (warm-up question)	
<i>Step IP2:</i>	
Please imagine that you are part of an interview panel/team involved in recruiting a university graduate to fill an entry-level management trainee position at a T&H firm. How important do you think each of the skills (a list of soft skills will be e-mailed to each participant a few days before the interview) would be in a new recruit?	
<i>Step IP3:</i>	
Please rank the soft skills in order of their perceived importance within each of the three dimensions (step IP2.1 – conceptual/creative, step IP2.2. – leadership, and step IP2.3. – interpersonal).	
<i>Step IP4:</i>	
How satisfied are you with the soft skills that, in your experience, graduate employees have? Which are best & which are worse developed?	What emphasis is given to learning these skills in the T&H curricula today? Is it satisfactory? If the answer is no, then why do you think that is?
<i>Step IP5:</i>	
How can these skills best be learned (methods, frequency, in which courses, in which year of the study...) and evaluated?	How are they now learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?
<i>Step IP6:</i>	
Please rank the methods/ways of learning soft skills at an undergraduate level in order of their effectiveness.	How they should be learned and evaluated in the HEI system (methods, frequency, importance/weight, in which courses)?
<i>Step IP7:</i>	
What are the main assumptions/obstacles/challenges in the process of learning soft skills? How can these be assured/resolved?	Please rank the methods/ways of learning soft skills at an undergraduate level in order of their effectiveness.
<i>Step IP8:</i>	
How can T&H employers facilitate the process of learning soft skills by undergraduate students?	What are the main assumptions/obstacles/challenges in the process of learning soft skills? How can these be assured/resolved?

Appendix 2: Face-to-Face Interview Supporting Documentation

Results from the interviewee questionnaire completed in preparation for the face-to-face interview

Importance of **conceptual/creative** skills

Please imagine that you are part of an interview panel/team involved in recruiting a university graduate to fill an entry-level management trainee position at a tourism and hospitality (T&H) firm.

<i>Soft skill</i>	<i>I1</i>	<i>I2</i>	<i>I3</i>	<i>I4</i>	<i>I5</i>	<i>I6</i>
Maintains the "big picture" while working for a specific firm/organization	2	3	1	2	1	2
Manifests critical thinking	2	4	1	2	2	1
Demonstrates an understanding of the organization's interaction with the larger external environment	2	3	4	1	1	1
Develops new ideas	2	3	1	1	1	1
Develops adaptation responses to unexpected changes	1	1	1	1	1	2
Exhibits knowledge of related job roles of peers, subordinates, others	1	2	1	2	1	2
Manifests development and adaptation of innovation or improvements	2	1	2	1	1	2
Understands the agendas and perspectives of owners, staff members, managers, and other parties	1	-	1	1	1	1
Considers customer needs when making decisions	1	1	2	1	1	1
Brings together different perspectives and approaches and combine them in creative ways	1	2	1	2	1	1

Results from the interviewee questionnaire completed in preparation for the face-to-face interview

Importance of **leadership** skills

<i>Soft skill</i>	<i>I1</i>	<i>I2</i>	<i>I3</i>	<i>I4</i>	<i>I5</i>	<i>I6</i>
Steers conflicts away from personalities and toward issues	2	1	1	1	1	1
Presents ideas in a convincing manner	2	3	1	3	1	1
Expresses disagreement in a tactful and sensitive manner	1	1	1	1	1	1
Works to understand why others resist change instead of forcing others to accept change	2	2	2	1	1	1
Operates effectively and calmly under pressure or in crisis situations	1	1	1	1	1	1
Builds networks with people inside and outside the firm	2	1	1	1	1	2
Confronts problems early before they become unmanageable	1	1	1	1	1	1
Employs a team approach to solve problems when appropriate	2	1	1	1	1	1
Listens carefully to input and concerns expressed by others	2	1	1	1	1	1
Promotes respect and appreciation for diversity and individual differences	2	2	1	2	1	1

Results from the interviewee questionnaire completed in preparation for the face-to-face interview

Importance of **interpersonal** skills

<i>Soft skill</i>	<i>I1</i>	<i>I2</i>	<i>I3</i>	<i>I4</i>	<i>I5</i>	<i>I6</i>
Manages guest requests with understanding and sensitivity	1	1	2	1	1	1
Communicates efficiently (orally and in writing) with other employees, clients, and customers	1	1	1	1	1	1
Exhibits emotional intelligence, such as emotional control and passion	2	1	2	1	1	1
Effectively handles staff grievances and complaints	2	2	2	1	1	1
Acts courteously and respectfully	2	1	1	1	1	1
Demonstrates awareness of others' feelings	2	-	1	1	1	2
Exhibits negotiating skills	2	2	1	3	1	2
Provides effective feedback	2	2	1	1	1	2
Demonstrates empathy in dealing with customers and staff	2	1	1	1	1	1
Manifests intercultural sensitivity	2	1	3	2	1	1

	Not very important (1)	(2)	(3)	(4)	Critically important (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component			1	3	2	
Manifest critical thinking		1		3	2	
Demonstrate an understanding of the organization's interaction with the larger external environment		1	1	1	3	
Develop new ideas			1	1	4	
Develop adaptation responses to unexpected changes				1	5	
Exhibit knowledge of related job roles - peers, subordinates, others			1	2	3	
Manifest development and adaptation of innovation or improvements				3	3	
Understand the agendas and perspectives of owners, staff members, managers, and other parties					5	
Consider customer needs when making decisions				1	5	

