AN INVESTIGATION INTO TOURISM TRAINING NEEDS IN THE NEWCASTLE LOCAL COUNCIL AREAS
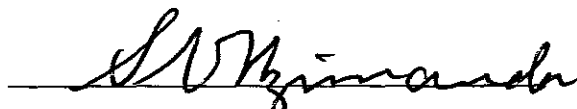
BY

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A dissertation of limited scope submitted to the Faculty of Arts in partial fulfilment of the requirements for course-work Master of Arts degree in the Centre for Recreation and Tourism at the University of Zululand.
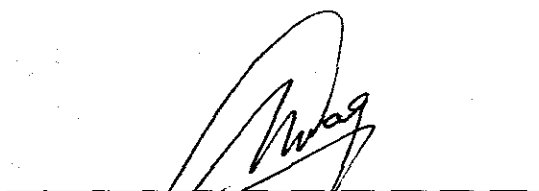
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ACKNOWLEDGEMENT

DEDICATION

I totally dedicated this document to: My late wife, Cynthia Nelisiwe; my daughter Lwandile and my mother Bessy. Lastly, but not least, I also wish to dedicate it to my friends, Zamani Shongwe and Vulindlela Bungane for being the source of inspiration and encouragement.

DECLARATION

I declare that this Research Study: *An Investigation into Tourism Training Needs in the Newcastle Council Areas*, except where specifically indicated to the contrary in the text, is my own work both in conception and execution. All the sources that have been used or quoted have been duly acknowledged by means of complete references

PAULOS M. BUTHELEZI

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ABSTRACT

The investigation has sought to establish if the people already involved in the tourism industry have undergone any training. If not in which areas do they feel they need training. These areas or aspects in which they feel they need to be trained in, constitute Tourism Training Needs. The investigation has also sought to establish the focus of Tourism Training Programmes in the two institutions, Damelin and Manpower Services Commission Private Colleges, found in the Newcastle Local Council Areas. It has further purported to establish whether these Tourism Training Programmes adequately equip students with all the skills and expertise valuable to the tourism industry job market.

A descriptive survey has been chosen for use in this investigation. Data has been gathered through the use of questionnaires and interview schedules. Two sets of questionnaires with structured questions have been designed for the Frontline Staff and Tourism Students. Three sets of interview schedules have been designed containing semi-structured questions by which the interviewer has probed the interviewees.

Tourism establishments and facilities from which respondents have been drawn have been selected on the basis that they have been within a ten kilometre radius from the Newcastle Central Business District (CBD) and have been accommodating five tourists and more.

This investigation has established that the majority of the Frontline already in the industry are lacking in training and as such they have recommended the establishment of Department of Education and Training for Tourism. Tourism Training Needs have been found to exist and amongst others are communication skills, conflict resolution skills, hospitality skills, hygiene skills, public relations skills and serving skills. The investigation has further established that training (of whichever form/kind) so long as it is related to tourism, has great impact on the Marketing and Service Quality of the tourism establishment and facilities.

Management has been found to have been trained in Non-Tourism management and consequently they feel they need contextualized management training, that is, Tourism Training Management.

The researcher has discovered that Tourism Training Programmes of the two institutions (Damelin and MSC College) focus on Travel Tourism and train students to be employees in the Travel Agencies and Tour Operation Companies.

CHAPTER ONE

ORIENTATION OF THE STUDY

1.1 INTRODUCTION

South Africa, like most parts of the world, is experiencing a boom in tourism and accommodation establishments which were running at disastrously low occupancies are now full or nearly full much of the time. All provinces and the local governments are greatly committed to unfolding the tourism potential of our country. KwaZulu-Natal boasts a number of historical places, natural environment, wild life and scenic areas which can serve to put this part of our country on a tourism competition map.

Nevertheless, development of tourism potential requires a certain amount of education and training on the part of persons involved. As development is dynamic, people in tourism should be well equipped with skills and expertise to innovate and monitor development. They should be trained to be able to handle tourists warmly and friendly. Vast knowledge of tourist attractions and their directions should be possessed by people in tourism in order to be of assistance to tourists and keep them happy all the time.

Training, whether formal or informal, is paramount to the development and management of tourism facilities or areas. This implies that there are training needs in existence. This implication is explicitly supported by the White Paper (1996) when it argues that the tourism industry has tremendous potential to create jobs. The government recognizes that appropriate skills and experience are necessary to facilitate employment growth as well as international competitiveness. To regard skills as appropriate, research should be undertaken to identify relevant training needs so that training programmes to equip people with appropriate skills can be developed.

1.2   BACKGROUND TO THE INVESTIGATION

1.2.1   The Newcastle Local Council Area

Newcastle is a coal-mining town on the alternative route between Durban and Johannesburg. The Newcastle Council comprises of Blaauwbosch, Charlestown, Ingogo, Madadeni, Newcastle town and its surroundings and Osizweni.

The Newcastle town and its surrounding is the hub of tourism facilities and is predominantly populated by Whites. Charlestown and Ingogo are occupied by rural Africans and White farmers, respectively. An Inn and a Motel are found in these areas. Madadeni and Osizweni townships are populated by Africans, most of whom are employed in the Newcastle industrial area. Blaauwbosch is semi-rural in nature and accommodates Africans.

The council is made up of areas which boasts a number of historical places, lodges, guest farms, motels, hotels and other tourist attractions. With the abundance of these tourism related facilities, Newcastle has a great potential for tourism development. Some of these facilities developed as commercial ventures to cater for the occasional visitor who might show interest and or require a place to rest on route between the two major centres, Durban and Johannesburg. Recently there has been some interest in developing these facilities with tourism in mind.

The total population of Newcastle Transitional Local Area, according to the monthly publication ("Newcastle: This is your industrial future") (1998) currently stands at 430 780. These figures indicate that there is a large supply of people with potential for training. The research of this nature helps in identifying the tourism training needs of the people already in the industry and establishes the basis upon which future tourism training programmes for prospective students will be based. Figure 1.1 clearly depicts the Newcastle Local Council Areas where these 430 780 people are found as well as the industries and the residential area.

FIGURE 1.1. NEWCASTLE LOCAL COUNCIL AREA

LEGEND

LC
MAIN RDS
FARMS
RAILWAY
RIVERS
RIDGE LINE
COMMERCIAL
INDUSTRIAL
RESIDENTIAL (FORMAL)
RESIDENTIAL (INFORMAL)
RAILWAY MARSHALLING YARD
FLOOD PLAIN
COAL DEPOSITS (NO SURFACE DEVELOPMENT POSSIBLE)
COAL DEPOSITS (PARTIAL SURFACE DEVELOPMENT POSSIBLE)
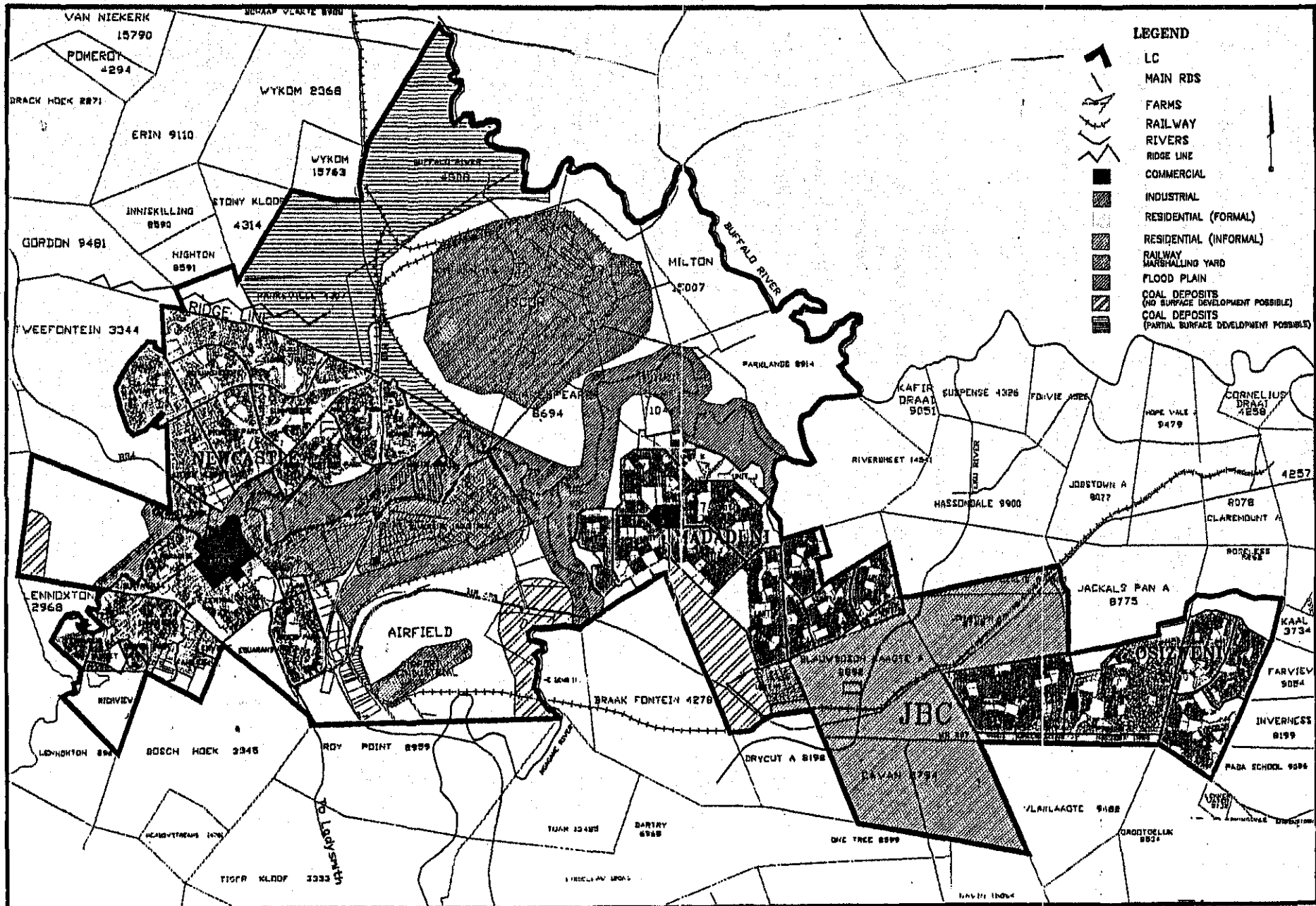
1.3 THE SUBJECT OF INVESTIGATION

For tourism to succeed anywhere, people involved should have or must have received training which serves to initiate them into their roles. It also provides them with certain hands-on experience and expertise that will make them to be efficient and effective in their roles. According to Baum (1993: 138) there are two features common to all sectors of tourism industry, the concept of the "Moment of Truths" and its relationship to the attainment of service quality/excellence in a tourism facility.

A large part of the "Moment of Truths" occur between a customer and frontline staff, for example tour guides, receptionists, waiter/waitress and so on. Frontline staff are the people who create positive Moments of Truths for the tourists. Success in this regard is not an easy task. It cannot be answered by, for example, "Scientific management" but by training of frontline staff who are always in contact with customers behind the eyes and ears of management. The implication is that frontline staff should be trained in certain skills and expertise without which tourism business can crumble. They should be committed to the attainment of service quality, Baum (1993).

Therefore the focus of this investigation was primarily on the training needs of the management and frontline staff already involved in tourism. It had tried to establish whether the management and frontline staff had received any training relating to their roles in these tourism facilities.

1.4 OBJECTIVES OF THE INVESTIGATION

Generally an investigation of this kind would like to establish what training in tourism and its development had been undergone by people in charge of tourism facilities and their frontline staff.

More specifically, the objectives of this investigation were to:

(a)   Establish if there was any training which specifically focus on the marketing of the Council areas in terms of their training potential. A large number of matriculants were unemployed and were available for training in tourism skills.

(b)   Find out what were the training needs of the people already involved in guest farms, farm houses, lodges, hotels, bed and breakfast and tourist attractions. Were they adequately trained for their roles? If not, what aspect(s) they felt they needed to be trained in to be able to stand up to the challenges of their jobs?

(c)   Find out what training needs exist relating to service excellence in tourism.

(d)   Establish what was the focus of the training programmes in the two institutions Damelin and Manpower Services Commission (MSC) College in the area as well as the Newcastle Transitional Local Council.

(e)   Establish what motivated students to register for the tourism course.

(f)   Find out if the training programmes offered adequately prepared students for their envisaged roles in the market.

1.5   DELIMITATIONS OF THE INVESTIGATION

An investigation was carried out in the Newcastle Transitional Local Council areas, namely Blaauwbosch, Charlestown, Ingogo, Madadeni, Newcastle town and its *surroundings and Osizweni. Areas which did not have tourism facilities relating to* service were not investigated. So from time to time it should be remembered that when Newcastle council areas are mentioned, it is only those with such facilities.

The investigation further confined itself to the people already in the tourism service facilities, that was management, frontline staff and institution staff. It was not the purpose of this investigation to reflect on the composition of staff in terms of race. However it might reflect gender, age, level of training and so on.

In terms of training, formal, informal, in-service, or any other type were viewed as having equipped or imparted certain skills and expertise to trainees in one way or another. The management and frontline staff were classified according to these categories of training.

1.6   ASSUMPTIONS OF THE INVESTIGATION

The researcher assumed that the respondents were truthful and honest. He further assumed that since we were living in democracy, there was balance in employment of people in tourism industry, especially the service ones.

1.7   THE CONTRIBUTION OF THE INVESTIGATION

Overall, this investigation would contribute to the development of tourism potential and its infrastructure. Economically, tourists would be prepared to spend their money in tourism facilities with high service quality - hence boosting the economy of the council areas.

It would draw the attention of the council and other interested parties to the tourism training needs for the betterment and attainment of service quality. This investigation would further help institutions to design their training programmes with specific goals or training needs to meet. With the realization of the need to train frontline staff, service quality would be improved and tourists would be satisfied and serve as a good advertisement - hence marketing and promoting the council's tourism facilities.

1.8   DEFINITION OF TERMS

Definition of terms was done to explain the meaning that they carry for this document. The terms that were explained carry different meanings and connotations. Some of the meanings they carry might not be relevant for this investigation. To get rid of the irrelevant meanings and connotations here, the researcher specified their meanings and

connotations suitable for this investigation. Whenever and wherever the terms defined here are used they carry the meaning explained unless otherwise stated.