Bring together different perspectives and approaches and combine them in creative ways				2	4	
Steer conflicts away from personalities and toward issues				1	5	
Present ideas in a convincing manner			2	1	3	
Expresses disagreement in a tactful and sensitive manner					6	
Works to understand why others resist change instead of forcing others to accept change			1	2	3	
Operate effectively and calmly under pressure or in crisis situations					6	
Build networks with people inside and outside the firm net				2	4	
Confront problems early before they become unmanageable					6	
Employ a team approach to solve problems when appropriate				1	5	
Listen carefully to input and concerns expressed by others				1	5	
Promote respect and appreciation for diversity and individual differences		1		2	3	

Manage guest requests with understanding and sensitivity				1	5	
Communicate efficiently (orally and in writing) with other employees, clients, and customers					6	
Exhibit emotional intelligence, such as emotional control and passion				2	4	
Effectively handle staff grievances and complaints				3	3	
Act courteously and respectfully				1	5	
Demonstrate awareness of others' feelings				2	3	
Exhibit negotiating skills			1	3	2	
Provide effective feedback				3	3	
Demonstrate empathy in dealing with customers and staff				1	5	
Manifest intercultural sensitivity			1	2	3	

Appendix 4: Document for the first Focus Group - HEI Representatives



Focus Group com membros do CITUR
Instituto Politécnico de Viseu, 11/07/2018

Objetivos do grupo discussão: identificar e classificar as *soft skills* de cada domínio de acordo com a importância percebida; identificar e classificar métodos de aprendizagem de acordo com a sua eficácia percebida.

Devido às frequentes mudanças no mercado, as empresas procuram colaboradores que lhes proporcionem vantagem sobre a concorrência. As *soft skills* (competências transversais) caracterizam a forma como um indivíduo interage com os colegas dentro e fora do ambiente de trabalho. São todas as capacidades que não envolvem conhecimentos técnicos, de ferramentas ou tecnológicos, de uma forma geral. Além disso, podem ser definidas como as competências conceituais/criativas, de liderança e interpessoais necessárias para aplicar as *hard skills*.

Organização do grupo de discussão:

1. Indicação por parte de cada participante, de até 10 *soft skills* (idealmente para cada dimensão), por prioridade de importância, que uma licenciatura em Turismo e Hotelaria deve possuir.

Competências conceituais e criativas	Competências de liderança	Competências Interpessoais

2. Revisar e hierarquizar as *soft skills* indicadas, de acordo com o número de vezes referido, elaborando uma lista.

4. Indicação por parte de cada participante, de até 10 métodos de aprendizagem das *soft skills*, por ordem de eficácia percebida, que favorecem a aquisição das *soft skills* por parte dos alunos no contexto de formação superior em Turismo.
5. Revisar e hierarquizar os métodos indicados, de acordo com o número de vezes referido, elaborando uma lista.
6. Sujeitar a lista a validação por parte dos participantes.

Tópicos para discussão:

7. Qual a importância das *soft skills* no atual contexto do T&H?
8. Como considera que devem as *soft skills* ser aprendidas e avaliadas no sistema IES (métodos, frequência, importância / peso, e em que cursos)?
9. Quais são os principais desafios para aprendizagem das *soft skills* por parte dos alunos nas IES?
10. Como podem as IES garantir/assegurar as *soft skills* por parte dos alunos?



Focus Group
Quintinha D'Arga, 26/07/2018

Objetivos do grupo discussão: identificar e classificar as *soft skills* de cada domínio de acordo com a importância percebida; identificar e classificar métodos de aprendizagem de acordo com a sua eficácia percebida.

Devido às frequentes mudanças no mercado, as empresas procuram colaboradores que lhes proporcionem vantagem sobre a concorrência. As *soft skills* (competências transversais) caracterizam a forma como um indivíduo interage com os colegas dentro e fora do ambiente de trabalho. São todas as capacidades que não envolvem conhecimentos técnicos, de ferramentas ou tecnológicos, de uma forma geral. Além disso, podem ser definidas como as competências conceituais/criativas, de liderança e interpessoais necessárias para aplicar as *hard skills*.

Organização do grupo de discussão:

1. Indicação por parte de cada participante, de até 10 *soft skills* (idealmente para cada dimensão), que consideram mais relevantes no âmbito da sua atividade, por prioridade de importância, que um licenciado em Turismo e Hotelaria deve possuir.

Competências conceituais e criativas	Competências de liderança	Competências Interpessoais

2. Revisar e hierarquizar as *soft skills* indicadas, de acordo com o número de vezes referido, elaborando uma lista.
3. Sujeitar a lista a validação por parte dos participantes.

4. Indicação por parte de cada participante, de até 10 métodos de aprendizagem das *soft skills*, por ordem de eficácia percebida, que consideram melhor conduzirem à aprendizagem/desenvolvimento das mesmas.
5. Revisar e hierarquizar os métodos indicados, de acordo com o número de vezes referido, elaborando uma lista.
6. Sujeitar a lista a validação por parte dos participantes.

Tópicos para discussão:

7. Qual a importância das *soft skills* no atual contexto do T&H?
8. Como considera que devem as *soft skills* ser aprendidas e avaliadas no sistema IES (métodos, frequência, importância / peso, e em que cursos)?
9. Quais são os principais desafios para aprendizagem das *soft skills* por parte dos alunos nas IES?
10. Como podem as IES podem garantir/assegurar as *soft skills* por parte dos alunos?

Appendix 6: Survey Questionnaires

Hi,

Thank you for agreeing to take part in this important survey measuring the importance of soft skills among former tourism & hospitality (T&H) students. Your answers will help us better serve future T&H students. Be assured that all answers you provide will be kept in the strictest confidentiality.