1.8.1   Frontline Staff

Olsen, *et al,* (1996) view *frontline staff* as including tour guides, receptionists, waiters/waitresses, ticketing staff, taxi driver and retail sales persons. *Frontline staff* create memorable moments for tourists, because there are the people who have direct contact with the visitors.

1.8.2   Marketing

According to Lucas (1996) *marketing* is the performance of business activities that direct the flow of goods and services from the producer to the consumer or customer. *Marketing* attracts attention, sustains interest, fosters desire and consolidates action. These principles are embedded in tourism training and help in the marketing of tourism facilities and attractions. *Marketing* should, as its part, include innovation and not only persuade tourists to buy more but to repeat the experience as often as possible, (Torkildsen, 1986). Trained personnel in tourism ensures that tourists visit the facilities as often as possible.

1.8.3   Moments of Truth (MOT)

Baum (1993) defines *moments of truth* as any interaction between customer and organisation which leads to a judgment by a customer about quality received by him/her. This term has been explained in this investigation because it connotes warm treatment and friendly communication that the frontline staff as well as the management should always display towards the tourists. This behaviour by frontline staff and management denotes quality treatment.

1.8.4 Service Quality

Olsen, *et al*, (1996: 18) describe *service quality* as the extent to which the service delivered meets the expectations of tourists. Sometimes *service quality* is referred to as customer service. Here one can mention the speed of response to queries, welcoming gestures and friendliness.

1.8.5 Training

Trade Union Research Project (1994); Lucas (1995) and Booth and Snower (1996) agree that *training* entails acquisition of skills and expertise to do the job, as well as embraces an in-service or on-the job *training* which leads to issuing of certificates. While Morea (1972) defines *training* as teaching some one skills and that culminates in someone learning and changing behaviour. For the purpose of this document *training* is used carrying the meaning of both definitions. A *trained* persons acquire skills and expertise that change the way they do their job, sometimes this is attested to by a certificate that is issued to them.

1.9 THE IMPORTANCE OF RELATED LITERATURE REVIEW

The review of literature which relates to tourism training needs was undertaken. This had shed light on what training needs were there in other areas and to what extent was training, formal or informal, paramount to tourism development potential and service quality. Literature even highlighted as to how tourism training needs were handled in other countries and to what extent they attached importance to tourism training needs. Detailed literature review is discussed in chapter three.

One had been able through literature review, to identify "grey areas" and one would perhaps consider making inroads. Literature also revealed a number of methods and approaches employed in handling research.

1.10 LIMITATIONS OF THE STUDY

Although the study was carried out in the Newcastle Transitional Local Council areas, there were areas without a single tourism facility relating to service in existence.

Some authorities and managers, despite explanation and production of the transmittal letter, did not cooperate enough and were unwilling to divulge some information. However, the amount of information gleaned and cooperation received was enough to validate this investigation. Since an investigation sought to find out about people's qualifications and level of training, some people felt embarrassed but cooperated fairly well.

1.11 CONCLUSION

This chapter had to a large extent tried to sketch out clearly the path that the researcher followed. It had also highlighted the conceptual as well as spatial scope of the path and the reason for following it. The chapter had also pointed out some difficulties experienced in gathering information.

CHAPTER TWO

RESEARCH METHODOLOGY AND PROCEDURES

2.1   INTRODUCTION

The ways and means of gathering data, analysing it and interpreting would be clearly outlined and explained in this chapter. Research instruments would also be explained at length with a view to clearly show how, and for what purpose, they were chosen and used. Reference is also made to how and where the pilot study was carried out and the changes that it helped to effect to the questionnaires and interview schedules.

2.2   METHODOLOGY

Methodology encompassed research design, research sample, data collection, data analysis and interpretation and pilot study. Each of these five elements would be discussed at length below.

2.2.1   Research Design

A descriptive survey was undertaken using questionnaires for the frontline staff and tourism students and interview schedules for the management, institution staff and lecturing staff. This research design also included quantitative and qualitative research techniques.

The self administered questionnaires for the frontline staff contained simple structured questions to which respondents gave simple answers and chose from the options provided. The questions were structured such that they assessed tourism training needs in order to establish the basis upon which future tourism training programmes could be based. Some of the responses to questions were quantifiable.

The interview schedules for both management and institution staff contained semi-structured questions by which the interviewer probed the respondents to answer freely. However the questions were built around the essence of this investigation.

The variables were training, marketing and service quality. Training was an independent variable and marketing and service quality were dependent variables. As an independent variable training influenced marketing and service quality which were both dependent.

2.2.2 Research Sample

Since the nature of the population of investigation was small, the sample was made up of all the people already involved in tourism industry especially the tourism service facilities. Particular attention was given to the management, frontline staff and institution staff of the tourism facilities/establishments which were falling within ten kilometre radius from the Newcastle Central Business District (C.B.D.) and could accommodate more than four tourists.

All people in these identified tourism facilities had an equal chance of being given questionnaires and interviewed. The implication was that the findings of this investigation would be a true reflection of what obtained in the tourism industry in the Newcastle Local Council areas. Figure 2.1 shows only the selected facilities which fall within ten kilometre radius from the Newcastle Central Business District. These tourism facilities have been divided into hotels, lodges, motels and guest farms, bed and breakfasts, caravan park and attractions. It should be noted that these facilities are divided only for the purpose of a map. In the text the facilities are not divided but are discussed together. The discussion would centre mainly on the information gleaned from these facilities.

2.2.3 Research Instruments

The population under investigation was divided into four categories, namely; management, frontline staff, training institution staff and tourism students.

FIGURE 2.1: INVESTIGATED TOURISM FACILITIES

LEGEND

Visited Tourist Attractions

△ **Hotels**
1. Capricorn Hotel
2. Holiday Inn
3. Kings Hotel
4. Royal Hotel

☐ **Lodges, Motels & Guest Farms**
5. Bally-Hi Motel
6. Blue Ridge Guest Farm
7. Drakensberg Lodge
8. Hilldrop Farm House
9. Majuba Lodge

◯ **Bed & Breakfasts**
10. Cannon B&B
11. Hilldrop B&B
12. San-Res-Cos B&B
13. Grey Goose Farm

⬡ **Caravan Park**
14. Amcor Dam Caravan Park

Attractions
15. Fort Amiel

NORTH

Scale 1:50 000
1 cm ≈ 500 metre
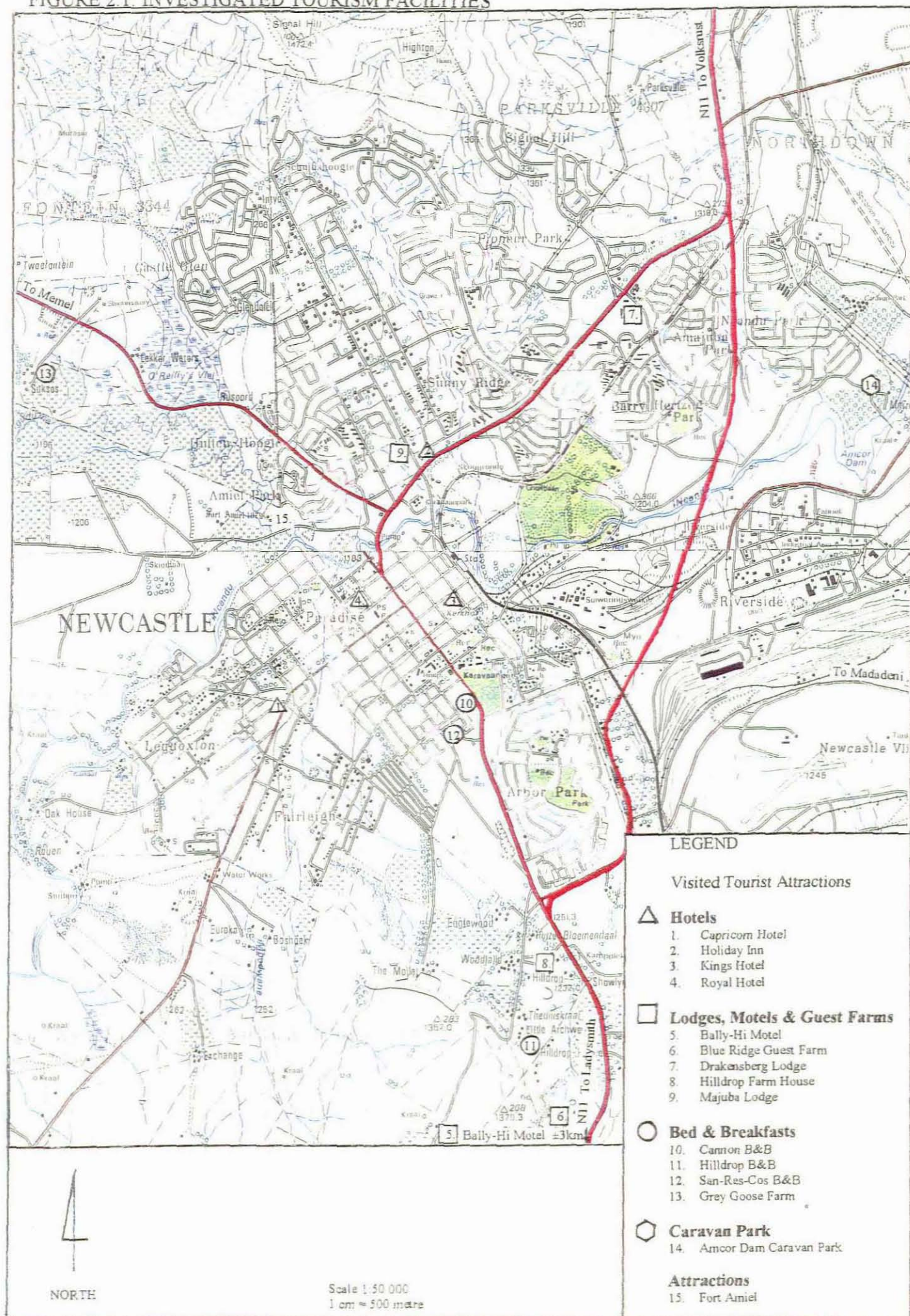
The self-administered questionnaires with structured questions were used for frontline staff and tourism students. The interview schedules with semi-structured questions were used for both management and lecturing staff. The interview schedules comprised semi-structured questions which were open-ended and closed ended. Open-ended questions allowed the interviewees to express their opinions, ideas and perceptions.

All responses obtained were categorized and encoded for easy analysis and interpretation.

2.2.4 Collection of Data

Data was collected using self-administered questionnaires and interview schedules as described earlier. The various tourism service facilities were visited and all frontline staff were issued with questionnaires to complete over a period of one week.

Management and training institution staff were visited by appointment and interviewed by the researcher in person.

All questionnaires and interview schedules were prepared meticulously and tested in advance by the researcher. All responses afterwards were categorized, encoded and fed into a computer for analysis and formulation of tables and graphs.

2.2.5 Data Analysis and Interpretation

Analysis was both quantitative and qualitative, data was been broken down, categorized and ordered. This was followed by description and explanation. Data was also statistically presented in the form of tables and graphs.

The quantitatively and qualitatively presented data was interpreted with the purpose of explaining and finding meaning to results in order to draw inferences about the research objectives. From these results conclusions were drawn and recommendations suggested.

2.2.6   Pilot Study

The self-administered questionnaires were given to frontline staff, amongst whom was Buyile Shange of Umzinyathi Regional Council. As for the training institution staff, Heide Kühne of Manpower Services Commission Private College was interviewed. For the management Micca Kubheka, the co-manager of Iscor Club, Ingqayizivele branch was interviewed.

Thereafter, the questionnaires and interview schedules were found to be interspersed with ambiguity and lack of clarity. The pilot study helped identify these faults and the researcher effected some changes, adjustments and modifications in the questionnaires as well as interview schedules. However, the questionnaires and interview schedules were prepared and adjusted in line with the objectives of this investigation.

2.3   CONCLUSION

This chapter highlighted the complete layout of this investigation and had brought to the fore the procedures that had been followed to get the respondents. Ways and means of collecting, analyzing and interpreting data had also been discussed. The research instruments had, through the pilot study, been corrected and cleared of ambiguity that might lead to misinterpretations that could culminate in getting the incorrect responses/unintended responses and consequently misinformed conclusions and recommendations.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

Training does not only provide trainees with opportunities to organise self assurance and become proud of themselves, but also equip them with professional skills and knowledge. Professional skills and knowledge help trainees to serve with distinction and confidence in their positions. In the tourism industry, management and frontline staff should be trained and educated for service quality and marketing.

This chapter traced the career path that could be followed in tourism as well as job opportunities offered by this industry. Different views and contributions of various writers on training needs were reviewed in terms of training of management and frontline staff in tourism industry. Chapter four further highlighted aspects in which both management and frontline staff should be trained.

Review of some national and international tourism training and education centres was undertaken to get a broader picture as well as local one on how training was undertaken and what were the courses. Finally, this chapter specifically attended to training in tourism, looking at training of management and frontline staff.

3.2 CAREER OPPORTUNITIES

Before training needs could be attended to, it would be important to know and understand the career opportunities that are there in the tourism industry as well as the general qualities required in pursuit of careers in tourism and how one could be trained in them. The tourism industry comprise of many segments, the principal ones being transportation, accommodation, food service, shopping, travel arrangements and activities for tourists such as history, culture, adventure, sports, recreation, entertainment and other activities.

Generally, in order for one to be suited to tourism, one should like to work with people and be concerned about a tourist's comfort, needs and well-being even if the tourist is rude or obnoxious. (McIntosh *,et al*, 1995). A great deal of self discipline is required to serve every type of person, especially the demanding and undecisive ones.

3.2.1 Transportation

In this segment of tourism, one can choose to be involved in airlines, bus companies, cruise companies, rail roads, surface roads, rental car companies and travel agencies. A number of careers can be pursued in these various elements of transportation. (McIntosh, *et al*, 1995). To be part of this, one needs to be able to work with people and be considerate toward different kinds of people. (Thukela, 1995).