Q1 Your gender:

Male (1)

Female (2)

Q2 Your combined length of any work experience:

Years (1) _____

and months (2) _____

Q3 Your length of work experience in tourism & hospitality:

Years (1) _____

and months (2) _____

Q4 Your current field of employment:

- Destination management organization / tourism board (national, regional or local) (1)
- Hotel / restaurant (including catering) (2)
- Cruising / nautical (including charter) (3)
- Travel agency / tour operator (4)
- Transportation (air, sea, rent a car, etc.) (5)
- Event / congress organization (6)
- Marketing / PR (7)
- Consulting agency (8)
- Other (9) _____

Q5 Your current position:

- Entry level (1)
- Assistant manager (2)
- Department manager / supervisor (3)
- Other (4) _____

Q6 Please rate (on a 5-point scale ranging from 1=not very important to 5=critically important) how important each of the following skills is at your current job.

	Not very important (1)	(2)	(3)	(4)	Critically important (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manifest critical thinking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of the organization's interaction with the larger external environment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop new ideas (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop adaptation responses to unexpected changes (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibit knowledge of related job roles - peers, subordinates, others (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manifest development and adaptation of innovation or improvements (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the agendas and perspectives of owners, staff members, managers, and other parties (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider customer needs when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring together different perspectives and approaches and combine them in creative ways (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steer conflicts away from personalities and toward issues (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Present ideas in a convincing manner (12)	<input type="radio"/>					
Expresses disagreement in a tactful and sensitive manner (13)	<input type="radio"/>					
Works to understand why others resist change instead of forcing others to accept change (14)	<input type="radio"/>					
Operate effectively and calmly under pressure or in crisis situations (15)	<input type="radio"/>					
Build networks with people inside and outside the firm net (16)	<input type="radio"/>					
Confront problems early before they become unmanageable (17)	<input type="radio"/>					
Employ a team approach to solve problems when appropriate (18)	<input type="radio"/>					
Listen carefully to input and concerns expressed by others (19)	<input type="radio"/>					
Promote respect and appreciation for diversity and individual differences (20)	<input type="radio"/>					
Manage guest requests with understanding and sensitivity. (21)	<input type="radio"/>					
Communicate efficiently (orally and in writing) with other employees, clients, and customers (22)	<input type="radio"/>					
Exhibit emotional intelligence, such as emotional control and passion (23)	<input type="radio"/>					
Effectively handle staff grievances and complaints (24)	<input type="radio"/>					

Act courteously and respectfully (25)	<input type="radio"/>					
Demonstrate awareness of others' feelings (26)	<input type="radio"/>					
Exhibit negotiating skills (27)	<input type="radio"/>					
Provide effective feedback (28)	<input type="radio"/>					
Demonstrate empathy in dealing with customers and staff (29)	<input type="radio"/>					
Manifest intercultural sensitivity (30)	<input type="radio"/>					

Q7 Now please rate (on a 5-point scale ranging from 1=very dissatisfied to 5=very satisfied) your satisfaction with the skills you actually learned/acquired during your undergraduate study in tourism/hospitality.

	Very dissatis- fied (1)	(2)	(3)	(4)	Very satisfied (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manifest critical thinking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate an understanding of the organization's interaction with the larger external environment (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop new ideas (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop adaptation responses to unexpected changes (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibit knowledge of related job roles - peers, subordinates, others (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manifest development and adaptation of innovation or improvements (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the agendas and perspectives of owners, staff members, managers, and other parties (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider customer needs when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bring together different perspectives and approaches and combine them in creative ways (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Steer conflicts away from personalities and toward issues (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present ideas in a convincing manner (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Expresses disagreement in a tactful and sensitive manner (13)	<input type="radio"/>					
Works to understand why others resist change instead of forcing others to accept change (14)	<input type="radio"/>					
Operate effectively and calmly under pressure or in crisis situations (15)	<input type="radio"/>					
Build networks with people inside and outside the firm net (16)	<input type="radio"/>					
Confront problems early before they become unmanageable (17)	<input type="radio"/>					
Employ a team approach to solve problems when appropriate (18)	<input type="radio"/>					
Listen carefully to input and concerns expressed by others (19)	<input type="radio"/>					
Promote respect and appreciation for diversity and individual differences (20)	<input type="radio"/>					
Manage guest requests with understanding and sensitivity. (21)	<input type="radio"/>					
Communicate efficiently (orally and in writing) with other employees, clients, and customers (22)	<input type="radio"/>					
Exhibit emotional intelligence, such as emotional control and passion (23)	<input type="radio"/>					
Effectively handle staff grievances and complaints (24)	<input type="radio"/>					
Act courteously and respectfully (25)	<input type="radio"/>					
Demonstrate awareness of others' feelings (26)	<input type="radio"/>					
Exhibit negotiating skills (27)	<input type="radio"/>					

Provide effective feedback
(28)

Demonstrate empathy in
dealing with customers
and staff (29)

Manifest intercultural
sensitivity (30)

	Not very important (1)	(2)	(3)	(4)	Critically important (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component		1	3	9	38	2
Manifest critical thinking		1		12	39	1
Demonstrate an understanding of the organization's interaction with the larger external environment			3	13	36	1
Develop new ideas			3	7	42	1
Develop adaptation responses to unexpected changes				8	44	1
Exhibit knowledge of related job roles - peers, subordinates, others		1	8	12	31	1
Manifest development and adaptation of innovation or improvements			2	8	43	
Understand the agendas and perspectives of owners, staff members, managers, and other parties			4	15	34	
Consider customer needs when making decisions				6	47	

Bring together different perspectives and approaches and combine them in creative ways			6	15	32	
Steer conflicts away from personalities and toward issues		1	5	13	34	
Present ideas in a convincing manner	1		2	18	32	
Expresses disagreement in a tactful and sensitive manner	2	1		12	36	2
Works to understand why others resist change instead of forcing others to accept change			3	16	34	
Operate effectively and calmly under pressure or in crisis situations			2	10	41	
Build networks with people inside and outside the firm net		1	4	11	37	
Confront problems early before they become unmanageable			1	13	39	
Employ a team approach to solve problems when appropriate			1	12	40	
Listen carefully to input and concerns expressed by others			1	12	40	
Promote respect and appreciation for diversity and individual differences			2	11	40	

Manage guest requests with understanding and sensitivity			1	15	37	
Communicate efficiently (orally and in writing) with other employees, clients, and customers			2	10	41	
Exhibit emotional intelligence, such as emotional control and passion			3	13	37	
Effectively handle staff grievances and complaints			2	9	42	
Act courteously and respectfully			3	6	44	
Demonstrate awareness of others' feelings			3	15	35	
Exhibit negotiating skills			2	19	31	1
Provide effective feedback			4	14	35	
Demonstrate empathy in dealing with customers and staff			1	11	41	
Manifest intercultural sensitivity		1	5	13	34	

Now please rate (on a 5-point scale ranging from 1=very dissatisfied to 5=very satisfied) your satisfaction with the skills you actually learned/acquired during your undergraduate study in tourism/hospitality.

	Very dissatisfied (1)	(2)	(3)	(4)	Very satisfied (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component	2	4	10	10	23	4
Manifest critical thinking		2	6	19	26	
Demonstrate an understanding of the organization's interaction with the larger external environment	3	5	9	17	18	1
Develop new ideas	1	5	9	11	27	
Develop adaptation responses to unexpected changes	2	1	11	14	25	
Exhibit knowledge of related job roles - peers, subordinates, others	2	4	9	12	25	1
Manifest development and adaptation of innovation or improvements	1	4	7	17	22	2
Understand the agendas and perspectives of owners, staff members, managers, and other parties	1	7	8	14	22	1
Consider customer needs when making decisions	1	4	5	11	32	
Bring together different perspectives and approaches and combine them in creative ways	1	3	7	17	25	

Steer conflicts away from personalities and toward issues	1	1	11	12	27	1
Present ideas in a convincing manner	1	2	8	11	31	
Expresses disagreement in a tactful and sensitive manner	1	3	6	17	26	
Works to understand why others resist change instead of forcing others to accept change	1	1	12	17	21	1
Operate effectively and calmly under pressure or in crisis situations	1	3	8	17	24	
Build networks with people inside and outside the firm net	3	3	5	13	29	
Confront problems early before they become unmanageable	1	3	12	12	25	
Employ a team approach to solve problems when appropriate	1		3	16	32	1
Listen carefully to input and concerns expressed by others	1	4	6	12	30	
Promote respect and appreciation for diversity and individual differences	2	1	7	9	33	1
Manage guest requests with understanding and sensitivity	1	3	8	10	30	1
Communicate efficiently (orally and in writing) with other employees, clients, and customers	1	1	5	13	33	

Exhibit emotional intelligence, such as emotional control and passion	1	3	10	15	24	
Effectively handle staff grievances and complaints	1	3	7	14	28	
Act courteously and respectfully		2	5	11	35	
Demonstrate awareness of others' feelings		4	9	13	26	1
Exhibit negotiating skills	1	8	9	13	22	
Provide effective feedback		1	8	14	30	
Demonstrate empathy in dealing with customers and staff		1	9	10	33	
Manifest intercultural sensitivity	1	4	5	8	35	

	Not very important (1)	(2)	(3)	(4)	Critically important (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component			2	6	13	
Manifest critical thinking			2	7	12	
Demonstrate an understanding of the organization's interaction with the larger external environment	1		4	8	8	
Develop new ideas	1	1	3	3	11	2
Develop adaptation responses to unexpected changes				5	16	
Exhibit knowledge of related job roles - peers, subordinates, others	1			6	14	
Manifest development and adaptation of innovation or improvements			1	5	15	
Understand the agendas and perspectives of owners, staff members, managers, and other parties		1	1	8	11	
Consider customer needs when making decisions			1	1	19	

Bring together different perspectives and approaches and combine them in creative ways	1		1	11	6	2
Steer conflicts away from personalities and toward issues			3	6	12	
Present ideas in a convincing manner			3	5	13	
Expresses disagreement in a tactful and sensitive manner	1		2	4	14	
Works to understand why others resist change instead of forcing others to accept change			3	7	11	
Operate effectively and calmly under pressure or in crisis situations				3	18	
Build networks with people inside and outside the firm net	1		1	7	12	
Confront problems early before they become unmanageable	1			5	15	
Employ a team approach to solve problems when appropriate				6	15	
Listen carefully to input and concerns expressed by others			1	10	10	
Promote respect and appreciation for diversity and individual differences			2	5	13	1

Manage guest requests with understanding and sensitivity			1	3	17	
Communicate efficiently (orally and in writing) with other employees, clients, and customers			1	2	18	
Exhibit emotional intelligence, such as emotional control and passion			1	8	12	
Effectively handle staff grievances and complaints			2	7	12	
Act courteously and respectfully				1	20	
Demonstrate awareness of others' feelings			2	8	11	
Exhibit negotiating skills	2		3	6	10	
Provide effective feedback	1		1	5	14	
Demonstrate empathy in dealing with customers and staff	1			2	18	
Manifest intercultural sensitivity			1	6	13	1

Now please rate (on a 5-point scale ranging from 1=very dissatisfied to 5=very satisfied) your satisfaction with the skills you actually learned/acquired during your undergraduate study in tourism/hospitality.