3.2.2 Accommodation

This segment is composed of hotels, motels, resorts, guest houses/farms and bed and break fast establishments. According to McIntosh, *et al*. (1995: 215) there are a number of jobs that are offered in this segment of tourism ranging from general manager, resident manager, accountants, reservation clerks, receptionists, housekeeper, waitresses/waiters to management trainees.

3.2.3 Food Service

The food industry is rapidly growing and as a result many job opportunities are available, amongst which are; head waiters, restaurant managers, menu planners and dieticians. McIntosh, *et al*, 1995).

3.2.4 Shopping

Tourists tend to spend money while they are touring. Some of their money is spent in shopping. The malls, supermarkets, curio shops and other shopping centres, offer such

opportunities for tourists. These centres employ a number of people ranging from bookkeepers, managers to waiters/waitress. (Hospitality Industries Training Board (HITB), 1996).

3.2.5 Travel Arrangements

What features most in this segment of tourism are travel agencies. Travel agencies range from very small to very big business. Jobs in travel agencies include travel counselling, secretarial and managerial activities. (Ritchie and Goeldner, 1994).

3.2.6 Activities for Tourists

Tourists indulge in a number of activities in their destination places. All the activities they involved in need to be arranged for them. Consequently, organisers, planners and clerks are needed. (Tolkildsen, 1986).

3.2.7 Other Job Opportunities

Other job opportunities include tourist officers, meeting planners, recreation and leisure officers, tourism researchers, travel journalists and tour guides.

Figure 3.1 clearly orientates us to various career paths within the education system and tourism industry. It further provides us with different entry points, requirements as well as progression within the industry.

3.3 APPROACHES TO TOURISM TRAINING

It was not the intention of this research to discuss the various approaches to tourism training but it became important for this document to identify an approach which it advocated in tourism training. McIntosh, *et al*, (1995) mention a number of basic approaches to the study of tourism. These approaches are Institutional, Product,

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Historical, Management, Interdisciplinary, Systems, Psychological, Political, Anthropological and Geographical.

Since tourism (McIntosh, *et al*, 1995) embraces virtually all aspects of the society, this research project advocates an interdisciplinary approach to tourism training. The basic training programmes should constitute content that has be drawn from different fields related to tourism. The programmes should be well coordinated and controlled for comprehension. Advanced programmes may be designed in certain specialised areas of tourism for people to pursue. The choice of specialisation that a person makes would be influenced by a position a person occupies in the tourism industry. For example, a person in a management position may pursue tourism management studies which dig deep into management of tourism facilities.

3.4   NATIONAL AND INTERNATIONAL TOURISM TRAINING CENTRES

Various national and international tourism training and education centres were reviewed with the primary purpose of emphasising the significance of training and educating the prospective and already employed persons in the tourism industry. This also revealed the structure and composition of the centres' programmes.

3.4.1 Hospitality Industry Training Board

Many institutions and private companies have already begun to introduce tourism related programmes. Damelin, University of Zululand, Technikons, Manpower Services Commission Private College (MSC) are some of the institutions with such programmes. Local governments and municipalities are also involved in training persons for jobs in tourism. The Hospitality Industries Training Board (HITB) basically sources relevant training for hospitality industries and outlines the specific skills needed in these industries (HITB, 1996).

FIGURE 3.1 CAREER PATH WITHIN TOURISM INDUSTRY

Path within education system and industry
Paths into industry
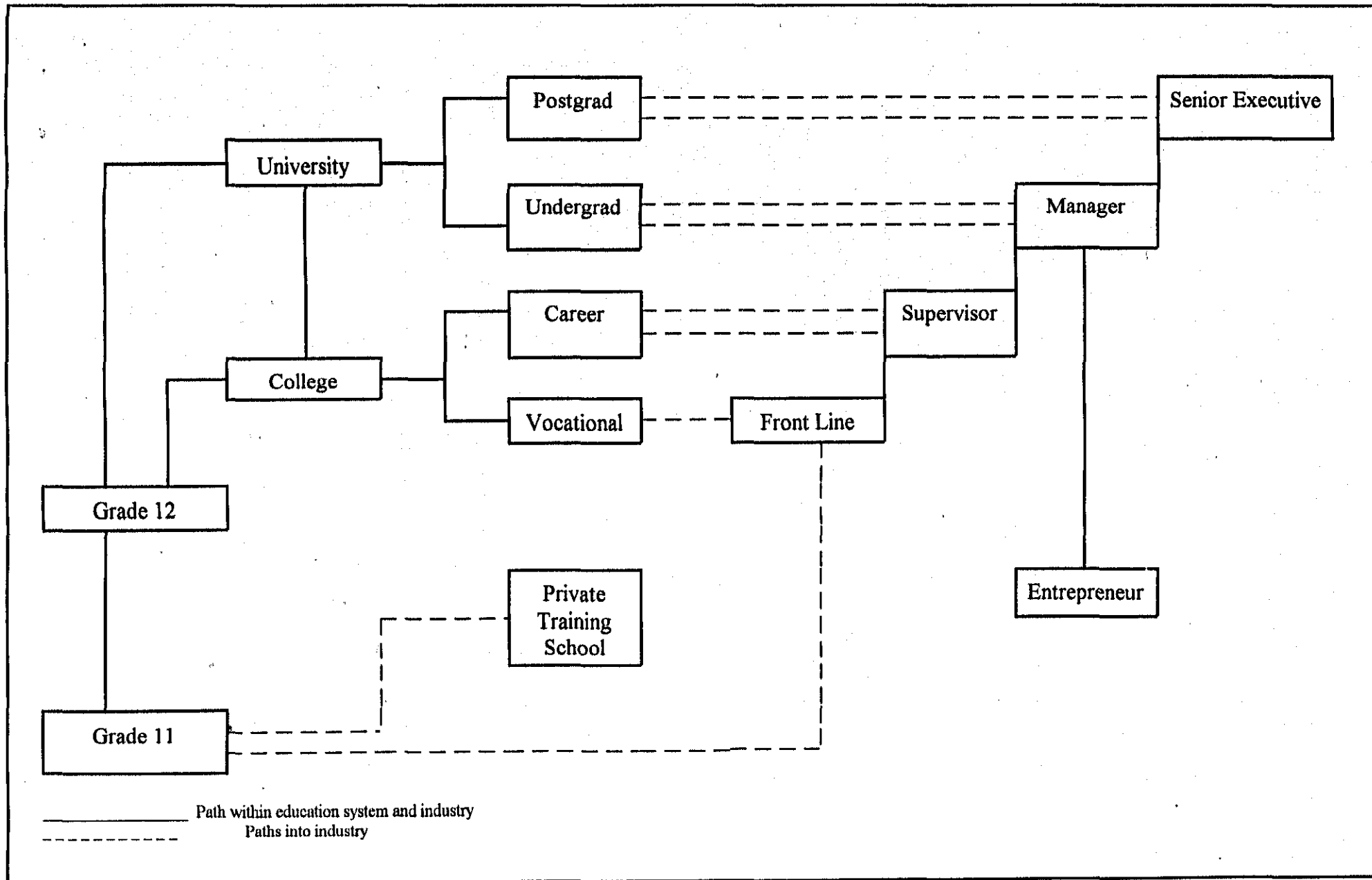
SOURCE: McINTOSH, *et al*, 1995

It further administers a number of in-service training programmes within the hospitality and tourism industries. These programmes are similar to apprenticeship and are run by industries. (HITB, 1996). The programmes cater for part-time persons. Trainees should be employed with the hospitality industry or tourism industry in order to be considered for this programme.

The HITB courses include Hotel Management, Food and Beverage Development and Front of House (Frontline). Over and above these courses, HITB introduced the Ubuntu-We Care in order to improve customer care in the service related industries. (HITB, 1996). The Ubuntu-We Care courses are very valuable to hospitality and tourism industries. Tourism Business Council (TBC) that works in partnership with the public sector has committed itself to elevating tourism. To this end, the T.B.C. has involved itself in amongst other things, the restructuring of South African Tourism Board (SATOUR) and helping with training and educating communities and entrepreneurs to enter the tourism industry.

3.4.2 Kenya Utalli College

Utalli is a Hotel and Tourism Training College that is recognised by International organisation and associations. It offers a wide variety of programmes that include Hotel Management, Tour Guiding and Administration, Travel Operators, Front Office Operation (Frontline) and House Keeping and Laundry. (Utalli College: Training for the Hotel and Training Industry, 1997). Besides these fulltime courses, the college offers short and refresher courses for people already involved in Hotel and Tourism Industries, especially those in the management positions. (Utalli College: Management Development Programme, 1997).

3.4.3 Tourism and Hospitality Education in China

With China opening its doors to the outside world in 1978, a new industry in which Travel, Tourism and Hospitality became money-making business activities emerged (Lew

and Yu, 1995). This created a great demand for component tourism and hospitality managers and service personnel.

To meet this challenge tourism and hospitality training and education was introduced in secondary schools as well as post-secondary institutions. Teachers in these institutions were meticulously recruited and trained. Training in these schools and tertiary institutions involved course work, short term programmes and internship in the tourism and hospitality industries. On completion of training, certificates were issued. (Lew and Yu, 1995).

3.5   TRAINING NEEDS

As tourism continues to grow (McIntosh, *et al*, 1995) the need for training and education grows. This growth saw many universities, private companies and government (Local, Provincial, National) focusing on travel and tourism programmes with a view to providing training and education.

Training needs involve all the crucial aspects in which people need to be trained so that tourism can be successful. However, Torkildsen (1986) argues that training is necessarily not only for those entering the field, but also for those already in it in order that:

(a)   they can utilize the accumulated experience and knowledge of others, as well as more effectively harness their own experience;

(b)   their skills can be amended and supplemented as the changing demand on the tourism manager requires new and different insight and abilities.

The above argument has been further attested to by McIntosh, *et al*, (1995) when they state that thorough training sessions must be conducted for new employees and recurring training should be provided for all employees.

The argument drives home the fact that training is significant and should be constantly provided to management and frontline staff alike. Trade Union Research Project (1994) emphasizes that training needs differ from one field to another. Within tourism itself training needs are in accordance with the roles that employees are expected to play. Training is more often than not done with a particular purpose in mind, for example, training for service quality in the industry. What follows are various training needs for certain categories, for example, management and frontline staff. Training is undertaken with a particular purpose in mind, for example, training for service quality and promotion.

3.5.1 Training of Management

A manager, be it junior, middle or top, must be trained in managing people, planning and organizing, administrating, selecting and recruiting staff, controlling and monitoring and marketing and advertising.

A manager in the tourism industry is managing people and facilities. The know how of this promotes salubrious human relations between management and staff and results in the tourism facility being prosperous. Ability to formulate objectives and get together human, financial and material resources for the realization of these objectives cannot be over-emphasized in tourism. A manager has a mammoth task of selecting and recruiting the right person for the job, for example, a charming and well-mannered receptionist who cordially welcomes the tourists thereby making their meeting with him/her one of the best things that have ever occurred in their lives. A tourist facility itself has to be made known to both domestic and international community and good ways of marketing it should be what a manager possesses.

Although managers are not in constant contact with the tourists their management style and abilities seem to impact greatly on them through frontline staff. Training equips the management with management skills and abilities that are relevant to the nature of their position and make them indispensable persons in tourism industry.

The foregoing aspects of training are critical ones in which management of hotel, motel, guest house, bed and breakfast establishments and other tourist facilities should receive training. Training puts management in a better position to be able to carry duties effectively which in the process attracts and enhances tourists and the image of tourist facilities respectively.

3.5.2 Training of Frontline Staff

Frontline staff are the people who are in constant contact with tourists and are responsible for creating memorable moments for them. An impression they make on tourists should be a good and lasting one, that gets the tourists spending more and thinking of coming back. Such an impression can only be created by the frontline staff who have been trained throughly for this purpose. Baum (1993) argues that memorable moments are created beyond the ears and eyes of management. The implication is that tourists' assessment of a vacation is critically dependent on how they have been treated by a receptionist, reservation clerk, waiters/waitresses and other attendants. This being the case, one cannot help but ask, are human beings capable of doing their job correctly, willingly and with a smile, when they know that their management is most unlikely to be able to hear or see them, let alone to hear of their failure to do so?

The question posed above begets the question what training skills/needs can afford frontline staff the smile and charm that make marks upon tourists that time can never erase? Frontline staff need to be trained in what their jobs entail and how to handle tourists/guests cordially.

In training the frontline staff, according to (SATOUR, ca 1990: 9), the following aspects should be emphasized:

      (a)   welcoming, friendliness, warmth and hospitality as cornerstone and key features of service establishments;

      (b)   cultural differences to be observed;

      (c)   language proficiency is an advantage;

(d)   knowledge of tourist attractions in the immediate vicinity is an important requirement;

(e)   emergency telephone numbers to be readily available to tourists; and

(f)   courtesy and punctuality are important.

These are the areas that training directed to frontline staff should focus upon. The frontline staff empowered with these skills definitely make positive and lasting impressions on tourists.

3.6   TRAINING IN TOURISM

It was pointed out earlier that training was an indispensable aspect in tourism development. Adequately trained staff serve to accelerate development of tourism. It should be noted that as the tourism industry is different from a manufacturing industry all efforts are directed towards serving the tourists better. Baum (1993) as well as Armistead and Teare (1995) agree that the degree of closeness to the tourist, by which both management and frontline staff are involved in a direct and immediate relationship with tourists, implies staff motivation, loyalty and commitment and can be fundamental in contributing to a continuously high standard of service provision.

At the centre of tourism there is a customer who should be served satisfactorily and be gratified. It is only people with training who can be better able to serve satisfactorily and gratify a tourist. So training should be purposeful to equip management and frontline staff with relevant skills so that they will be able to impact greatly on the tourists in terms of service quality and marketing.

3.6.1   Training and Service Quality

For high service quality attainment in hotels, motels, bed and breakfast establishments guest farms/houses and other tourist facilities, training should ensure that the kind of service delivered matches tourists expectations on a constant basis. Frontline staff are expected to be motivated, informed, competent, committed and show ability to take

responsibility. They should further be able to manage themselves and respond positively to pressure from tourists. These skills would enable the management and frontline staff to be better able to pursue and attain high service quality. The development of skills leaves them with best ways with which they can serve tourists, which in turn make tourists satisfied and willing to spend more. The kind and level of service that tourists receive largely influence their choice of tourist destination. Adequately trained personnel are sure to make a positive impact on the tourists and rest assured also that they can see them again in the not too distant future, because of the service quality that they offered.