	Very dissatisfied (1)	(2)	(3)	(4)	Very satisfied (5)	Not applicable / don't know (6)
Maintain the "big picture" while working on a specific property-management, layout, and design component		1	9	7	4	
Manifest critical thinking		1	5	9	6	
Demonstrate an understanding of the organization's interaction with the larger external environment		2	6	8	5	
Develop new ideas	1	1	6	6	7	
Develop adaptation responses to unexpected changes	1	2	7	2	9	
Exhibit knowledge of related job roles - peers, subordinates, others		2	4	6	8	1
Manifest development and adaptation of innovation or improvements			3	9	9	
Understand the agendas and perspectives of owners, staff members, managers, and other parties			6	8	7	
Consider customer needs when making decisions		1	1	7	12	
Bring together different perspectives and approaches and combine them in creative ways		1	7	8	5	

Steer conflicts away from personalities and toward issues	1	3	5	4	7	1
Present ideas in a convincing manner	1	1	3	7	9	
Expresses disagreement in a tactful and sensitive manner	1	2	7	3	8	
Works to understand why others resist change instead of forcing others to accept change	1	1	5	8	6	
Operate effectively and calmly under pressure or in crisis situations	1	2	5	4	9	
Build networks with people inside and outside the firm net	1		3	5	12	
Confront problems early before they become unmanageable	1		5	9	5	1
Employ a team approach to solve problems when appropriate		1	1	3	16	
Listen carefully to input and concerns expressed by others		1	1	8	11	
Promote respect and appreciation for diversity and individual differences		1	1	9	9	1
Manage guest requests with understanding and sensitivity		1	6	4	10	
Communicate efficiently (orally and in writing) with other employees, clients, and customers		1	4	6	9	1

Exhibit emotional intelligence, such as emotional control and passion		2	3	9	7	
Effectively handle staff grievances and complaints		2	3	8	8	
Act courteously and respectfully			2	6	13	
Demonstrate awareness of others' feelings			2	7	11	1
Exhibit negotiating skills		4	7	5	5	
Provide effective feedback		1	5	10	5	
Demonstrate empathy in dealing with customers and staff		3	3	3	12	
Manifest intercultural sensitivity			5	3	13	

Appendix 9: Higher Education in Tourism (Portugal) – Educational offer

Source: RIPTUR

Higher professional training courses (CTeSP)

HEI	Courses
IESFafe – http://www.iesfafe.pt/	Animação em Turismo de Natureza e Aventura
	Gestão Hoteleira e Alojamento
	Lazer Desportivo
IPBeja – https://www.ipbeja.pt/	Desporto, Lazer e Bem Estar
	Informação e Comercialização Turística
	Inovação e Tecnologia Alimentar
IPBragança - http://www.esact.ipb.pt/	Promoção Turística e Cultural
	Restauração e Inovação Alimentar
IPCasteloBranco - http://www.ipcb.pt/	Gestão e Produção de Cozinha
	Organização e Gestão de Eventos
	Restauração e Bebidas
	Tecnologia Alimentar
IPCAve – https://www.ipca.pt/	Cozinha e Inovação Alimentar
	Restauração e Bebidas
	Gestão Hoteleira
	Organização e Gestão de Eventos
	Tecnologia e Segurança Alimentar
	Turismo Natureza e Aventura
IPCoimbra - http://portal.esac.pt/	Interpretação da Natureza e dos Espaços Rurais
	Maneio de Equinos, Equitação Terapêutica e de Lazer
	Qualidade Alimentar
IPGuarda - http://www.ipg.pt/	Comunicação, Protocolo e Organização de Eventos
	Cozinha e Produção Alimentar
	Desportos de Montanha
	Turismo de Saúde e Bem Estar
IPLeiria - http://www.ipleiria.pt/	Animação em Turismo de Natureza e Aventura
	Cozinha e Produção Alimentar
	Gestão Hoteleira e Alojamento
	Inovação e Tecnologia Alimentar
	Intervenção em Ambiente e Património
	Intervenção SocioCultural e Desportiva
	Marketing Digital no Turismo
IPMaia - http://www.ipmaia.pt/	Desporto e Turismo de Natureza
	Lazer Desportivo
	Treino Desportivo de Jovens
IPPortalegre - https://www.ipportalegre.pt/	Guias da Natureza
	Turismo e Informação Turística
IPPorto – https://www.ipp.pt/	Desporto e Turismo de Natureza
	Operações Hoteleiras
	Serviços de Restauração e Catering
	Turismo e Informação Turística

	Valorização do Património Cultural
IPSantarém - https://www.ipsantarem.pt/	Animação SocioCultural Aplicada ao EcoTurismo
	Restauração e Segurança Alimentar
	Surfing no Treino e na Animação Turística
IPSetúbal - https://ips.pt/	Gestão de Turismo
IPTomar – https://www.ipt.pt/	Produção de Atividades para o Turismo Cultural
	Qualidade Alimentar
IPVCastelo - https://www.ipvc.pt/	Alimentação e Restauração Coletiva
	Gestão de Turismo em Espaço Rural
	Gestão Hoteleira
	Qualidade e Segurança Alimentar
	Termalismo e Bem Estar
IPViseu – https://www.ipv.pt/	Enoturismo
	Tecnologia Alimentar
ISPGaya – https://ispgaya.pt/	Gestão Hoteleira
	Gestão de Turismo
Un.Algarve - https://www.ualg.pt/	Segurança e Higiene Alimentar
	Gestão de Animação Turística (Portimão)
Un.Madeira – https://www.uma.pt/	Cozinha e Produção Alimentar
	Guias da Natureza
IPNorte - https://www.cespu.pt	Termalismo e Bem Estar
I Piaget - Almada - https://ipiaget.org/almada/	Desporto Lazer e Bem-Estar
I Piaget - Arcozelo - https://ipiaget.org/vngaia/	Desporto Lazer e Bem-Estar
ISAG - Porto - https://www.isag.pt/	Desenvolvimento de Produtos Turísticos
	Restauração e Bebidas
ISAL - R.A. Madeira - https://www.isal.pt/	Gestão Hoteleira e Alojamento
	Informação e Animação Turística
	Organização e Gestão de Eventos
ISCAD - Lisboa - https://www.iscad.pt/	Gestão de Hoteleira e Restauração
ISCIA Aveiro - https://www.iscia.edu.pt/	Gestão de Alojamentos Turísticos
ISCE - Odivelas - https://isce.pt/	Gestão Hoteleira e Alojamento
	Turismo de Desporto e Aventura
ISCEDouro - https://www.iscedouro.pt/	Enografia e Enoturismo
	Turismo Desportivo e Aventura
ISCETurismo - Porto - https://www.iscet.pt/	Gestão Hoteleira e Alojamento
	Itinerários Turísticos e Promoção do Património
ISCEM - Lisboa - https://www.iscem.pt/	Gestão Turística e Eventos Culturais
IS Entre Douro e Vouga - https://www.isvouga.pt/	Gestão do Turismo
ISNP - Lisboa - https://www.inp.pt/	Animação Turística do Património Natural e Cultural
	Gestão do Turismo, Hotelaria e Restauração
	Relações Públicas e Organização de Eventos
	Turismo e Hotelaria
	Turismo e Informação Turística

ISPolitécnico do Oeste - Torres Vedras - https://www.ispo.pt/	Gestão de Atividades Turísticas
ISAVE - Amares - https://www.isave.pt/	Termalismo e Bem-Estar
ISEC - Lisboa - https://www.iseclisboa.pt/	Desenvolvimento de Produtos Turísticos
	Gestão de Tecnologias Alimentares
	Gestão Hoteleira
ISLA - IPGT - V.N. Gaia - https://www.islagaia.pt/	Animação em Turismo de Natureza e Aventura
	Gestão do Turismo, Hotelaria e Restauração
	Qualidade e Segurança Alimentar
	Turismo e Informação Turística
	Qualidade e Segurança Alimentar
ISLA - Leiria - https://www.islaleiria.pt/	Gestão de Turismo
ISLA - Santarém - https://www.islasantarem.pt/	Gestão de Turismo

Undergraduate

HEI	Courses
ESHTE - https://www.eshte.pt/	Direção e Gestão Hoteleira
	Gestão do Lazer e Animação Turística
	Gestão Turística
	Informação Turística
	Produção Alimentar em Restauração
IPBeja - https://www.ipbeja.pt/	Ciência e Tecnologia dos Alimentos
	Turismo
IPBragança - http://www.esact.ipb.pt/	Turismo
IPCasteloBranco - http://www.ipcb.pt/	Biotecnologia Alimentar
	Gestão Hoteleira
	Gestão Turística
	Produção de Alimentos e Nutrição Humana
IPCAve - https://www.ipca.pt/	Gestão de Atividades Turísticas
IPCoimbra - http://portal.esac.pt e http://portal.esec.pt/	Desporto e Lazer
	EcoTurismo
	Gastronomia
	Gastronomia
	Tecnologia Alimentar
IPGuarda - http://www.ipg.pt/	Turismo
	Animação Sociocultural
	Gestão Hoteleira
	Restauração e Catering
IPLeiria - http://www.ipleiria.pt/	Turismo e Lazer
	Animação Turística
	Desporto e Bem Estar
	Dietética e Nutrição
	Engenharia Alimentar
	Gestão da Restauração e Catering
	Gestão de Eventos
Gestão Turística e Hoteleira	

	Marketing Turístico
	Programação e Produção Cultural
	Tecnologia e Segurança Alimentar
	Turismo
IPPortalegre - http://www.ipportalegre.pt/	Turismo
IPPorto - https://www.ipp.pt/	Gestão de Atividades Turísticas
	Gestão de Restauração e Catering
	Gestão do Património
	Gestão e Administração Hoteleira
IPSantarém - http://www.ipsantarem.pt/	Desporto de Natureza e Turismo Ativo
	Dieta Mediterrânica e Ciência dos Alimentos
	Educação Ambiental e Turismo de Natureza
IPTomar - http://www.ipt.pt/	Gestão Turística e Cultural
IPVCastelo - http://www.ipvc.pt/	Ciência e Tecnologia Alimentar
	Desporto e Lazer
	Engenharia Alimentar
	Gastronomia e Artes de Cozinha
	Turismo
IPViseu - http://www.ipv.pt/	Animação Cultural
	Gestão Turística, Cultural e Patrimonial
	Qualidade Alimentar e Nutrição
	Turismo
ISCET-Porto - http://www.iscet.pt/	Dupla Licenciatura Turismo + Marketing e Publicidade
	Dupla Licenciatura Marketing e Publicidade + Turismo
	Turismo
ISMaia - http://www.ismai.pt/	Turismo
U. Europeia-Lisboa - https://www.europeia.pt/	Gestão Hoteleira
	Gestão Hoteleira + Gestão
	Hospitality & Tourism Management
	Licenciatura Dupla Hospitality & Tourism Management + Gestão do Desporto
	Licenciatura Dupla Management + Hospitality & Tourism Management
	Turismo
	Turismo + Gestão Hoteleira
UCP-Braga - http://www.candidaturas.braga.ucp.pt/	Ciências do Património Artístico e Cultural
	Turismo
Un.Açores - http://novoportal.uac.pt/	Natureza e Património
	Património Cultural
	Turismo
Un.Algarve - http://www.ualg.pt/	Dietética e Nutrição
	Engenharia Alimentar
	Gestão Hoteleira
	Património Cultural e Arqueologia
	Turismo
	Turismo (Portimão)
Un.Aveiro - http://www.ua.pt/	Turismo