3.6.2 Training and Marketing

When a tourist is satisfied with service quality he/she becomes a good advertisement and attracts more tourists for the establishment.

Hall (1994) highlights that training is an investment in that by the mere kind of service and the manner in which a tourist is handled, a tourist establishment is promoted and marketed. Training therefore equips management and other staff members with promotional and marketing skills. Where tourists are handled with extreme care the establishment can attract more tourists. Hall (1994) further speaks of "public good" which he refers to as one establishment with high service quality attracting tourists even to the other tourist facilities in the vicinity.

Providing training to prospective or already employed personnel entails marketing and promotion of the establishment.

3.7 CONCLUSION

In this chapter an attempt was made to provide a clear layout of the career path that can be followed and job opportunities available in the tourism industry as well as the concise presentation of approaches to tourism training.

The views and opinions and contents of various writers reviewed in this chapter painted a general picture of what tourism training programmes should be based upon. Although the bases were provided, they did not take into consideration what the local environment could offer in terms of tourism so that tourism training programmes fit the local situation/set-up. Therefore, further investigation into the basis upon which programmes were designed was warranted.

Again, training needs which are actually aspects in which persons must be trained are not locally established but can to a large extent work for almost all tourism service facilities. However, there was a need to establish (in Newcastle Local Council) if management and frontline staff were trained in these aspects and recommended aspects of training their lacking in.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1   INTRODUCTION

The primary purpose of this chapter was to present, analyse and interpret the responses of various respondents with a view to:

(a)   establishing the existence of tourism training needs of the people already involved in the tourism industry;

(b)   finding out the institution which offer tourism training and their training programmes;

(c)   determining the degree to which the training programmes of the identified institutions equip students adequately for their roles in the tourism industry; and

(d)   establishing that which has motivated students to register for tourism courses.

Data would be presented in the form of tables, graphs and statements. Data was collected through interview schedules for the management of training institutions, management of tourism establishment s and lecturing staff. Questionnaires were used to gather data from the frontline staff as well as tourism students.

Data was divided into five categories namely frontline staff, tourism students, tourism establishments' management, training institutions' management and tourism lecturing staff. Presentation of data would be made and thereafter analysis and interpretation would follow. The presentation and analysis would be done per category of all categories of data.

4.2   FRONTLINE STAFF RESPONSES

Frontline staff questionaries were divided into three, namely; youth which comprised all respondents whose ages were between 18 and 22 years, young adults were made up of all respondents who were between 23 and 40 years of age and adults who were constituted by all respondents who were 41 years of age and older. The division of respondents into age categories was done to get a clear understanding of what views and opinions were held by different age categories. The knowledge of their views and opinions would help in designing tourism training programmes which would be understood by all age categories.

Respondents' views were tested against control questions selected by the researcher on the basis of the aims and objectives of this investigation, which amongst others was to find out whether or not respondents had undergone tourism training, and if not, in what areas did they feel they needed to be trained (training needs).

A represents youth category (18 - 22 years); B stands for young adults category (23 - 40 years) and C stands for adults category (40 years and older).

4.2.1   Data Analysis and Interpretation

Presentation of the frontline staff responses is done in the form of tables and graphs. Each table and graph comprise the responses of the three age categories of frontline staff responses to the same questions and the frequencies and the percentages are also presented.

TABLE 4.1: <u>BACKGROUND TO THE JOB VERSUS SUBJECT DONE AT SCHOOL:</u>

	AGE CATEGORY					
	A		B		C	
FIELD OF STUDY	Freq	%	Freq	%	Freq	%
COMMERCIAL	3	43	0	0	2	29
GENERAL	3	43	3	100	5	71
SCIENCE	0	0	0	0	0	0
TECHNICAL	1	14	0	0	0	0

Table 4.1 shows that the majority of young adults (100%) did general subjects at school with 43 percent of youth and 71 percent of adults following this stream. The implication was that there was a small percentage (43) of youth joining the tourism industry with general subjects. Ultimately, the industry would have less people with general subjects. As young adults and adults approached retirement, youth from other subject stream would take over their positions.

The reason for young adults and adults to have followed general subjects could be that the school curricula in the past did not feature commercial, technical and science subjects, or the subjects were looked at as for the chosen few. The new trend would be that many curriculum designers would be trying to feature commercial, science and technical subjects in the curriculum. This trend was stimulated by the government which argued that school curricula should to a large extent consider featuring subjects which would empower learners and pave career ways for them.

TABLE 4.2: <u>TYPE OF EMPLOYMENT</u>

	AGE CATEGORY					
	A		B		C	
OCCUPATION	Freq	%	Freq	%	Freq	%
CLERK	0	0	1	33	0	0
RECEPTIONIST	4	57	1	33	7	100
SERVING STAFF	3	43	1	33	0	0

In table 4.2, the large majority of the respondents were working as receptionists (youth 57% and adults 100%) in the tourism establishments with youth (33%) deviating from the norm to work as serving staff. This deviation could be attributed to the availability of affordable of serving training. This could further be attributed to interest and motivation. The reason for both young adults and adults working as receptionist in these establishments could largely be traced in the training they received before joining the tourism industry. The reason could be that reception training was readily available, affordable and comfortable in terms of duration. As a matter of fact Newcastle Local Council did not have much to offer in terms of tourism training institutions until the late 1990s with the establishment of Damelin and Manpower Service Commission Private Colleges.

TABLE 4.3: <u>PERIOD IN JOB</u>

	AGE CATEGORY					
	A		B		C	
PERIOD	Freq	%	Freq	%	Freq	%
1 TO 12 MONTHS	6	86	2	67	0	0
13 TO 24 MONTHS	1	14	0	0	0	0
25 AND ABOVE	0	0	1	33	7	100

Table 4.3 indicates that the youth (86%) were new to the job followed by young adults (67%) and were therefore less experienced. Adults (100%) had 25 years and more period of time in the job. However, this was in agreement with age categories. The younger you were the newer you would be in the job, hence less experience. And the older you were the older you would be in the job hence more experience. It could be said here that the youth and young adults would mellow with time in the industry.

FIGURE 4.1: PRE-INVOLVEMENT IN TOURISM INDUSTRY
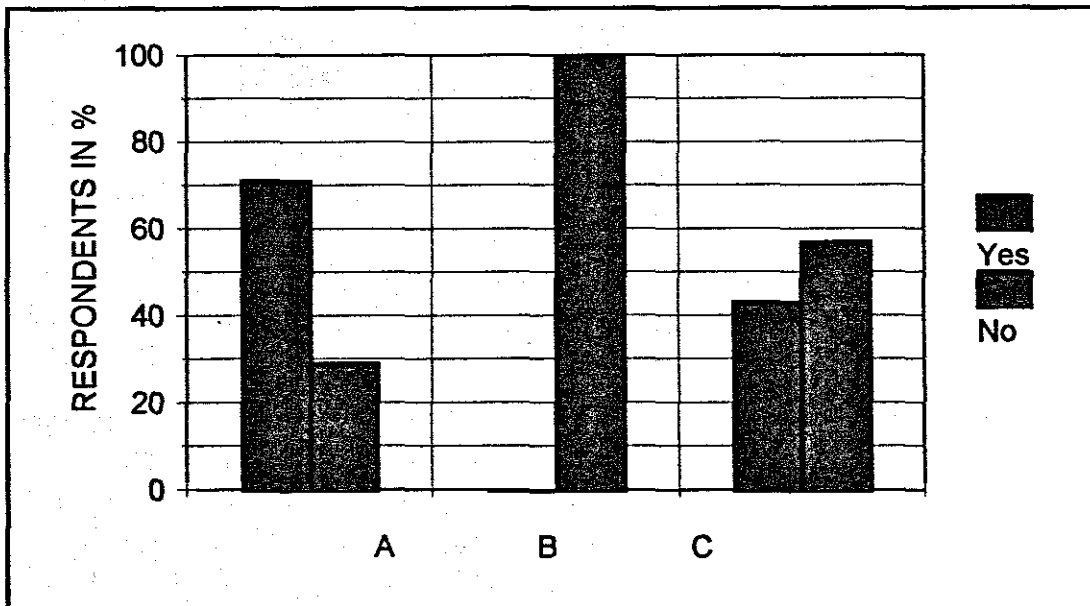
Figure 4.1 shows that 71 percent youth had prior involvement in the tourism industry whereas the young adults had never been involved before, with 43 percent of adults having been involved before. As this industry of tourism was new to some sections of the South African community, the researcher could argue that the 43 percent of adults who had prior involvement in tourism would be whites. With the industry becoming increasingly known to all sections of community today, the larger majority (71%) of youth were becoming involved in tourism industry.

FIGURE 4.2: <u>GENERAL TRAINING</u>
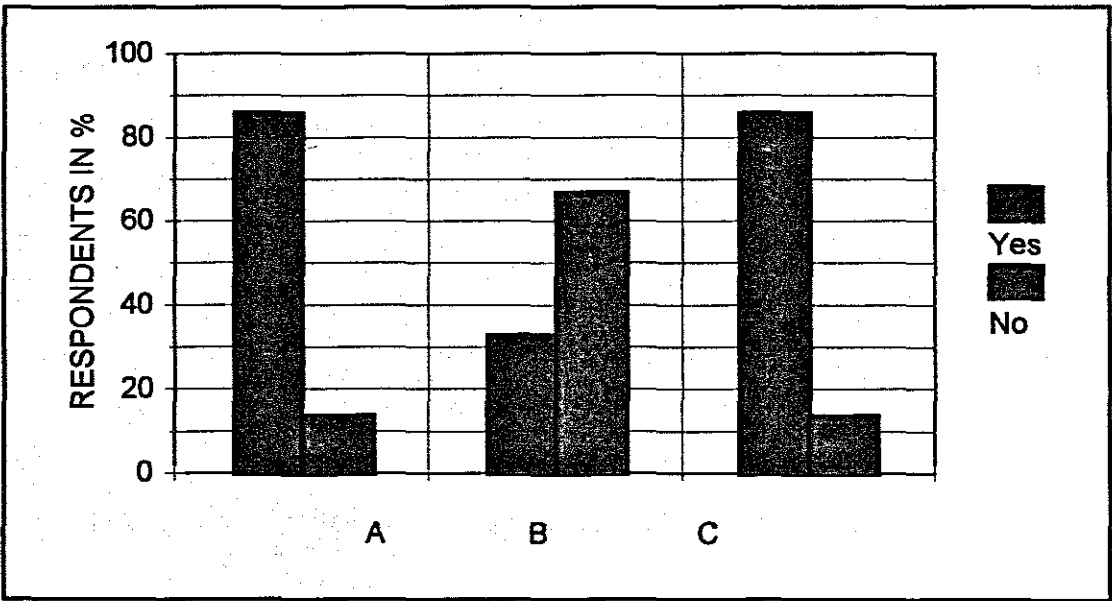
FIGURE 4.3: <u>TRAINING RELATED TO TOURISM INDUSTRY</u>
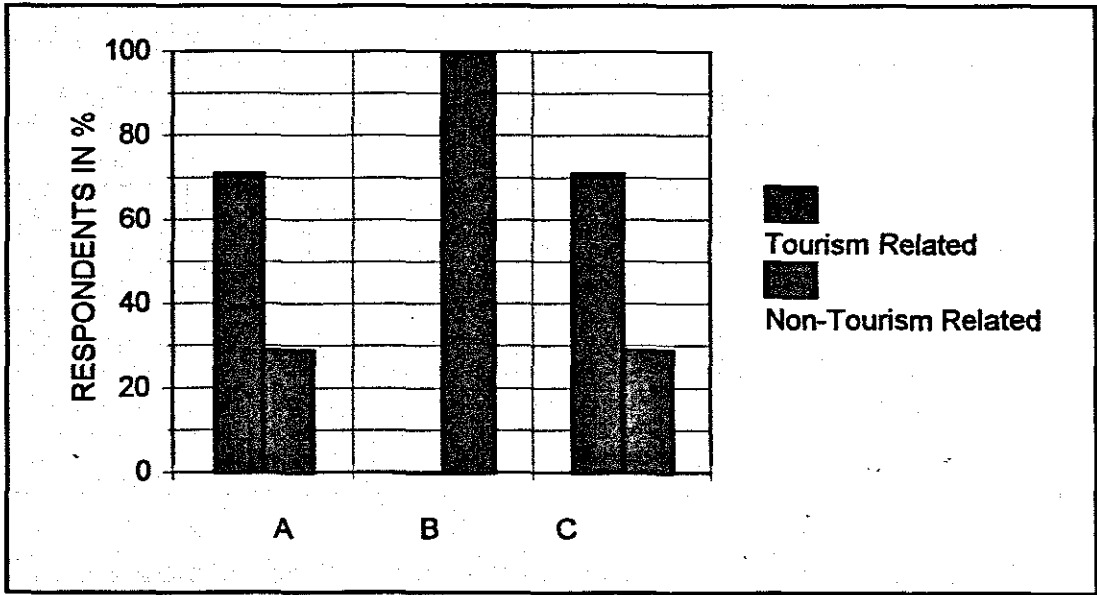
The large majority of youth (86%) had been generally trained with 71 percent having received tourism training (figures 4.2 and 4.3 indicate this, respectively). The reason for youth to have been trained could be attributed to the fact that they needed to hold

qualifications in order to be employed and that their parents could afford to send them in tourism training institutions outside the Newcastle Local Council area. Young adults (67 percent) did not receive any training (figure 4.2). However, figure 4.3 indicates that 100 percent of them received non-tourism related training. The situation could have been caused by the fact that young adults did not perceive tourism as the employer but believed in conventional industry hence their being non-trained in tourism. Adults (86%) received general training (figure 4.2) and 71 percent of them received tourism training (figure 4.3). The reason for adults to be trained in tourism could be that they had been practising this without attaching the special name to it. It is in everybody's culture to accommodate visitors and provide them with food. Since tourism is about accommodation, food and entertainment, adults had since attached tourism to their practice and commercialised it. To be able to continue their practice they had sought tourism training.

TABLE 4.4: TYPE OF TRAINING

| | AGE CATEGORY | | | | | |
| | A | | B | | C | |
MODE OF TRAINING	Freq	%	Freq	%	Freq	%
IN-SERVICE	2	29	2	67	5	72
REFRESHER COURSES	0	0	0	0	1	14
SHORT COURSE	0	0	0	0	0	14
INFORMAL	4	57	0	0	1	14
SEMI-FORMAL	0	0	0	0	0	14
FORMAL	1	14	0	0	0	43

Table 4.4 indicates that 29 percent of youth, 67 percent of young adults and 72 percent of adults received their training through in-service. The reason for the majority of young adults and adults to have received training in this mode could be that there were no tourism training institutions in existence. Whatever training they had was to be offered in the form of orientating them with their roles in tourism industry. Another reason could be that they had already received formal training in other fields and then viewed in-service

training as sufficing. The low percentage (14%) of youth who receive formal training could be explained as that their parents could afford to send them to tourism training institutions where they could study and get qualifications. This low percentage pointed to the need for tourism training in the council area. It further revealed the existence of the need to train people in tourism and tourism related field.

TABLE 4.5: EMPOWERMENT OF TRAINING

| | AGE CATEGORY | | | | | |
| | A | | B | | C | |
ASPECTS EMPOWERED	Freq	%	Freq	%	Freq	%
IMPROVING PERFORMANCE	4	57	2	67	4	57
IMPROVING SERVICE QUALITY	4	57	1	33	5	71
IMPORTANCE OF INDUSTRY	1	14	1	33	4	57
MARKETING INDUSTRY	1	14	0	0	1	14
ENHANCING PUBLIC RELATIONS	2	29	0	0	2	29

Table 4.5 indicates that the majority of the youth, young adults and adults were in full agreement that training had empowered them to improve performance (57%, 67% and 57% respectively), to improve service quality (57%, 33% and 71% respectively) and realize the importance of tourism industry (14%, 33% and 57% respectively). Training, from the above analysis, could be viewed as important and empowering people to do better in their respective roles in tourism industry and as such it must be provided for tourism to succeed.

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FIGURE 4.4: CAREER PROSPECTS
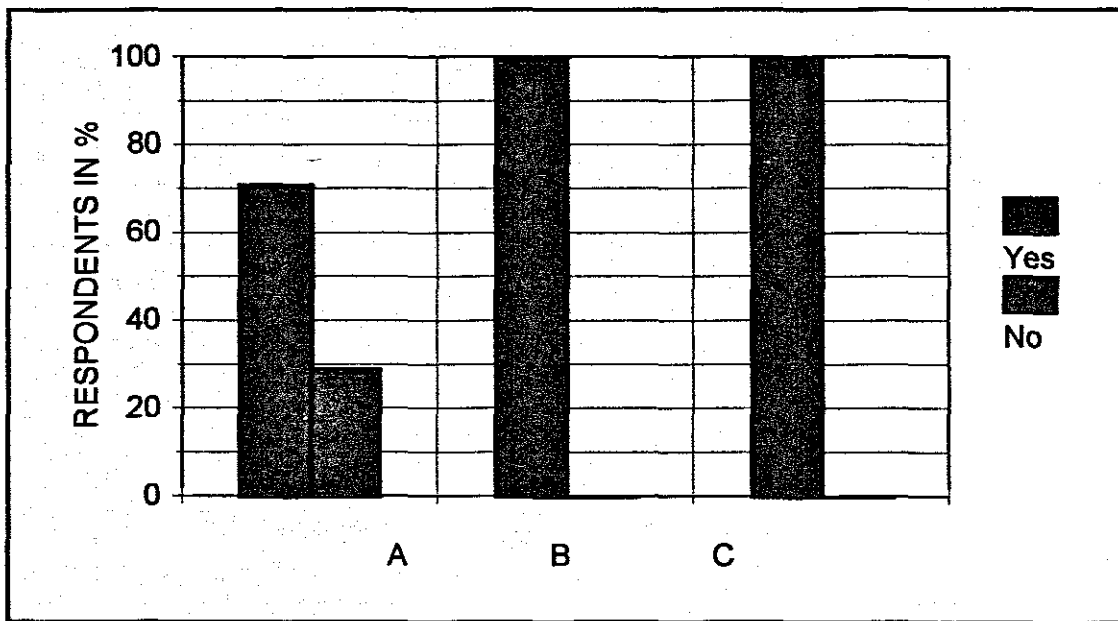
In Figure 4.4 the majority of youth (71%), young adults (100%) and adults (100%) viewed tourism as fraught with career prospects and advancement in tourism industry. The people who would be promoted should have both good track and qualifications with all people yearning for high position, the tourism training institution will operate in full capacity. Furthermore most employment sectors were saturated and were plaining to retrench some of their workers. Tourism is an employment sector that should be open to all people of South Africa. As the tourism industry promises to absorb employees, people are would be eager to get training that would get them qualifications that could catapult them into higher positions.

Training could take many forms. The three age categories of respondents differed considerably on the form(s) that training should take. Table 4.6 shows that the majority of youth (57%) preferred training to be offered through correspondence. The reason could be that they feared to go full time to study as they would lose their jobs as they were employed in the industry. About 33% of young adults were in favour of training through in-service training and 86% of adults preferred to have training offered through in-service. The underlying factor in the above choices was fear.

TABLE 4.6: RECOMMENDATION ON TRAINING

| | AGE CATEGORY | | | | | |
| | A | | B | | C | |
MODE OF TUITION	Freq	%	Freq	%	Freq	%
CORRESPONDENCE	4	57	20	07	1	14
IN-SERVICE	4	57	1	33	6	86
REFRESHER COURSE	1	14	2	33	3	43
SEMINARS	2	29	0	0	1	14
ALTERNATING THEORY AND PRACTICALS: 6 MONTHS INTERVAL	3	43	0	0	3	43

They all preferred to be trained or to study while they maintained their positions for fear that if they chose any other form of training they would have to temporarily vacate their positions which could be filled by others.

Furthermore, youth was still young and energetic and saw themselves as cut out for great things and therefore prepared to study and get accreditation in the form of certificates, diploma and degrees so that they could always produce them when applying for promotions. This ambition propelled them to study for formal accreditation, while they maintained their positions. They had become aware that in order to move up the ladder they would need to produce some form of qualification.

Young adults and adults chose in-service training because they were no longer enthusiastic to study as age was catching up with them and they could not have been aware of the career prospects in the industry. They did not see themselves rising up the ladder to hold high positions in the industry. For them in-service training sufficed.

FIGURE 4.5: RECOMMENDATION ON THE DEPARTMENT OF EDUCATION
            AND TRAINING
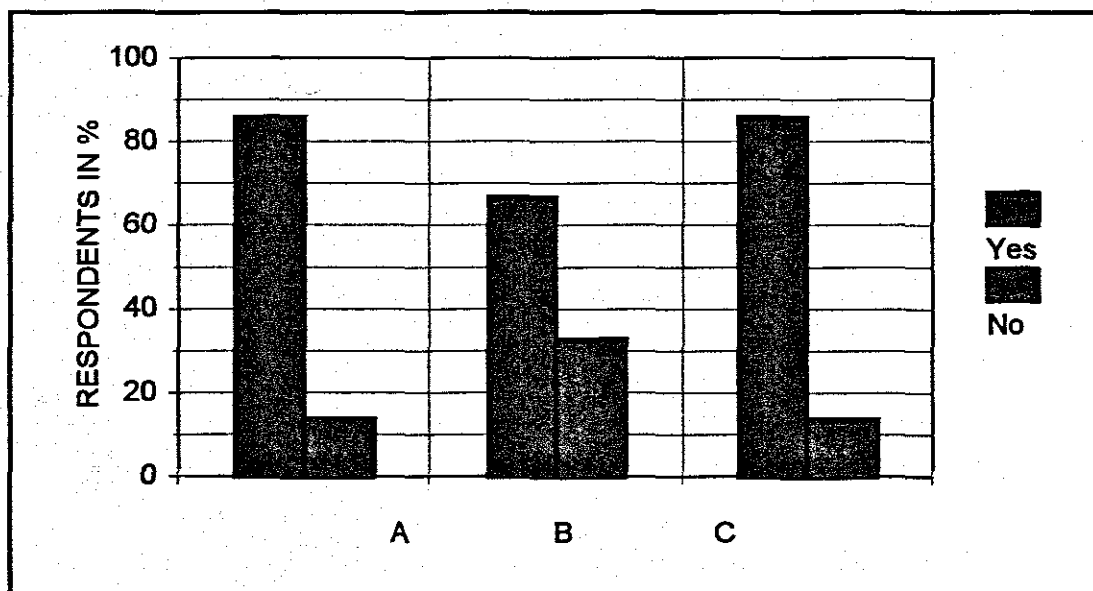
The large majority of youth (86%), young adults (67%) and adults (86%) recommended
that a department for tourism education and training be established.   Their
recommendation indicated that they had realised the importance of tourism industry as the
employment sector which could absorb new employees. They had also realised that for
the new employees to be absorbed they must be trained for the sake of developing further
the tourism industry.

Although different age categories differed on the form that education and training tuition
should take, they felt that the need for training did exist in the Newcastle Local areas.
Table 4.7 indicates that the majority of youth preferred that training should be undertaken
through seminars and in-service (57% and 43% respectively). Meanwhile, the large
majority of adults (86%) chose in-service and another majority of them also preferred
refresher courses and workshops. However, the in-service and short courses (33% and
33% respectively) were favoured by young adults.

TABLE 4.7: <u>FORM OF TRAINING</u>

	AGE CATEGORY					
	A		B		C	
MODE OF TRAINING	Freq	%	Freq	%	Freq	%
WORKSHOPS	2	29	0	0	3	57
SEMINARS	4	57	0	0	1	14
REFRESHER COURSE	2	29	0	0	4	57
IN-SERVICE	3	43	1	33	6	86
INDUCTION	1	14	0	0	0	0
SHORT COURSES	2	29	2	33	3	43

On the whole Table 4.7 shows that training was needed and could take any form. The desire for training should be viewed against the benefits that training produces for tourism industry and its employees.

TABLE 4.8: <u>TARGET FOR TRAINING</u>

	AGE CATEGORY					
	A		B		C	
TARGET GROUP	Freq	%	Freq	%	Freq	%
PEOPLE ALREADY IN INDUSTRY	5	71	2	67	6	86
PEOPLE INTENDING TO JOIN INDUSTRY	6	86	2	67	4	57
NEWLY APPOINTED IN THE INDUSTRY	4	57	1	33	7	100

Table 4.8 reveals that the majority of the three categories of respondents (71%, 67% and 86% respectively), agreed that such a Department of Education and Training for Tourism

should train people already in the tourism industry. This again revealed that although they were working in the industry, they felt they were not trained or adequately trained to effectively and efficiently perform their duties. They required the empowerment that was inherent in training. The fact that the majority chose training of people already employed and intending to join the tourism industry indicated the existence of training needs. These training needs did not exist for those joining the industry but for those already in it. Furthermore, the already employed could have landed the jobs without relevant training. Their being not trained could ascribed to the non-existance of tourism training institutions which could offer them such relevant training.

FIGURE 4.6: ASPECTS OF TRAINING
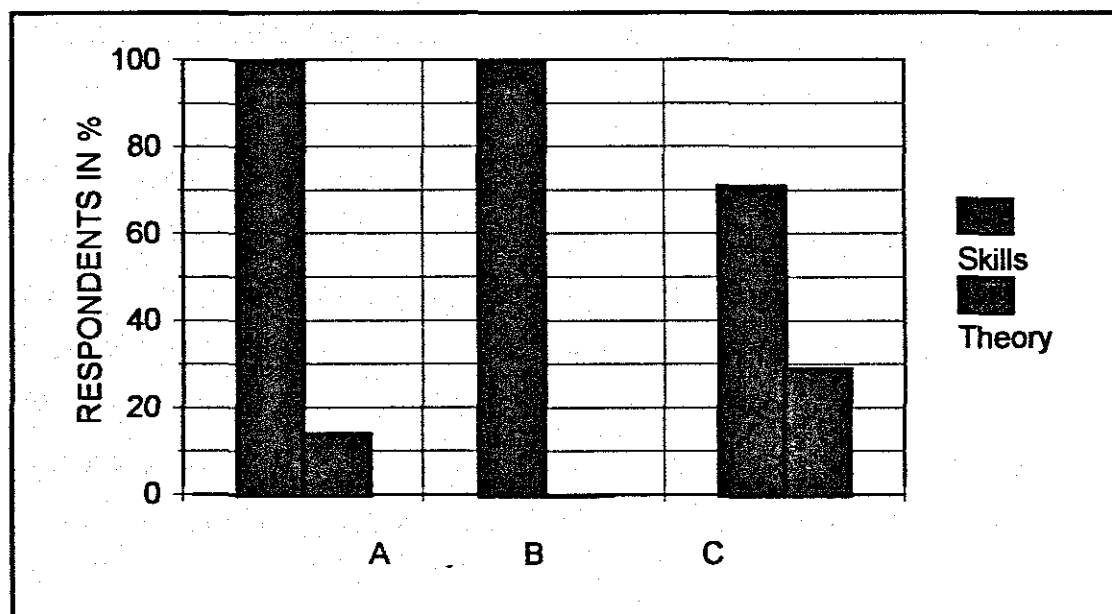
Figure 4.6 clearly indicates that the large majority of the respondents (100%, 100% and 71%, respectively) felt that training should focus on the skills. The respondents' choice of skills could be viewed against the background of the wave of restructuring of education and training that is sweeping our country at the moment. The emphasis is no longer on how much do you know only but on how much of what you know can you apply in practical situations. With a restructuring process in place, it is therefore important that focus on tourism training be on the skills.

TABLE 4.9: <u>SKILLS TO BE OFFERED</u>

	AGE CATEGORY					
	A		B		C	
SKILLS	Freq	%	Freq	%	Freq	%
COMMUNICATION	6	100	0	0	6	86
RECEPTION	3	43	1	33	2	29
SERVING	4	57	0	0	3	43
HYGIENIC	5	71	1	33	2	29
CONFLICT RESOLUTION	3	43	0	0	1	14
HOSPITALITY	5	71	2	67	2	29
PUBLIC RELATIONS	3	43	0	33	4	57

Table 4.9 shows different skills that the respondents wished to receive training in for the betterment of their efficiency and effectiveness which in turn would develop and attract the tourism industry and tourists respectively. Youth and young adults (100% and 86% respectively) felt that communication skills were the areas that needed great attention in the tourism industry. They felt that these skills could attract or repel tourists. Other skills like reception, serving, hygienic, conflict resolution, hospitality and public relations were regarded by respondents as important and as an integral part of tourism training.