Un.Coimbra - http://www.uc.pt/	Turismo, Territórios e Patrimónios
Un.Évora - http://www.uevora.pt/	Património Cultural
	História e Arqueologia
	Turismo
Un. Madeira - http://www.uma.pt/	Direção e Gestão Hoteleira
Un. Porto - https://sigarra.up.pt/	Ciências da Nutrição
UTrás-os-Montes-Alto-Douro - http://www.utad.pt/	Animação Cultural e Comunitária
	Animação Sociocultural
	Ciência Alimentar
	Ciências do Desporto - Ramo Desportos de Aventura, Recreação e Lazer
	Turismo
Universidade Europeia - https://www.europeia.pt/	Gestão do Turismo e da Hospitalidade
	Gestão Hoteleira
	Turismo
Universidade Fernando Pessoa - https://www.ufp.pt/	Gestão da Qualidade, Ambiente e Segurança
Universidade Lusíada - https://www.ulusiada.pt/	Turismo
Universidade Lusófona - https://www.ulusofona.pt/	Turismo
	Turismo e Gestão de Empresas Turísticas
Universidade Portucalense - https://www.upt.pt/	Gestão da Hospitalidade
	Turismo
Escola Superior de Tecnologias de Fafe - https://www.iesfafe.pt/	Turismo
Ins. Politécnico da Maia - https://www.ipmaia.pt/	Desporto, Condição Física e Bem-Estar
Ins. Superior de Administração e Gestão - ISAG - Porto - https://www.isag.pt/	Gestão Hoteleira
	Turismo
Ins. Superior de Administração e Linguas - ISAL - R.A. Madeira - https://www.isal.pt/	Organização e Gestão Hoteleira
	Turismo
ISCAD - Ins. Superior de Ciências de Administração - Lisboa - https://www.iscad.pt/	Gestão Hoteleira
Ins. Superior de Ciências Educativas - ISCE - Odivelas - https://isce.pt/	Animação Sociocultural
	Turismo
Ins. Superior de Ciências Empresariais e do Turismo - ISCET - Porto - https://www.iscet.pt/	Turismo
I. Novas Profissões - ISNP - Lisboa - https://www.inp.pt/	Turismo (Informação Turística)
Ins. Superior Politécnico de Gaya - ESDSC - https://www.ispgaya.pt/	Turismo
Ins. Superior de Educação e Ciências - https://www.iseclisboa.pt/	Gestão Hoteleira
ISLA - Instituto Politécnico de Gestão e Tecnologia - http://www.islagaia.pt/	Turismo
ISLA - Santarém - https://www.islasantarem.pt/	Gestão Turística

Master

HEI	Courses
ESHTE - http://www.eshte.pt/	Gestão Hoteleira
	Inovação em Artes Culinárias
	Segurança e Qualidade Alimentar na Restauração
	Turismo (ramos de Gestão Estratégica de Destinos Turísticos, de Gestão Estratégica de Eventos e de Inovação em Turismo Ativo e de Experiências)
ESHTE/FLUL/IGOT - http://www.lettras.ulisboa.pt/pt/	Turismo e Comunicação
IPBragança – http://www.esact.ipb.pt/	Marketing Turístico
	Qualidade e Segurança Alimentar
IPCasteloBranco – http://www.ipcb.pt/	Inovação e Qualidade na Produção Alimentar
IPCAve - https://www.ipca.pt/	Gestão do Turismo
IPCoimbra - https://www.ipc.pt/	EcoTurismo
	Educação e Lazer
	Engenharia Alimentar
	Turismo de Interior: Educação para a Sustentabilidade
IPGuarda - http://www.ipg.pt/	Gestão e Sustentabilidade no Turismo
IPLeiria - http://www.ipleiria.pt/	Engenharia Alimentar
	Gestão Cultural
	Gestão da Qualidade e Segurança Alimentar
	Gestão e Direção Hoteleira
	Marketing e Promoção Turística
	Sustainable Tourism Management
	Turismo e Ambiente
IPPorto - https://www.ipp.pt/	Direção Hoteleira-Direção Comercial e Marketing
	Direção Hoteleira-Hotelaria de Saúde e Bem Estar
	Gestão do Turismo
	Património, Artes e Turismo Cultural
IPTomar - http://www.ipt.pt/	Desenvolvimento de Produtos de Turismo Cultural
IPVCastelo - http://www.ipvc.pt/	Engenharia Alimentar
	Turismo, Inovação e Desenvolvimento
IPViseu - http://www.ipv.pt/	Gestão do Património Cultural e Desenvolvimento Local
	Gestão Turística
	Qualidade e Tecnologia Alimentar
ISCET-Porto - http://www.iscet.pt/	Turismo e Desenvolvimento de Negócios
ISCTE-BusinessSchool Inst.Un.Lisboa - http://ibs.iscte-iul.pt/	MSc in Hospitality and Tourism Management
ISMaia - http://www.ismai.pt/	Turismo, Património e Desenvolvimento
Un. Aberta - Lisboa - http://www2.uab.pt/	Estudos do Património