Table 4.10 shows some activities and their frequencies with which they could be done to harness developments and changes in the tourism industry. It further indicates that workshops and seminars were popular with youth, and 43 percent of them felt that seminars and workshops should be conducted once a year. The reason for these two activities to be popular with youth could be that, by nature, they called for active participation in them on the part of participants. Youth with their quickened intelligence, explorative and energetic character found the seminars and workshops interesting.

TABLE 4.10: INTERVALS OF ACTIVITIES

Activity	1 Once a Year	A	B	C	2 Twice	A	B	C	3 Quarterly	A	B	C	4 as often as possible	A	B	C
Workshop		43	33	14		43	33	0		14	0	29		0	0	14%
Seminars		43	33	57		29	0	0		29	0	14		0	33	
Refresher		0	33	14		29	33	45		43	0	14		29	0	
In-service		14	33	0		0	0	0		29	33	43		43	0	29%

Table 4.10 further indicates that only 33 percent of young adults were in favour of the two activities as way of helping them to keep informed of developments in the industry, with adults (57%) preferring seminars. Like youth, young adults and adults preferred the two activities to be held once in a year. The tendency of all age categories to make their choices around seminars and workshops could be viewed on the basis of the nature of the two activities that is informative, participatory, resourceful and flexibility for exchange of ideas.

4.2.2 Training and Non-Training on Marketing and Service Quality

The two variables, marketing and service quality were chosen by the researcher because they formed the central part of tourism industry. The industry should be made known to domestic and international communities (marketing) and once people are attracted to it they should be treated in the best possible way (service quality).

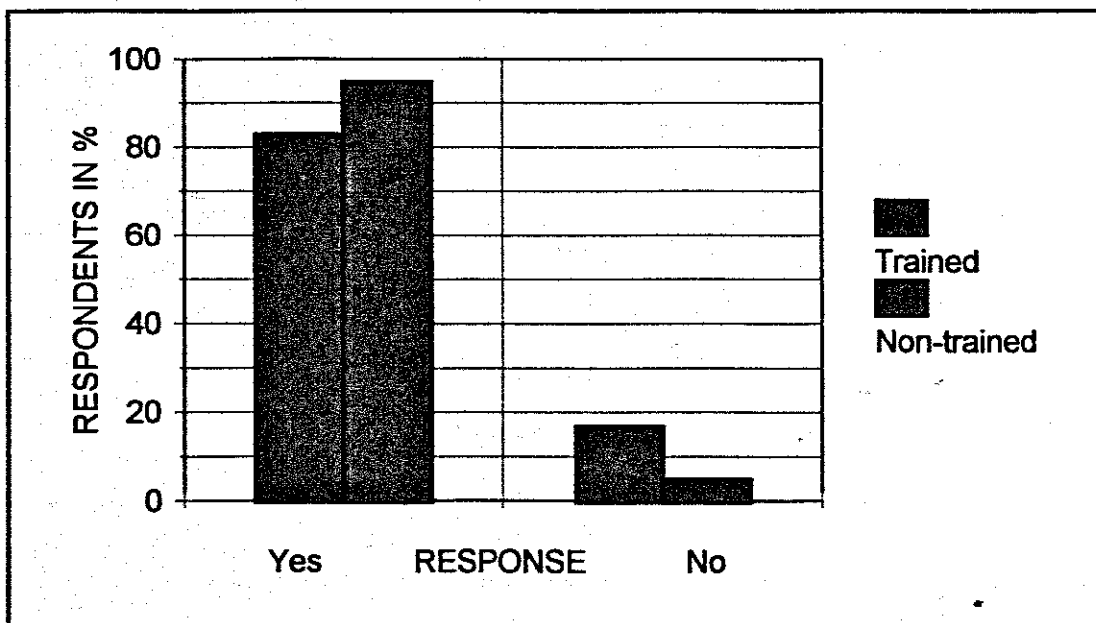FIGURE 4.7: TRAINED AND NON-TRAINED VS MARKETING

Figure 4.7 reveals that the large majority of the trained respondents (83%) felt that training had not helped them in any way to market tourism establishments in which they were involved. Only 17 percent of the trained respondents agreed that their training contributed to their marketing of the tourism establishments. The denial of the large majority raised a serious concern and it further pointed to the deficiency in the tourism training programmes that they had undergone. This situation, to a large extent, called for revisiting of the tourism training programmes with an intention of improving them on certain areas and including central missing areas of focus. It had also been mentioned in this document that, youth, young adults and adults, had felt that marketing skills were integral part of tourism training programmes. Marketing should be an area of focus (training need) in the tourism training programmes offered by Tourism Training Institutions.

FIGURE 4.8: <u>TRAINED AND NON-TRAINED VS SERVICE QUALITY</u>
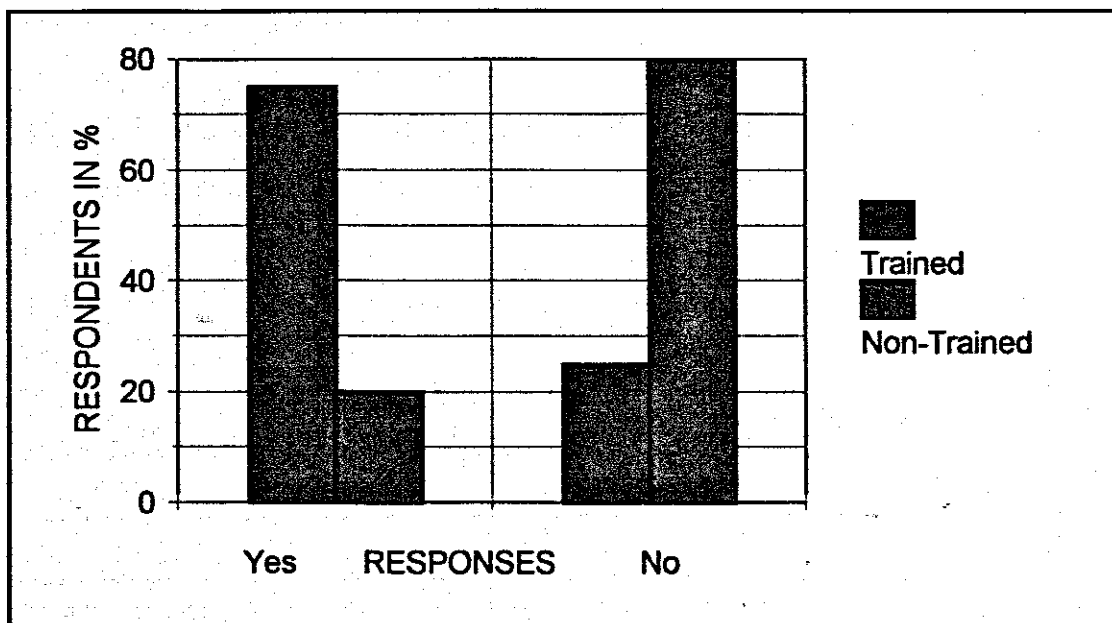
In Figure 4.8 the large majority (75%) of trained respondents felt that the training they received had helped them to improve service quality. This showed the importance of training and what it could do for people in the tourism industry.

High service quality, inevitably, creates lasting and memorable impression on the tourists and they (tourists) can recommend such tourism establishments to other would-be tourists. Meanwhile, the larger percentage (80%) of non-trained respondents felt that their being non-trained had seen them not improving the service quality. The confession of non-trained re-affirmed the importance of training in order for service quality to improve. Since training is important for high service quality in any given tourism establishment, serious consideration should be given to training of people in the tourism industry.

4.3   TOURISM STUDENTS' RESPONSES

Here the respondents were students who were then undergoing tourism training in the institutions offering such training in the Newcastle Council. Their responses revolved around general knowledge about the tourism course they had chosen. The responses had been analysed with the view to obtaining the extent to which the training programmes offered were equipping them adequately with tourism skills. On the basis of that analysis the researcher established the foundation upon which tourism training programmes should be founded and made recommendations. It should be remembered that the students were no longer divided into age categories as it was the case with frontline staff.

TABLE 4.11: GENERAL KNOWLEDGE ON TOURISM

FACTORS	NATURE OF RESPONSES			
	Freq	Positive %	Freq	Negative%
COURSE KNOWLEDGE	9	82	3	18
TOURISM SKILLS AND EXPERTISE	9	82	3	18
CAREER OPPORTUNITIES	11	11	0	0
MOTIVATION ABOUT TOURISM	11	11	0	0

Table 4.11 shows that the large majority of respondents (82%) knew about the course before enrolling for it. And the reason could be that the two institutions MSC and Damelin were aggressively marketing their training programmes in council areas. The personnel in these institutions realised that there were no tourism related programmes in the council. Another majority of respondents (82%) felt that the tourism training they were undergoing in these institutions was adequately equipping them with skills and expertise needed. Meanwhile, 100 percent of respondents positively agreed that the course was full of career prospects and they knew about them and this made them to be motivated to do the course.

On the whole the students were well informed about the course in general. The positive responses also pointed to the fact that the tourism training programmes in these institutions were well designed to effectively and efficiently equip students.

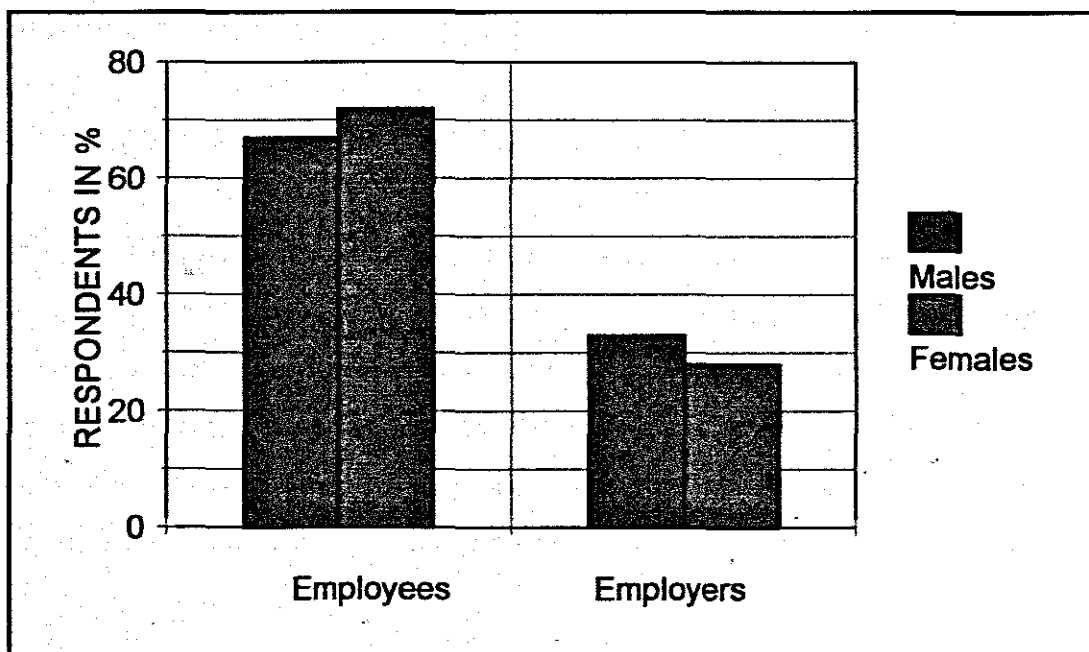FIGURE 4.9: STUDENTS' VIEWS - EMPLOYEES AND EMPLOYERS

Table 4.9 shows how did the respondents view themselves with the training they were receiving. Did they view themselves as prospective employees or employers? The

respondents were divided into two in terms of gender for this purpose only. One reason for this division was that the researcher wanted to establish to what extent did their training dealt with fear that only males could be entrepreneurs. Another reason was that the researcher wanted to establish if their training programmes included entrepreneurship.

Contrasting males with females to work out who between them view themselves as employees and as employers, the researcher discovered that there were high percentages in both males and females (67% and 72% respectively) who felt that they were trained to be employees. Meanwhile, low percentages (33% and 28% respectively) of males and females felt that they were trained to be employers. The training programmes should emphasize entrepreneurial skills for students to be able to start their own businesses. This analysis further indicated that the stereotype of fear amongst females to be employers was still prevalent, although there was no large difference between females and males who felt that they could not be employers empowered by the course they were undergoing. The researcher was of the opinion that tourism training programmes should include entrepreneurial skills that will help students who complete their course to start their own businesses, for an example Travel agencies, Tour Operating Company to mentioned a few.

4.4   TOURISM ESTABLISHMENTS MANAGEMENT RESPONSES

The interview schedules were used to collect data from the tourism establishments management with a primary purpose to establish whether or not the management underwent tourism training relating to the positions they are holding. The management responses were tested against six central questions and presented in the form of figures and tables. Once the management level of training had been established it would help in the identification of tourism training needs for them.