Un. Europeia-Lisboa - https://www.europeia.pt/	Gestão do Turismo e da Hotelaria
Un.Açores - http://novoportal.uac.pt/	Gestão do Turismo Internacional
	Património, Museologia e Desenvolvimento
Un.Algarve - http://www.ualg.pt/	Design de Comunicação para Turismo e Cultura
	Direção e Gestão Hoteleira
	Economia do Turismo e Desenvolvimento Regional
	Gestão de Organizações Turísticas
	Turismo
Un.Aveiro - http://www.ua.pt/	Gestão e Planeamento em Turismo
Un. Católica Portuguesa - http://www.esb.ucp.pt/	Engenharia Alimentar
Un.Coimbra - http://www.uc.pt/	Alimentação: Fontes,Cultura e Sociedade
	Arte e Património
	Geografia Humana, Planeamento e Territórios Saudáveis
	História da Arte, Património e Turismo Cultural
	Património Cultural e Museologia
	Segurança Alimentar
	Turismo, Território e Patrimónios
Un. Évora - http://www.uevora.pt/	Gestão e Valorização de Património Histórico e Cultural (TPTI Erasmus Mundus)
	Turismo e Desenvolvimento de Destinos e Produtos
Un.Lisboa – https://www.ulisboa.pt/	Engenharia Alimentar
Un.Lusófona-Lisboa - http://www.ulusofona.pt/	Museologia
	Turismo
Un.Lusófona-Porto – http://www.ulp.pt/	Gestão de Turismo
Un.Madeira - www.uma.pt/	EcoTurismo
	Gestão Cultural
Un.Minho – https://www.uminho.pt/pt	Património Cultural
Un.Nova-Lisboa – http://www.unl.pt/	Museologia
	Património
Un.Porto - https://sigarra.up.pt/up/pt/web_page.inicial/	Alimentação Coletiva
	Mestrado em Vinho, Turismo e Inovação - Enoturismo
	História e Património
Un.Portocalense-Porto - http://www.uportu.pt/	Património Cultural e Desenvolvimento do Território
	Turismo e Hospitalidade
UTrás-os-Montes-Alto-Douro - http://www.utad.pt/	Engenharia Alimentar

Postgraduate

HEI	Courses
ESHTE - http://www.eshte.pt/	Gestão Estratégica de Empresas Hoteleiras
	Gestão Estratégica de Destinos Turísticos
	Gestão Estratégica de Eventos

	Inovação em Turismo Ativo e de Experiências
	Artes Culinárias
	Segurança Alimentar em Catering
Un.Aveiro - http://www.ua.pt/	Turismo
INP-Lisboa - http://www.inp.pt/	Tour Guiding
Inst.Est.Superiores de Fafe - http://www.iesfafe.pt/	Organização e Gestão de Eventos
IPBeja - https://www.ipbeja.pt/	Turismo Industrial
IPCasteloBranco - http://www.ipcb.pt/	Gestão de Unidades de Turismo em Espaço Rural
IPCoimbra - https://www.ipc.pt/	Gestão Integrada de Destinos Turísticos
	Gestão Turística e Hoteleira
IPPorto - https://www.ipp.pt/	Direção Financeira de Empreendimentos Turísticos e Hoteleiros
	Master Executive em Gestão de Unidades de Turismo em Espaço Rural
IPSetúbal - http://ips.pt/	Gestão e Marketing Turístico
IPVCastelo - http://www.ipvc.pt/	Marketing de Vinhos
ISAL-Madeira - http://www.isal.pt/	Gestão de Alojamento Local
ISCE-Ramada - http://www.isce.pt/	Organização e Gestão de Eventos de Negócios, Desportivos e Animação Turística
ISCET-Porto - http://www.iscet.pt/	Turismo e Gestão Hoteleira
ISCIA-Aveiro - http://www.iscia.edu.pt/	Higiene e Segurança Alimentar
ISCSP-Lisboa - https://www.iscsp.ulisboa.pt/	Turismo e Desenvolvimento Local
ISLA-Gaia - http://www.islagaia.pt/	Informação Turística e Património
ISLA-Santarém - http://www.islasantarem.pt/	Gestão de Eventos
	Wine Marketing and Events
ISPGaya - http://ispgaya.pt/	Safety & Security em Património Cultural e Ambiente Turístico
	Educação, Comunicação e Gestão Cultural
I.Superior Manuel Teixeira Gomes - Portimão - http://www.ismat.pt/	Executive Master de Gestão Turística e Hoteleira
	Exercício, Nutrição e Saúde
	Gestão de Eventos
	Turismo e Wellness
Un.Algarve - http://www.ualg.pt/	Culturas Mediterrânicas: Dieta Mediterrânica
	Operações e Gestão de SPA
Un.Açores - http://novoportal.uac.pt/	Turismo Cultural
Un.Lusófona-Lisboa - http://www.ulusofona.pt/	Cozinha Avançada
	Curso de Especialização em Direção Hoteleira
	Gestão de Eventos
	Gestão de Turismo de Mar
	Património Cultural Imaterial
Un.Madeira - www.uma.pt/	Gastronomia: Tradição, Vivências e Inovação
Un.Portocalense-Porto - http://www.uportu.pt/	Escanção e Mercado Global de Vinhos
	Gestão de Negócios de Hospitalidade e Turismo
	Green Tourism-Ecoturismo
	Turismo no Espaço Rural e Desenvolvimento Regional

UTrás-os-Montes-Alto-Douro - http://www.utad.pt/	Ciências Gastronómicas - Food and Wine In Motion
	Empreendedorismo Turístico-Make it happen!
	Património Cultural

Doctorate (PhD)

HEI	Courses
ESHTe/IGOT-UL - http://www.igot.ulisboa.pt/	Turismo
ISCTE-BusinessSchool Inst.Un.Lisboa - http://ibs.iscte-iul.pt/	Tourism Management
Un. Algarve - https://www.ualg.pt/	Turismo
Un. Europeia-Lisboa - https://www.europeia.pt/	Gestão do Turismo
Un.Aveiro - http://www.ua.pt/	Turismo