FIGURE 4.10: JOB DESCRIPTION

Marketing (11.00%)

Staff Development (22.00%)

General Management (67.00%)
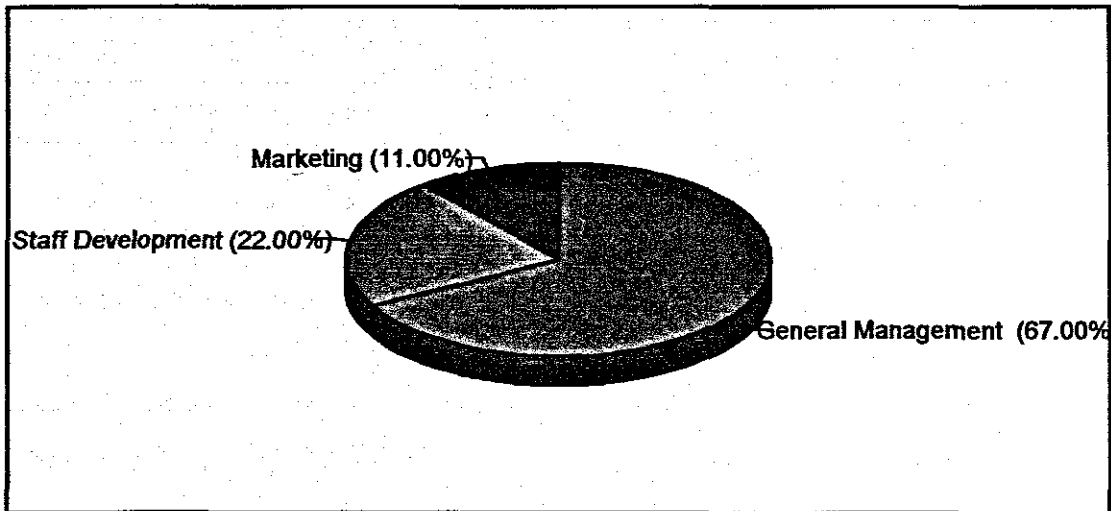
Figure 4.10 indicates that the majority of the respondents (67%) viewed their job as primarily the general management of the establishments. To them management entailed determining what was to be done for the day, who should do it, when should it be done and providing the necessary resources to ensure that the work for the day was done smoothly and successfully. However, this large majority seemed to ignore marketing the establishments and developing staff as only 11 percent and 22 percent, respectively, viewed their job as such. The researcher felt that marketing and staff development were also an integral part of the training package that should be offered to would be managers of tourism establishments. This would go a long way in improving staff for high service quality, ease in communication, commitment to satisfy clients/tourists. These attributes would market the establishments and they must be skilfully instilled in the frontline staff by management through carefully planned and timeously delivered staff development programmes.

TABLE 4.12: <u>MANAGEMENT EXPERIENCE</u>

	NATURE OF RESPONSES			
TOURISM EXPERIENCE	Freq	Positive %	Freq	Negative%
TRAINING IN TOURISM	3	33	6	67
HELF OF SKILLS	9	100	0	0
MANAGEMENT STYLE	9	100	0	0

Table 4.12 indicates tourism experience of the management with regard to training in tourism, help of skills received and their perception of their management style. From Table 4.12 we could read that the majority of management (67%) were found to be trained in general management not tourism management, with only 33 percent having received contextualised tourism training. Implication would be that the majority of managers needed training in tourism. No management training could take place in a vacuum but in context. Management training for tourism should be contextualised so that it is relevant. The management of this nature affords managers to see how do various management skills and expertise imparted apply to tourism and tourism facilities. In short the analysis called for the contextualization of management skills and expertise.

The fact that in Table 4.12 hundred percent of respondents found that the little skills and expertise received helped them in the execution of their duties pointed to the significance of training. The investigation discovered that 100 percent of the respondents found their management style influencing the frontline staff positively. The positive influence could be attributed to the salubrious human relation which were embraced by management and manifested themselves in the form of encouraging and appreciation of frontline staff.

The dynamism of tourism necessitates changes from time to time. Figure 4.11 in the next page indicates that the majority of respondents (56%) kept abreast of changes and developments by attending workshops where new ideas and improvements would be discussed.

FIGURE 4.11: <u>UPDATE IN TOURISM</u>
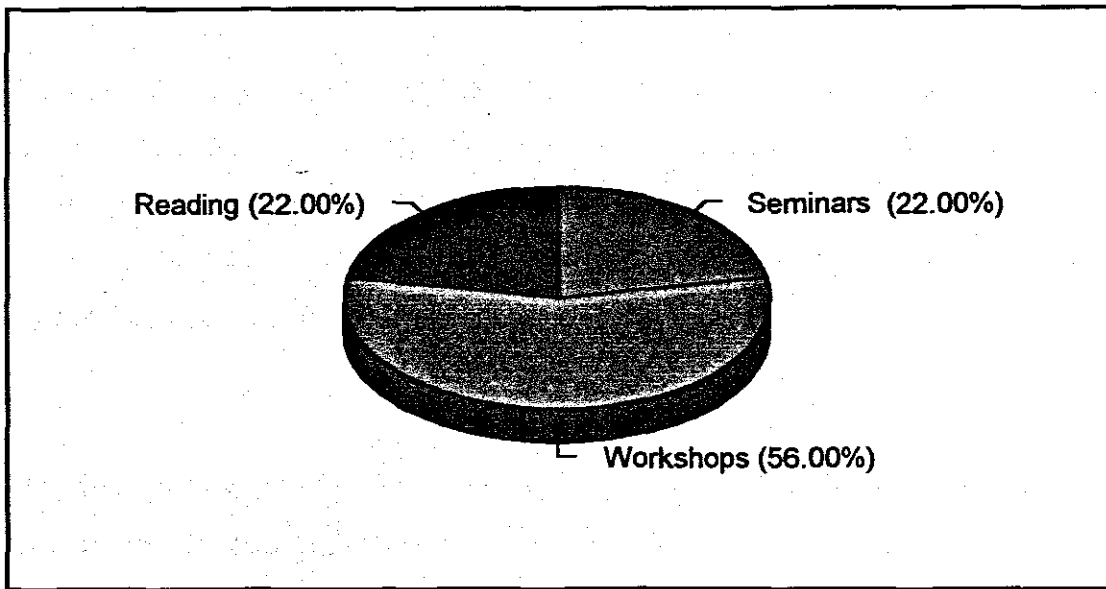
The remainder of respondents were equally divided between seminars and reading a lot (22% and 22%, respectively), in order to keep abreast of changes and developments. On the whole enlisting one of these ways to keep abreast of developments and changes in tourism, the management would be provided with information on the new trends in tourism and the current interests and tastes of tourists at the domestic and international levels.

4.5   **TRAINING INSTITUTIONS' MANAGEMENT RESPONSES**

The analysis and interpretation of the responses to training institutions' management would shed light on what did these institutions offer and why did they offer it and for what did they prepare students.

There are only two training institutions which serve the local community in the Newcastle Local Council area. They offered tourism courses but none of these institutions had a course which included tourism management. The two training institutions came into being late in the 1990's. Before that there were no institutions or organisations offering tourism training. Therefore the fact that most people involved in tourism did not receive tourism

training should be viewed in the light of the absence of tourism training institutions in the area.

The focus of Damelin and Manpower Services Commission Private Colleges is on Travel tourism. They had stated that the reason for them to focus on this aspect of tourism was that they had so many public requests for the course and enquiries about it. They decided to respond by introducing the course. The course focused on what is called Travel agency. It should be remembered that travel tourism is one part of the whole tourism industry.

The running of travel tourism course by these institutions meant that the other areas of tourism were neglected, parts like sea cruise, recreation and leisure, accommodation, to mention but a few. However, it could be that their running of travel tourism course was an attempt to address particular local training needs. Travel agencies did not only arrange and ensure the smooth departure of local people to various chosen destinations but also arrange for visitors' accommodation and recreation and leisure. They should try to offer a complete and comprehensive package that would interest tourists.

The implication would be that the course was not adequate but served to address a particular local need and as such it was important. Focus, however, should be on a comprehensive tourism training programme that entails everything ranging from travel tourism, accommodation, tour operation, tour guides, tourism education, travel journalism, management, to research, such a comprehensive tourism training programme addresses the local tourism training needs in totality and produces well-balanced tourism student with understanding of the nature and immensity of tourism industry.

4.6   RESPONSES OF TOURISM LECTURING STAFF

The analysis and interpretation of tourism lecturing staff responses would shed light on the nature of tourism course they were teaching and career opportunities it opened for students.

All lecturers in these institutions were found to hold relevant tourism qualifications. They felt that the course was introduced because of the increasing awareness in the community about tourism and many people wanted to do the course. This showed that the Newcastle community was well aware of tourism and the potential that Newcastle had for tourism. The community's searching for institutions where they could do tourism related courses should be interpreted as commitment to be part of the team that assisted in the development and marketing of this tourism potential, thereby contributing to job creation for the myriads of matriculants who are currently without jobs in the Council areas.

The lecturers felt that their course adequately equiped students with knowledge, skills and expertise to help them to take their rightful positions in the tourism industry. They further stated that their course also focused on entrepreneurship which prepared students to be able to start their own businesses relating to tourism once they had completed their studies. The course with its strong emphasis on entrepreneurship seemed to be in keeping with what the government was stressing, empowerment of people with skills that would enable them to open their own businesses rather than to seek employment. The entrepreneurship skills meant job creation for others and ultimately help in the minimization of high unemployment rate in South Africa generally and Newcastle in particular.

To be admitted to the course a prospective student should have passed matriculation examination and must have a good command of English. English is an international language and as such it enables a person in the tourism industry to better communicate and deal with local and international tourists. Since the course was about Travel tourism it prepared students to work in travel agencies, open their own travel agencies and work as travel consultants.

The course was presented both theoretically and practically. Theory was taught in class by lecturers whereas the practical part of it was taken care of through assignments given to students in which students were expected to apply theory to practical situations and display great ability in application. Students were evaluated on the basis of what they

knew (theory) and to what extent could they apply it to practical situations. The evaluation of this nature offered students the practical feel of what they were prepared for while still in these institutions. Their skills, expertise and abilities were put through their paces while learning and while they could be corrected.

4.7   CONCLUSION

The analysis and interpretation of various responses from frontline staff, students, management of tourism establishments and training institutions and tourism lecturing staff revealed that there was existence of tourism training needs in the Newcastle Local Council areas. Amongst others these needs (training areas) were communication, reception, serving, hospitality and public relations for the frontline staff. Training was found to be vital since it impacted on marketing and service quality. It had a tendency of improving these variables (marketing and service quality).

There was a great need to offer tourism management training which was contextualized and it should encompass, as its integral parts, marketing and staff development. As for the training institutions, there was a great need to offer comprehensive training programmes that included entrepreneurship for the students in tourism.

Finally, a well balanced person with all the skills and expertise to work as an employee and employer, with great understanding of importance and immensity of the tourism industry with all its dynamism should be produced by training institutions.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Data was presented, analysed and interpreted in order to show how respondents answered some of the questions. It should be noted that certain questions were selected, regarded by the researcher as central and constituting the core of this investigation, with a view to demonstrate how they were responses to them. In analysis and interpretation meanings were worked out and attributed to these responses for better understanding of this investigation.

The analysis and interpretation showed different interesting points and meaning attributed indicated various findings about Tourism Training Needs in the Newcastle Local Council areas. The objectives of this investigation would be re-iterated so that conclusion and recommendations could be viewed in line with them.

Conclusions would centre mainly on the presentation of these objectives and relating them to the findings of investigation. Questionnaires and interview schedules were designed with these objectives in mind.

The recommendations would mainly point the way forward in case of dilemma or loss of direction. They would further indicate the ways and means of redressing and addressing the situation for the betterment of Tourism Training with regard to the identified Tourism Training Needs of people already involved in the tourism industry in the Newcastle areas. They would also provide the basis upon which future Tourism Training programmes could be founded and adjusted.

5.2   INVESTIGATION OBJECTIVES AS RELATED TO FINDINGS

Here the objectives would be presented and each of them would be related to findings of this investigation with a view to establish whether or not the objectives were achieved.

Generally the investigation of this nature would like to establish what training in tourism and its development has been undergone by people in charge of tourism facilities and establishments and their frontline staff.

The first objective was to establish if there was any training which specifically focused on the marketing of the Council areas in terms of its training potential.

There was vast majority of people, particularly, matriculants who were without jobs and equally did not possess any skills. The tourism industry could absorb them provided they were trained in Tourism Skills. However, the Council did not have any training programme relating to tourism. As such a large number of people were wanting in tourism skills and expertise. Newcastle Publicity Association was more concerned with publicizing/marketing what already existed in the Council Areas which could be used by tourists and other visitors. None of their programmes focused on the training potential that the Council areas possessed. This accounted for a large number of people, especially matriculants, not trained in any skills generally and tourism specifically. It further accounted for a myriad of people already involved in tourism industry, (youth 71%; young adults 67% and adults 29%) having been trained through in-service training only, in non-tourism related and tourism related fields.

If it were not for in-service training they would not have been trained at all. Consequently, it was not surprising that they identified a number of areas (training needs) in which they felt they needed to be trained.

The second objective sought to find out what were the Training Needs of the people already in the Tourism Industry.

The frontline staff (youth 71%; young adult 67% and adult 86%) recommend that the Department of Tourism Education and Training be established to run courses in the Tourism and Hospitality Industry including refresher courses. This alone was enough to indicate that they felt that they were lacking in training. They (youth 100%; young adult 100% and adult 71%) emphasized that skills training should supersede theory training. The youth and adult (100% and 86% respectively) identified communication as a training need in existence. They further emphasized that training was also important in serving, hygiene, conflict resolution, hospitality and public relation. This picture showed beyond any shadow of doubt that there were Tourism Training Needs in existence and that people already in the industry indicated their unhappiness about the fact that they were inadequately trained

The long and the short of it was that tourism training needs existed in communication, hospitality, hygiene, conflict resolution, public relations and serving.

The third objective purported to establish what training needs existed which relate to service excellence in Tourism. Service Excellence was equated with Service Quality. The research revealed that Service Quality is intertwined with training, where 75 percent of people hailed training as having helped them to improve their performance, realize the importance of industry and improve their service quality.

About 80 percent of non-trained people said that their not being trained had robbed them of improved service quality. With 80 percent of people already in the tourism industry feeling that non-training was a factor to dwindling service quality in their establishments and facilities, training became even more important.

Wrapped in service excellence are improved performance, realization of importance of industry, enhanced public relations and good communication skills. All these constituted the areas in which people needed training (training needs) for the improvement of service quality and bring about service excellence. It appeared, from the frontline staff findings, that there was a serious lack in tourism training relating to service excellence.

The research established that people in charge of tourism establishments and facilities received non- tourism training (67%) and others (33%) did not receive training at all. It further established that there was a need to offer management skills relating to tourism (contextualized tourism training of management). The researcher added that integral to the contextualized tourism management training was marketing and staff development which would help in the attraction of tourists, both domestic and international, and ensure service quality.

In summary, a contextualized management training programme which encompassed marketing and staff development would satisfy the needs (training) of these managers and help them to impact greatly and positively on their frontline staff.

The fourth objective sought to establish the focus of training programmes of the two institutions, Damelin and Manpower Service Commission Private Colleges, in the Newcastle Local area.

The main focus of the two institutions was on travel tourism to the exclusion of other parts of tourism. They hoped to produce people who would work in the Travel Agencies, Tour Operation Companies with other aspects which were intertwined with Travel Tourism excluded, like accommodation, recreation and leisure, tour guiding and tourism education.

The institutions could focus on Travel Tourism but they needed to, in one way or another, include other parts of tourism to give students a complete picture of the tourism industry. To update their courses the institutions needed to be constantly involved in research and these skills should be delivered to students so that they could constantly engage in research that would help them to keep abreast of travel tourism development and harness the new tastes in travel. The research regarded the two institutions to be at an elementary stage and to be focussing on a specific area of tourism which limited the kind of students they produced to Travel agencies as well as Tour Operation companies.

The fifth objective of this investigation was to establish what motivated students to enrol for the Travel Tourism course. All students respondents (100 %) indicated that they registered for this course out of interest and love. This signified their preparedness to learn and develop. It further pointed to intrinsic motivation which make the lecturers' work much easier.

The last objective sought to find out if Tourism Training Programmes offered in these two institutions prepared students adequately. The research discovered that lecturers were confident that their training programme was fraught with skills and expertise which prepared students for their envisaged roles in the job market. Attesting to this was the fact that about 89 percent of youth (18 to 22) strongly agreed with what lecturers said. However, another category of student respondents (23 to 30) were casting a shadow of doubt on the training programme in terms of it adequately preparing them for the job market.

5.3 CONCLUSIONS

With these conclusions and recommendations the researcher hoped that if correctly noted and implemented they would go a long way in changing the face of the Tourism Industry in the Newcastle Local Council Areas. The recommendations would assist in the provision, firstly, of Tourism Training Institutions which were committed, with a vision, familiar with dynamism of tourism industry, prepared to adjust to such changes and keep abreast of them and equip students with such coping skills, constantly involved in research to keep their programmes up to date and producing suitable and relevant students; and secondly, provision of refresher training programmes that would try to redress the prevailing state of people already involved in the industry by specifically concentrating on the training needs pointed out earlier on in this chapter relating to frontline staff and management.

Lastly they could help Newcastle Local Council Areas to have their tourism potential fully developed for the benefit of the Council Areas and help the Council to boast of a number interesting and high service quality tourism facilities.

5.4   RECOMMENDATIONS

Recommendations were based on the conclusions that were made when relating objectives to findings of the investigation.

Firstly, the researcher would like to recommend that training institutions be established to train youth (matriculants) and other interested people not trained in any skills generally and in particular tourism skills. The focus of training should be in tourism because this was one industry which promised to be a great employer. All efforts then, should be directed to nurturing and protecting it in order to ensure that the financial and social benefits it would bring filter down to Newcastle Council areas. The researcher further recommended that the Council should put these tourism training programmes in place and invite Community Based Organisation (CBOs), Non-Governmental Organisations (NGOs), Independent Organisations, Private Organisations and Institutions to come up with Tourism Training Programmes that would develop the human resources, after the council had identified tourist attractions.

Secondly, the researcher added that when these Tourism Training Programmes were designed it should be with full understanding of what Tourism Training Needs were there which needed to be addressed. This investigation was able to identify some of the basic and paramount tourism training needs. They included, amongst others, communication, conflicts resolution, hospitality, hygiene, public relations, marketing, serving and improvement of service quality. Whenever Tourism Training Programmes were designed they should address these training needs which had been identified by this investigation to exist in the Newcastle Local areas. However, needs are changing because the industry is very dynamic. It would therefore be important to constantly research the needs so that

Training Programmes would always be relevant and contain the latest tastes of training needs in tourism.

Thirdly, service excellence is inherent in training which in turn addresses certain critical Tourism Training Needs. In a way Tourism Training Programmes should inculcate the importance of tourism industry, improvement of performance, amelioration of service quality and enhancement of public relation. With these elements embraced in tourism training programmes the service levels and tourism products would be up to a high standard and permit Newcastle Local Council areas to compete effectively and play their role in the tourism industry while maintaining high service quality.

Fourthly, Tourism Update (1998) argued that the South African Tourism Industry had not yet risen to the managerial and service challenges of the sophisticated international market. During the years of isolation we developed practices which suited our local market needs. Now there would be a great need to change gear and alter our management approaches and re-examine our standard of service. Newcastle Local Council areas were not an exception. They needed to impart such skills and approaches of management to rise to the high level of service and management that correspond with those of the world.

Management is very important and every effort should be directed to its improvement and refinement. Hence, the researcher recommended that tourism management training programmes should be designed and offered. They should be contextualized in the sense that they would relate to management of tourism facilities and establishments. Management is an applied science and as such it calls for its application in tourism as a field of study. This notion when practically applied would go a long way in changing gear and altering management approaches.

Fifthly, the researcher recommended that training institutions should design a comprehensive course that would have as its core travel tourism, but at the same time familiarize students with various categories and aspects of tourism industry as a whole.

The familiarization would help students to concentrate on travel tourism with the understanding that it is not an aspect in isolation but part of the whole and view it as such.

Sixthly, the skills and expertise inherent in training were essential. Therefore tourism training programmes should be meticulously designed, content carefully selected and effectively delivered to students.

The students were intrinsically motivated which meant that they could learn and develop. The same could not be said about them if programme and content had not been meticulously designed and carefully selected, respectively, and effectively delivered to students. The researcher viewed these as critical and providing the programme designers with an extra hat to wear in terms of designing, selecting and delivery of the programme and content, respectively.

The researcher recommended that such programmes should include entrepreneurial skills to evade a situation where students contribute to the high rate of unemployment in our area and the country as a whole. The institutions should ensure that skills transfer, technology assistance and planning expertise are effectively delivered to students. Institutions were to realize the immensity of the job that they were doing which was assisting with capable and effective human resources for the development, management and promotion of tourism.

Lastly, to avoid a situation where prospective students were not familiar with tourism, the researcher recommended that tourism be introduced as a school subject. If this would be impossible, then tourism sections be included in the existing syllabi. Tourism sections could tie well with Environmental Studies, Geography, Economics, Business Economics to mention a few subjects.

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HOSPITALITY AND TOURISM LECTURING STAFF-INTERVIEW SCHEDULE

1. Personal demographics (age, gender, nationality, place of origin, qualifications and institution(s). _____

    _____

2. What is the background against the introduction of this course? _____

    _____

    _____

3. What are the entry requirements-uniform? _____

    _____

4. If not do they all attend in one class and taught same course content? And how do you justify that? _____

    _____

    _____

5. What is the basis for selection of course content? (Industry demands, peoples' training needs etc.) _____

    _____

    _____

6. Do you think this course equips students adequately to be competitive in the job market?

    _____

    _____

    _____

7. What is the duration of the course and what career opportunities does the course open for students? _____

    _____

    _____

    _____

RAINLINK INSTITUTIONS' MANAGEMENT - INTERVIEW SCHEDULE

1.   Personal demographics (age, gender, nationality, place of origin, qualifications and institution(s). _____

_____

2.   Briefly tell me about the motive behind the introduction of this course and how long has your institution been offering it? _____

_____

_____

3.   What are the entry requirements? _____

_____

_____

4.   What is the duration of the course? Do you think it is adequate to prepare students to be effective in their envisaged roles? _____

_____

_____

5.   Explain the nature of (theoretical, practical, both, etc.) and structure of this course?

_____

_____

_____

6.   To what extent is this course addressing local Tourism Training Needs?

_____

_____

_____

_____

7.   What qualifications are awarded students and what status do they enjoy (local, national, international etc)? _____

_____

_____

_____

8.   Do you enjoy the support of any Authority Body in the Hospitality and Tourism industry and that of future employers of your students? _____

_____

_____

ESTABLISHMENTS' MANAGEMENT - INTERVIEW SCHEDULE

1. Personal demographics (age, gender, nationality. place of origin, qualifications and institution(s). _____

_____

2. Briefly tell me how far back does your involvement in the Hospitality and Tourism industry date? _____

_____

3. When did you get involved in this establishment and how? _____

_____

4. What training relating to this industry did you undergo and what qualifications do you hold and from which institution(s) did you get them? _____

_____

5. To what extent would you say the skills you acquired there helps you in your job as a manager? _____

_____

6. In summary, what does your job entail? _____

_____

7. How is your relation with the frontline staff (reservation clerks, receptionists, waiters/waitresses etc.) and how do you maintain it? _____

_____

8. Would you say your managerial style and skills have a motivating or demotivating influence on the frontline staff? And how so? _____

_____

9. As this a dynamic industry, how do you keep abreast of changes and how do you assist the frontline staff to embrace them? _____

_____

HOSPITALITY AN D TOURISM STUDENTS' QUESTIONNAIRE

Dear Student

I am currently working on a Research Project which is part of the requirements for completing my Masters in Recreation and Tourism. I therefore humbly request you to fill in this questionnaire in a sincere and honest manner. The information provided will be treated with strictest confidentiality possible and will be used for completion of the Project only.

1   **Personal Background**

1.1   Age   : _____

1.2   Gender: _____

1.3   Nationality: _____

1.4   Highest standard attained at school: _____

2   **About the Course**

2.1   What motivated / made you to enrol for this course?

Interest and love	
Long been staying at home	
Persuaded by someone	
Failure in other fields	
Other specify	

2.2   Did you know about this course before?   Yes ❑   No ❑

2.3   How much did you know about the course before enrolling for it?

Nothing	
Little	
Much	

2.4   What is the duration of the course? _____

2.5   Do you think this course equips with all the skills and expertise of the job it is preparing you for?   Yes ❑   No ❑

2.6   What career opportunities does this course offer? _____

_____

_____

Thank you.

FRONTLINE STAFF QUESTIONNAIRE

DEAR RESPONDENT

I am presently working on a research Project which is part of the requirements for completing my Masters in Recreation and Tourism. I therefore, humbly request you to fill in this questionnaire in a sincere and honest manner. The information gathered will be treated with the strictest confidentiality possible and will only be used for the :

- Establishment of whether or not tourism training needs exist in the Newcastle Transitional Local Council Areas.
- Identification of what tourism training needs are in existence and based on this.
- Determine what should be the focus of tourism training institutions and how they should design their training programmes to best meet training needs and demands of this industry in the Newcastle Transitional areas.

NB   For this questionnaire the following applies.

Formal training	=	education or training (theoretical) undergone in a formal institution and a certificate, diploma or degree awarded.
Semi formal training	=	establishment where one is employed clinched a deal with a formal institution to which its employees are sent for a few weeks for theoretical background.
Informal	=	Learning as one progress with work and learning from others without following any pre-planned programme.

1   PERSONAL BACKGROUND INFORMATION

1.1   Age : _____

1.2   Gender: _____

1.3   Place of Origin: _____

1.4   Educational Qualification: _____

1.5   Types of subjects done at school:

Commercial	
General	
Science	
Technical	
Other specify	

1.6   Type of Employment/Job (Clerk, Receptionist etc.) _____

2   **INVOLVEMENT IN THE HOSPITALITY AND TOURISM INDUSTRY**

2.1   **PAST EXPERIENCES**

2.1.1   How long have you been in this current job? _____

2.1.2   Have you been involved in the industry before?   Yes ☐   No ☐

2.1.3   What skills/expertise did you possess relating to the industry? _____

_____

2.1.4   Did you undergo any training?   Yes ☐   No ☐

2.1.5   If yes, what type of training?

Pre-service	
In-service	
Refresher course	
Short sources	
Informal	
Semi-formal	
Formal	

2.1.6   Did you receive any accreditation for training you underwent?

Yes ☐   No ☐

2.1.7   If yes, in what form?

Certificate	
Diploma	
Degree	
Attendance Certificate	
Salary increase	
Promotion	
Any other (specify)	

Yes ☐   No ☐

2.1.9   If yes, in what manner?

Improving performance	
Improving service quality	
Realizing importance of industry	
Marketing industry	
Enhancing Public Relations	
Any other specify	

2.1.10 Should you have not received any prior in-service training in the industry which skills would you recommend Hospitality and Tourism Training programmes to concentrate on:

Communication	
Reception	
Serving	
Hygienic	
Conflict Resolution	
Hospitality	
Public Relations	
Any other specify	

2.2   **PRESENT EXPERIENCES**

2.2.1   How long have you been involved in the present job?

Less than a year	
between 1 - 3 yrs	
between 4 - 6 yrs	
between 7 - 9 yrs	
More than 9 yrs	

2.2.2   Have you received any training for the job you are in at the moment?

Yes ☐   No ☐

2.2.3   If yes, how has your training helped you? _____

_____

_____

Yes ☐   No ☐

2.2.5   Give reason(s) for any of your options chosen above. _____

_____

_____

_____

2.2.6   In case you received training give name(s) of institution(s) attended. _____

_____

2.2.7   Full time ☐   Part time ☐

2.2.8   How would you recommend Hospitality and Tourism Training to be offered?

Through Correspondence	
In-service course	
Refresher course	
Seminars	
Alternating theory and Practicals at 6 month interval	
Any other specify	

2.2.9   Would you recommend that Hospitality and Tourism Training Industry creates its own

education and training Department for training of their staff?   Yes ☐   No ☐

2.2.10 Give reason(s) for any of the options chosen above. _____

_____

_____

2.2.11 What form should training by E and T under H and T industry take?

Workshops	
Seminars	
Refresher Courses	•
Short courses	
In-service course	
Induction	

2.2.12 At what interval would you like to see the following activities conducted? Write the number given next to each activity and period.

	1	2	3	4
Activity	Once a Year	Twice a Year	Quarterly	As often as possible
Workshop				
Seminars				
Refresher				
In-service				

2.2.13 Given a position to structure the education and training programme for Hospitality and Tourism Training Industry.

2.2.13.1 Whom would you target for such training?

People already in the industry	
People intending to join the industry	
Newly appointed people in the industry	
Any other specify	

2.2.13.2 Which aspects of training would you concentrate on?

Skills training	
Theory Training	
Any other (specify)	

2.2.14 Are there any career prospects in the industry? Yes ❑ No ❑

2.2.15 What are your current studies? _____

_____

_____

Thank You.